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RESEARCH ARTICLE

TEACHERS' PERFORMANCE MANAGEMENT SYSTEM AT ISOMORPHIC HIGHER EDUCATIONAL INSTITUTIONS.

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Abstract

Teachers are an integral part of an education system. While content delivery and student behavior regulation are critical teacher responsibilities in primary and secondary education, higher education brings with itself a new plethora of roles and profiles for teachers. Not only are domains multi-faceted and challenging, teachers are required to multi-task as well. The scenario calls for a well-designed and administered performance management system (PMS) for teachers. The Academic Performance Indicator introduced in 2010 serves the purpose of teacher appraisal (though not holistic), but a PMS itself, is not in place. Data empirically gathered from teachers of 15 highly accredited colleges affiliated to a popular and highly ranked University in India, heads of those colleges and other enablers of higher education have been analyzed to identify the PM practices in colleges. Statistical tests like ANOVA, ANCOVA. Chi Square, Correlation and Multiple Regression has been carried out to validate the findings of this study. A large proportion of teachers seemed dissatisfied with the PMS in place and urged for a change. Factors like performance planning, coaching, reward systems and leadership development seemed to be strongly associated with satisfaction with PMS. The findings of this study can throw light on aspects to be considered in constructing a holistic PMS for college teachers.

Introduction:-

Background to the study:-

Undergraduate education has its nuances. Teenagers are at a vulnerable juncture of their lives, new decision-makers for themselves. This study is centric to India, where parents in most communities still believe that school goers are incapable of handling themselves, and thus ardently make decisions on their behalf. Stepping on the threshold of college education ushers with itself, a host of fresh opportunities – to take control of one's life. Thrown into an arena of decision making with practically no prior experience at all, no calculated guesses into right and wrong moves, no familiar beings to consult with (at times), and no passing the buck on consequences, these are young adults needing a lot of attention, and personal help in terms of counseling, mentoring, hand-holding and able guidance. The teacher plays a pivotal role in enhancing their life experiences at this point.

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Higher education – The first leash of freedom from austere school life. Students learn at Higher Educational Institutions. New educational campuses, new friends, new courses, new curriculum, and at times, a new city/country. That's a lot for a young adult to handle at single point in time. Yet, these challenges seem exciting and adventurous. Flexible study routines, pre-medicated choice of courses and career focus tend to seemingly surface. Teenagers in liberated study environments, and nuances in cultural habitat find their comfort zones in newly made friends – only apart from their teachers.

Teachers - Besides parents, they are the only social beings who shape the characters and lives of future citizens. Known to children from the age of 3 to 5, these are the only set of people that probably associate with them and hand-hold them through varied learnings. As regards school teachers and teachers at higher education, their roles stand poles apart. School teachers focus on content-centric pedagogies, with examinations/outcomes being the chief scale to rate student performances. At college, education becomes more student-centric, curriculum becomes volatile, free thinking and diversity in thought is appreciated, and parameters to gauge student success are as much diverse as innovative. Teachers need to handle the challenges with these free thinking, curious bunch of students, who may be home-sick, culturally shocked, and probably lost in a new environment. This makes the teacher critical in the lives of college goers at the undergraduate level.

Abbreviations and operational definitions:- Recurring abbreviations and terms which may be inferred meaning beside the dictionary meanings are sought to be explained herein.

1. API – Academic Performance Indicator
2. FDP – Faculty Development Program
3. HEI – Higher Educational Institutions
4. NAAC – National Assessment and Accreditation Council
5. PMS – Performance Management System
6. UGC – University Grants Commission
7. Isomorphism – A constraining process that forces one unit in a population to resemble other units that face the same set of environmental conditions
8. Performance review –meeting of teachers with Principal to obtain feedback
9. Teacher – Teacher imparting education to the undergraduate level students

Need for the study:-

Having comprehended the metrics in higher education one can be certain that teachers and students at the Higher educational Institutions (HEIs) share a different equation, a much augmented one from just the usual education-imparter education-seeker one. Teachers must precariously balance their teaching roles with the non-teaching ones. Being a teacher is as much an art as is a science. While subject and content updation cannot be compromised, the plethora of tasks handled by the teacher is admirable. Academic activities, student affairs, subject enrichment, extra-curricular encouragement, counseling, mentoring, active researching, societal contribution, corporate contributions, and mundane administrative chores are just a few to name. Maintaining performance at their best at all times, and all roles is important – if not critical. This calls out for a need to manage their performances well, so that they are motivated to invest their full potential at all times. This study is relevant from the stand point that, teachers' performances must be subject to a well designed and implemented Performance Management System.

Objectives of the study:-

This particular study is undertaken with a three-fold objective. They may be summarized as follows:

1. To scrutinize the current system of performance management for teachers. The intention was to check on the mechanisms adopted by colleges to manage the performance of their teachers, in their multi-faceted role delivery.
2. To understand stakeholders satisfaction with current PMS. To undertake an empirical study into the stakeholders' satisfaction levels with current PMS.
3. To identify the scope to develop a comprehensive framework for teacher PMS. In the background of the previous two objectives, discover whether there exists a possibility to design an appropriate PMS for college teachers.

Review of literature:-

Several research papers, and governmental/commission reports were scanned through to understand the PMS designed and implemented by universities for teachers, as also the ways in which their performance was assessed, bearing in mind the critical versus trivial roles engaged in by teachers.

The study draws on some rich theories on performance and motivation so as to gain an insight into the possible factors impacting performance. In addition, governmental websites and commission reports, and research papers on associated aspects in reputed international journals formed the cornerstone for relevant reference.

Theories:-

The self-determination theory, justice theory, stewardship and agency theory, goal-setting theory, control theory, social cognitive theory, to name a few. Another important concept borrowed, that is note-worthy in the current study is that of institutional isomorphism (DiMaggio, P., & Powell, W. W., 1983)

Websites:-

Another rich data repository was found in source websites. The start point was the MHRD website which revealed the present state of affairs in higher education, ranging from teacher pupil ratios and gross enrolment ratios to public expenditure on education (http://mhrd.gov.in/). Besides this, UGC (www.ugc.ac.in/), NAAC (www.naac.gov.in/), DHE (www.dhepune.gov.in/), SPPU (www.unipune.ac.in/) were other sites referred.

Commission reports:-

A frame of reference for the current study was also provided from the committee reports prepared and published by chief education commissions/ committees like Yashpal committee, Knowledge commission, etc. on https://www.aicte-india.org/mis.php.

Publications:-

Research papers published in reputed journals were referred to for studying performance practices, strategies and trajectories, issues and challenges, measurements and management across various industries and geographies. Books have also been a good source of data to unlock treasures related to performance related aspects.

Performance management is a system, highly dependent on multifarious sub-systems. Studies have been extensively carried out on the need for PMS (6th CPC, 2009; Arvey, R. D., & Murphy, K. R.,1998; Campbell, J. P., Gasser, M. B., & Oswald, F. L., 1996) in education and the purpose of having a PMS in HEIs (Aghion, P, Dewatripont, M, Hoxby, C, Mas-Colell, A and Sapir, A, 2010; Gillie A., 1999; Graham, J, 2004; Armstrong, M., & Baron, A., 2005; Diamond, I ., 2011; Marsh, Herbert W, 1987).

There are also tried and tested PMS models (Ferreira, A and Otley, D., 2009; Malmi, T and Brown, D., 2008; Rawls, J., 2009; Henkel, M., 1997; Cave, M., 1997; Ryan, R. M., & Deci, E. L., 2000; Carver, C. S., & Scheier, M. P., 1981; Carver, C. S., & Scheier, M. F., 1998; Bandura, A., 1986; Behn, R.D., 2004; Len Ole Schafer, 2016) already adopted by corporate houses, so candid reference has been made to them to check their appropriateness in HEIs. Successful management of performance depends on how effectively the factors influencing performance are handled by the institution/organization/college. Such factors may relate to occupational stress, (Menon, G.; 2014; Decramer, A. et al, 2012; Winefield, A.H., et al., 2003; Smithers 2003) the race to top the industry (Adler and Harzing, 2008; Brooks, 2005; Dill and Soo, 2005), design of individual PMS within organizations (Decramer, A., Christiaens, J., & Vanderstraeten A., 2007) and even organization specific factors (Simons, 1995; Otley 1978; Hopwood, 1972).

Several researchers have also studied and published valuable papers with reference to drivers of performance (Murphy, K. R., Gannett, B. A., Herr, B. M., & Chen, J. A., 1986; Judge, T. A., & Ferris, G. R., 1991; Beletskiy, A., 2011; Bolden, R., Gosling, J., O'Brien, A., Peters, K., Ryan, M. K., Haslam, S. Longsworth, L., Davidovic, A. & Winklemann, K., 2012; Ferris, G. R., Judge, T. A., Rowland, K. M., & Fitzgibbons, D. E., 1994; Kinman, G., 1998; Murphy, K. R., 2008; Jiayuanyu And Murphy, K. R., 1993; Tziner, A., Murphy, K. R., Cleveland, J. N., Beaudin, G., & Marchand, S., 1998; Fisher, S., 1994; Bianco, M., Gras, N. & Sutz, J. , 2016; Weick, KE., 1976; Broadbent, J and Laughlin, R, 2009; Guest, D. E., 1997).

Some of the seminal studies and most interesting of studies in this space centered on performance measurements (Franco-Santos et al., 2014; Cawley, B.D. et al., 1998; Ilgen et al., 1993; Murphy, Kevin R., 1991; Landy, F. J.,

Barnes, J. L., & Murphy, K. R., 1978; Elliott, K., 2015; Ross, J. A., & Bruce, C. D., 2007; Avalos, B., 2011; Steckel, B., 2009 and Lawler, EE, 1967), and problems and challenges with performance management (Cranfield University Report, 1994; Hilgers, D., 2010; Emery, C. R., Kramer, T. R., & Tian, R. G., 2003; Mapesela, M. L. E., & Strydom, F., 2005; Bogt, J. H & Scapens, W.R 2012; DeNisi, Robbins & Summers, 1997; Townley, 1997; Murphy, K. R., 1993; Landy & Farr, 1980; and Ridgway, 1956) .

The literature also contains research studies which touch upon the effect of adopting PMS in various industries, especially education (Thorsen, E.J., 1996; Tytherleigh, M. Y., Webb, C., Cooper, C. L., & Ricketts, C., 2005; Luecke, R., & Hall, B. J., 2006; Woods, C., 2010; Martin, Ben and Whitley, Richard , 2010; Unal, Omer Faruk, 2001; Brownell, P., 1982; Dunk, A. S., 1993; Hartmann, F.G.H., 2000; Hartmann, F., Naranjo-Gil, D. and Perego, P., 2010; Lukka, K., 2010; Donoghue, S and Kennerley, M., 2008).

Research methodology:-

This research is based on an empirical study of stakeholders in higher education. It initiates with a scrutiny of the existing performance management system, identifying the pros and cons of the same and eliciting responses from teachers regarding their satisfaction with the existing PMS.

Data sources:-

Chiefly resting on primary data, secondary data available in stakeholder websites, reputed research publications and books have been used to make relevant references. The teachers of colleges, heads of these colleges, University Vice Chancellor, Regional advisor of the Accreditation Council for colleges were some of the respondents in this study.

Data collection instruments:-

Structured questionnaires were self-administered to teachers at the colleges so that in addition to closed ended responses to the questions posed therein, their expressions, attitudes and behaviors in a natural setting could be observed and captured. All other respondents were approached for semi-structured interview.

Method:-

The study uses is essentially quantitative in nature. Though the phenomenon of API appraisal tool introduction is being studied and scrutinized, that forms only a small part of the whole study. Also, there was no permission to undertake observation in natural settings, and longitudinally which created bottlenecks in conducting a qualitative study. The researcher is interested in inquiring into the performance practices for college teachers, from the perspective of both teachers as well as enablers of higher education. This study embarks upon data obtained from fifteen NAAC 'A' accredited colleges, receiving Grant-in-aid from the UGC and affiliated to one of the most popular and well established Universities in India – Savitribai Phule Pune University. While structured tools questionnaires were developed and used for collecting data from teachers, Heads of the colleges were interviewed. The study intends to develop/design a framework/system for successful management of teachers' performance – if the findings reveal a need to do so. The researcher is interested in understanding whether the agency model of higher educational operations undertaken as a result of grant-in-aid received from the UGC has any implication on the performance of teachers and their management.

Arriving at the sample:-

Only colleges affiliated to the SPPU were to fall within the purview of the study. The research wished to study colleges that were ranked high on quality parameters so as to gauge the importance of teachers' performance in these colleges. Thus colleges with a NAAC grade of 'A' were chosen for the study. Similarly, the recently introduced Academic Performance Indicator (API) was to be scrutinized, and the teacher sentiment to such appraisal was to be gathered. This manner of appraisal was mandatory only on colleges that received grant-in-aid from the UGC. As such only such funding-dependent colleges were opted in. 18 colleges satisfied both criteria. Since 3 pairs of colleges were formed under the same management, there were 15 unique entities which could be useful for data collection. Within these colleges, around 5-6 teachers who had served at least 5 years in the same college were randomly chosen for the study, so that there was adequate experience and reliability to back claims made in their responses. A total of 91 teachers and 8 Principals formed the sample.

Data Analysis:-

The data from Primary sources contained both structured responses as well as narrative and observation based information. An array of statistical tests was conducted using Statistical Package for Social Sciences package to analyse responses to the questionnaire which sought to gauge the satisfaction level of teachers on PMS employed. The qualitative information from interviews was analysed by mere frequency tabulation. The observations on attitudes and behaviors were recorded in narrative/essay format.

The API:-

The existing appraisal system was scrutinized. It was identified to be categorized into three groups – one each dedicated to teaching, extension and research. Teaching focused more on quantity/work load while pedagogy and innovation teaching styles remained concepts ill-defined. Scoring on this category was set with minimum and maximum scoring requirements. Extension, co-curricular and institution building category was less attractive and relatively poorly scoring. No teacher wanted to engage in them. Research was high on scores, and works through multiplication. No maximum scores were assigned to this class. Teachers found it extremely lucrative to invest much time into research so as to up their appraisal scores.

Analysis of teacher responses:-

Teachers were given structured questionnaires to elicit their responses on each of the aspects of the PMS (Aguinis, H. 2009). Besides their views on the overall satisfaction experienced with the PMS, they were questioned on specific stages of the PMS cycle as well. Overall satisfaction with PMS was measured on a 5 point satisfaction scale, while the responses to each stage of the PMS cycle were gathered on a 5 point agreement scale.

Performance planning:-

The teachers were asked how much they agreed with aspects that determined performance planning. Surprisingly, teachers expressed greater level of satisfaction when the UGC set their performance goals in collaboration with their Principal/Head of the college. The next higher level of satisfaction was expressed with a combination of UGC, Principals and teachers themselves – through a more inclusive model. Teachers also remarked that better knowledge of the college mission and how their job profiles helped reach out to the mission would help them contribute better in their roles. Teachers also mentioned that performance goals and roles were usually imposed upon them, and were changed at short notice. The ANCOVA was carried out to establish the relationship between the performance planning aspects and satisfaction of teachers with performance planning. The value of alpha was significant at 95% confidence interval. However an adjusted R^2 of .228 revealed a weak goodness of fit. [Table 1 & Fig. 1]

Performance execution:-

Several statements relating to role execution was posed to teachers to check their level of agreement with them. Some of the aspects where α was found significant was liberty to choose roles, extent to which teachers found it enriching to perform new roles and the degree to which teachers received motivation from the college for performing well. The α value for these factors was .005, .003 and .000. Also factors considered herein are largely the ones impacting satisfaction with execution, as indicated by an adjusted R^2 of .903. Other factors that showed significant association with performance execution was ongoing feedback, the extent of satisfaction with goal setting, and performance improvement initiatives taken by the college for teachers.[Table 2 & 3]

Performance assessment:-

Teachers were questioned about various assessment parameters and the assessment mechanism itself. Approximately 75% teachers were positive about using multiple assessors for performance and thus opting in for 360 degree appraisals. However, a small number of them showed skepticism about the use of such system as it might distort the true nature of ratings. The study wished to evaluate teachers' satisfaction with the evaluation system on the factors of fairness in assessment and the extent to which the college values means to achieve ends. Both factors showed significant association with satisfaction regarding assessments, and the adjusted R^2 value read .916. [Table 4 & Fig. 2]

Performance review:-

This stage is critical in throwing light on the performances showcased by teachers during the PMS cycle. Teachers were asked questions pertaining to review mechanism as well as the aspects of performance review. A multiple regression carried out to check the association between formal & informal feedback systems and satisfaction with PMS revealed significant association at 95% confidence interval. Strong goodness of fit was also indicated. Another

important revelation includes a significant association between job criticality and review mechanism adopted. [Table 5]

Performance management impact:-
The study intended to find out factors that were impacted by performance management, and how a good PMS design and practice could impact the consequences of performance delivery. As regards career advancement, it was found that performance had little role to play. Contrary to corporate culture, the state-run University affiliated colleges found themselves promoting teachers on the basis of their tenure in a timely manner. Poor teaching performance seldom became an impediment in their career growth. A study of the factors driving incentives and increments for teachers, portrayed a significance value of .004 at 95% confidence level for a Chi square test deployed. There was strong association between factors that impact increments and incentives. Close to 42% of the teachers believed that research contribution determined incentives, while 56% trusted tenure to be a basis for increment decision. Majority of the teachers also wished that there be some correlation between pay and performance. [Table 6]

Overall PMS:-
Teachers were also surveyed on their satisfaction with overall PMS. The coefficients of satisfaction with performance planning (0.020), leadership development (0.043), reward systems (0.005), discipline (0.040) and coaching (0.000) are significant at 95% confidence interval.. The Adjusted R square of 0.957 indicates strong goodness of fit. The factors considered in the model explain the overall satisfaction with overall PMS. There was a significant association between satisfaction level with PMS and an urge for change in PMS. This is an alert for Higher education authorities to commence serious work on a good system of PMS for teachers. [Table 7]

Analysis of interviews:-
Two separate sets and types of interviews were conducted as part of this study. The interviews of Principals/Heads of the concerned colleges were elicited with the help of semi-structured interviews. The enablers of higher education on the other hand were approached for unstructured interviews.

Principal/Heads of colleges - The chief questions related to performance assessments, relative weights assigned to teaching vis-à-vis research, performance issues if any, the impact of appointment of teachers on temporary basis on the regular teachers, the motivators employed to improve teacher performance, the autonomy of colleges in dealing with teacher performance affairs and lastly, the appropriateness of the API in evaluating teacher performances. More than 60% of the Principals revealed that there were inherent performance problems. They mentioned that security of jobs and non-proximity to funding/decision making authorities could be reasons for the same. As regards the appointment of teachers to fill casual vacancies, they were quite positive that it acted as a double edged sword – the full time teachers were motivated to work better and the temporary appointments also worked hard, since the experience counts and the possibility of getting absorbed in the same institution in due course. With respect to appropriateness of the API to assess teachers, they were quite certain that an appraisal tool for teachers is necessary, though there is much scope to improve its structure and administration. The current form mandates precedence of research to teaching, which in their opinion could be relooked into.

The interviews with the Vice Chancellor of Savitribai Phule Pune University and the NAAC Regional Advisor presented extremely interesting, though somewhat contradictory views. The Vice Chancellor mentioned that the API was here to stay and the form and structure was appropriate. As regards teachers' primary role, he was quite upfront in stating that teachers much critically balance their roles between teaching and research – and that good researchers make better teachers. As such research was and will continue to be a very important parameter in teacher performance appraisal. The NAAC Advisor nonetheless, stated that the API structure would have to change, and the UGC must reconsider its stand on priority accorded to research. He mentioned that as a representative of an autonomous body engaged in grading colleges on quality, they have reformulated the Self-Study reports to include student satisfaction surveys and making research consultancy and publication not very scoring parameters. While research was primary for universities, as hubs of knowledge creation and dissemination, the affiliated colleges and teachers therein must focus on teaching and student mentoring especially at the undergraduate level. He was positive that these changes will happen soon.

Discussion and findings:-

A series of statistical tests were carried out on the data collected from the survey. Similarly, the interview responses from Heads of sampled colleges and other authorities in Higher education were analyzed to identify the performance trajectories and practices. They study of this data revealed the following.

Dependent Variable: AQ2aSatisfactionwithGoalSetting					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	23.667[a]	6	3.944	5.430	.000
Intercept	8.543	1	8.543	11.761	.001
BQ2dCanChooseRoles	4.281	1	4.281	5.893	.017
BQ2eGetHelpToPlanPerf	3.845	1	3.845	5.294	.024
BQ1WhoSetsGoal	12.885	4	3.221	4.435	.003
Error	61.015	84	.726		
Total	641.000	91			
Corrected Total	84.681	90			
a. R Squared = .279 (Adjusted R Squared = .228					

Table 1:-Association between aspects of goal setting and satisfaction with goal setting

Model Summary				
Model	R	R Square[b]	Adjusted R Square	Std. Error of the Estimate
1	.952[a]	.906	.903	.865
a. Predictors: CQ1eGetClgeMotivation, CQ1cOtherRolesEnrich, BQ2dCanChooseRoles				
b. For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by regression. This CANNOT be compared to R Square for models which include an intercept.				

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	634.174	3	211.391	282.599	.000[c]
	Residual	65.826	88	.748		
	Total	700.000[d]	91			
a. Dependent Variable: AQ2fCoaching						
b. Linear Regression through the Origin						
c. Predictors: CQ1eGetClgeMotivation, CQ1cOtherRolesEnrich, BQ2dCanChooseRoles						

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	BQ2dCanChooseRoles	.245	.085	.291	2.890	.005
	CQ1cOtherRolesEnrich	.245	.081	.301	3.022	.003
	CQ1eGetClgeMotivation	.370	.082	.388	4.536	.000
a. Dependent Variable: AQ2fCoaching						
b. Linear Regression through the Origin						

Table 2A, 2B & 2C:-Factors significantly associated with performance execution

DQ2Impact360DegAppr					
		Frequency	Percent	Valid %	Cumulative %
Valid	Fairer due to multiple viewpoints	37	40.7	40.7	40.7
	Skewed due to lack of Info	4	4.4	4.4	45.1
	Equitable due to stakeholder participation	35	38.5	38.5	83.5
	Distorted due to conflicting ratings	15	16.5	16.5	100.0
	Total	91	100.0	100.0	

Table 3:- Respondent beliefs on 360 degree appraisal impact

Model Summary				
Model	R	R Square[b]	Adjusted R Square	Std. Error of the Estimate
1	.958[a]	.918	.916	.939
a. Predictors: DQ4cMeansToAchieveIsImp, DQ4aFairnessAssessmt				
b. For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by regression. This CANNOT be compared to R Square for models which include an intercept.				

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	880.499	2	440.249	499.129	.000[c]
	Residual	78.501	89	.882		
	Total	959.000[d]	91			
a. Dependent Variable: AQ2bPerfEval						
b. Linear Regression through the Origin						
c. Predictors: DQ4cMeansToAchieveIsImp, DQ4aFairnessAssessmt						
d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.						

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	DQ4aFairnessAssessmt	.408	.074	.476	5.536	.000
	DQ4cMeansToAchieveIsImp	.463	.080	.498	5.789	.000
a. Dependent Variable: AQ2bPerfEval						
b. Linear Regression through the Origin						

Table 4A, 4B & 4C:-Perception of evaluation fairness and satisfaction with assessment

Model Summary				
Model	R	R Square[b]	Adjusted R Square	Std. Error of the Estimate
1	.957[a]	.916	.914	.856
a. Predictors: AQ2eInformalFeedback, AQ2dFormalFeedback				
b. For regression through the origin (the no-intercept model), R Square measures the proportion of the variability in the dependent variable about the origin explained by regression. This CANNOT be compared to R Square for models which include an intercept.				

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	706.831	2	353.416	482.653	.000[c]
	Residual	65.169	89	.732		
	Total	772.000[d]	91			
a. Dependent Variable: AQ2kOverallPMS						
b. Linear Regression through the Origin						
c. Predictors: AQ2eInformalFeedback, AQ2dFormalFeedback						
d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.						

Coefficients[a,b]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	AQ2dFormalFeedback	.311	.066	.344	4.685	.000
	AQ2eInformalFeedback	.527	.061	.634	8.646	.000
a. Dependent Variable: AQ2kOverallPMS						

b. Linear Regression through the Origin

Table 5A, 5B & 5C:- Association between feedback and satisfaction with PMS

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
FQ1aIncremtDecider * FQ1bIncentiveDecider	91	100.0%	0	0.0%	91	100.0%

FQ1aIncremtDecider * FQ1bIncentiveDecider Crosstabulation						
Count						
		FQ1bIncentiveDecider				Total
		Teaching Performance	Research Performance	Overall skill and competence	NA	
FQ1aIncremtDecider	Teaching Performance	12	12	2	7	33
	Research Performance	0	1	0	0	1
	Overall skill and competence	0	4	0	2	6
	Tenure	3	21	17	10	51
Total		15	38	19	19	91

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.898[a]	9	.004

Table 6A, 6B & 6C:- Impact of performance aspects on increments and incentives

ANOVA[a,b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	742.222	10	74.222	201.895	.000[c]
	Residual	29.778	81	.368		
	Total	772.000[d]	91			
a. Dependent Variable: AQ2kOverallPMS						
b. Linear Regression through the Origin						
c. Predictors: AQ2jDiscipline, AQ2gTrainingProg, AQ2iRewards, AQ2dFormalFeedback, AQ2aGoalSetting, AQ2cDevptPlanning, AQ2fCoaching, AQ2hLeadershipDevpt, AQ2bPerfEval, AQ2eInformalFeedback						
d. This total sum of squares is not corrected for the constant because the constant is zero for regression through the origin.						

Coefficients[a,b]								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	AQ2aGoalSetting	.176	.074	.160	2.370	.020	.028	.323
	AQ2bPerfEval	.143	.075	.159	1.902	.061	-.007	.292
	AQ2cDevptPlanning	.117	.083	.102	1.412	.162	-.048	.283
	AQ2dFormalFeedback	-.085	.067	-.094	-1.276	.206	-.218	.048
	AQ2eInformalFeedback	.102	.075	.122	1.352	.180	-.048	.252

	AQ2fCoaching	.277	.076	.264	3.660	.000	.126	.428
	AQ2gTrainingProg	.079	.077	.086	1.021	.310	-.075	.232
	AQ2hLeadershipDevpt	.158	.077	.166	2.061	.043	.005	.310
	AQ2iRewards	.239	.082	.212	2.906	.005	.075	.402
	AQ2jDiscipline	-.130	.062	-.160	-2.087	.040	-.253	-.006
a. Dependent Variable: AQ2kOverallPMS								
b. Linear Regression through the Origin								
c. Predictors: AQ2jDiscipline, AQ2gTrainingProg, AQ2iRewards, AQ2dFormalFeedback, AQ2aGoalSetting, AQ2cDevptPlanning, AQ2fCoaching, AQ2hLeadershipDevpt, AQ2bPerfEval, AQ2eInformalFeedback								

Table 7A & 7B:- Satisfaction with aspects of PMS and overall satisfaction of PMS

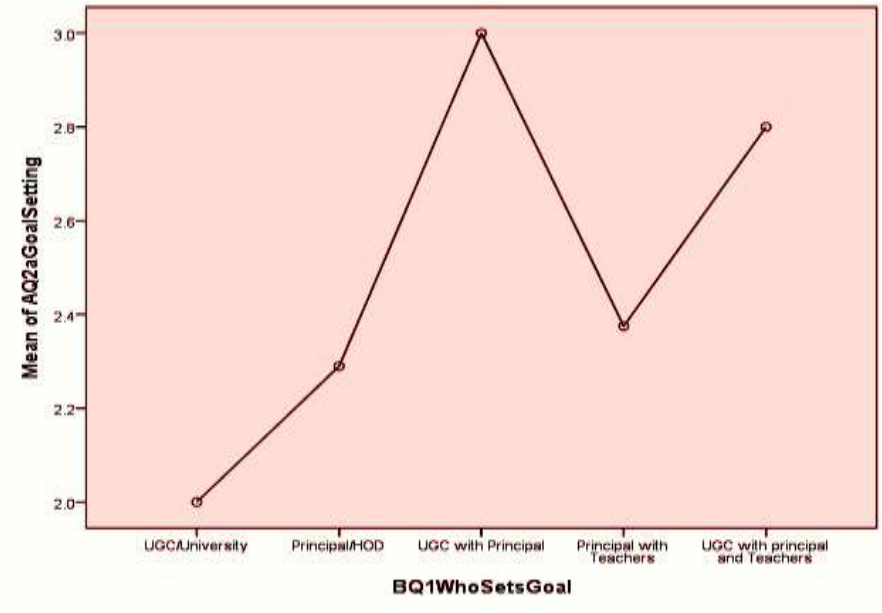

Fig. 1:- Association between goal setter and satisfaction with goal setting

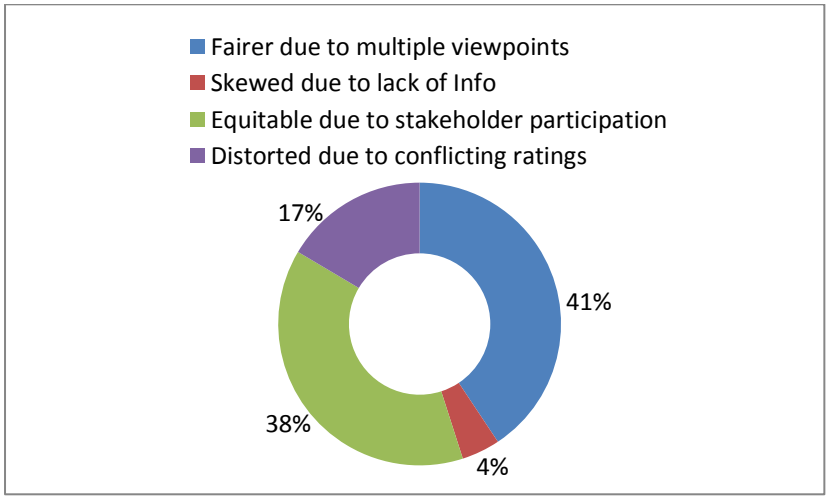

Fig. 2:- Respondent views on 360 degree appraisal

Discussion:-

Performance management system, the presence or absence thereof, and its effect on the satisfaction level of the teachers was studied through an empirical study from inputs obtained from different stakeholders in higher

education. Teachers, being the target group, formed the major respondent group. More than 60% of teachers believed that there was no well-functioning PMS in place.

The study led to some interesting findings.

1. Performance appraisal was mandatory in spite of the absence of PMS.
2. Performance appraisal through API was in place, but the tool invoked more agony and anxiety than appreciation.
3. The teachers questioned were positive about the need for an appraisal system, though the present system of appraisal called for change.
4. Emphasis on research led to institution building and teaching taking a back seat.
5. Teachers researched at the cost of teaching – which was reduced to being marked on workload.
6. The teachers enjoyed security of tenure and time-bound increments and promotions, thus there was no inherent need to maintain or upgrade performance.
7. Performance management system was reported as unsatisfactory by more than 60% of the teachers.
8. Teachers liked the idea of 360 degree appraisals through some of them were skeptical about the justice that students (especially at the undergraduate level) might do in evaluating their teachers.
9. Peer feedback with some reservations, and feedback from administrative departments was welcome on some parameters.
10. The increment and incentive mechanism per se seemed satisfactory, though there was an overall dissatisfaction with the reward systems.
11. Coaching and hand-holding into new roles was found necessary by teachers, whose job profiles had broadened over the years to include multiple tasks and activities.
12. There seemed to be a well balanced system of feedback, both formal and informal, between teachers and their superiors.
13. Training and development activities (better known as FDPs) were popular though all modes through which they could be rendered were yet to be tried.
14. Leadership development was found to be an area calling for much attention.
15. Performance planning seldom included the teachers themselves, and execution facilitation was done only if help was sought.
16. Performance reviews were not a regular affair, and where it was carried out, they seemed non-inclusive. Informal and ongoing feedback was almost unheard of.
17. There was much scope for the improvement of performance of teachers.

Suggestions:-

In light of the findings of this study, the researcher wishes to offer the following suggestions

1. Greater autonomy to colleges in taking performance related decisions for teachers.
2. Proximity of decision makers could play a key role in influencing performance, and hence colleges must be made autonomous in due course, after ensuring proper checks and balances.
3. The API must be made more holistic and complete. Changes suggested include category blurring, predominance of teaching over research, congruity in weights of indicators, evaluation of all performances, parity in roles, to name a few.
4. Research scores must be rationalized so that ratings are not manipulated, and teaching does not suffer.
5. Carrying out research activities at the cost of teaching, is not just a breach of primary responsibility, but also creates distances between teachers and students – which is critical as a juncture when students need much guidance from teachers.
6. Feedback must be timely and ongoing. This ensures that corrections are resorted to efficiently, if need be.
7. Performance reviews to be inclusive and periodic. The sanctity of performance review meetings must be upheld and review discussions must be held with each teacher, one-on-one.
8. Performance management must be development driven rather than judgmental. The emphasis must be on performance improvement and not teacher ranking.
9. Peer and relevant stakeholder appraisals to be accounted for, though aspects of student feedback on teachers must be meticulously worked out.
10. Such multi-faceted roles performed by teachers call for a well designed PMS. There is ample scope to design one.

Scope for further research:-

The current study is based on a survey of teachers and heads of colleges of institutions affiliated to a single sought-after state university. Interviews of persons in positions of power within the University, and other enablers of Higher education such as NAAC have been considered though the Director of Higher Education could have also added a new perspective to the study. The Director was unavailable for the interview during this study. While the study is comprehensive in the coverage of performance management aspects, there is much scope to conduct a similar study on a collection of Universities within India to draw a national average on PM practices, or even between universities globally so as to identify India's stand as far as performance management of teachers in higher education is concerned. This study also did not aim to highlight gender differences of teachers and how the same may have affected their satisfaction with the PMS. These untapped zones present opportunities for extended research on this topic.

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