

Perceived Issues and challenges faced by College Teachers in Tamilnadu:An Analysis of Performance Evaluation System

¹Mr.K. Mathiyalagan,

Ph.D Research Scholar, Part-time (External),

Department of Economics, Annamalai University, Annamalai Nagar-608 002
Tamilnadu,(India)and

²Dr.R.Annadurai,

Research Supervisor & Associate Professor, (Deputed),

Department of Economics, Annamalai University, Annamalai Nagar-608 002
Tamilnadu,(India)

Abstract

The primary factor in a country's moral, political, cultural, and socioeconomic development is now widely acknowledged to be education. The main focus of human resources management at public and private institutions is performance evaluation. Teachers are regarded as an important human resource for higher education institutions, even though teaching personnel at colleges and universities play a crucial part in enhancing and maintaining the organization's performance. The primary area of concern for any institution in developing nations like India is the performance evaluation of instructors in terms of their teaching and research outcomes. The topic of the research study was chosen by the researcher to be the field of higher education. It will be appealing to carry out such studies at different educational levels in order to improve the working environment for the teachers, which will increase their system. Therefore, the primary goal of this study is to identify the organisational performance strengths of public and private colleges as claimed by administrators, instructors, and college students. Thirdly, to determine the interaction between teachers and administration, and secondly to evaluate the effectiveness of the teachers as claimed by the heads of the organisations. The study's main goal was to determine the association between teacher performance evaluations in private and public institutions in Tamilnadu's Thiruvarur region.

Key words: teaching and research outcomes, working circumstances, feedback, performance evaluation system

1.1 Introduction

Neoliberalism's repercussions have recently been seen in education as well as in every other industry. Different expectations at every educational level have been brought about by this efficiency and market-based approach [1]. In order to improve education and boost student success, accountability in the classroom and performance evaluation procedures are therefore becoming more and more crucial [2]. Additionally, these procedures take place in plenty of educational institutions. Additionally, evaluations in schools are examples of

efforts to create strong performance and accountability criteria in order to meet the high expectations of society for educational quality [4]. On the other hand, the new public management strategy, which was developed in response to efforts to impose standards, has opened doors for the private sector in many developing nations [5]. This strategy encouraged the growth of private institutions because it is founded on entrepreneurship and competition [6]. Supporting the private sector's efforts to boost productivity is now being considered as a chance [7]. Unsurprisingly, many industries, including those in education, have begun to assess worker performance in accordance with various business objectives [8].

Universities have a significant role in enabling active involvement in knowledge societies, which eventually promotes quicker economic growth. Universities in every nation educate students to become greater contributors to society overall as well as to various professions. They are in charge of the effective creation of a free and democratic civil society, universities where they provide their pupils in-depth knowledge of particular subject areas, as well as social norms for interaction and communication. A good educational institution consistently serves as a role model for contemporary civil society [9]. The practise of evaluating a worker's performance in relation to the demands of their position is called performance appraisal. It is a clear tool for establishing performance criteria for the job, evaluating workers' actual work in relation to those standards, and giving workers feedback in an effort to motivate them to improve their performance. Additionally, it aids workers in fully understanding the requirements or standards of a certain profession that are expected of them [10]. Due to the fact that appraised and paid teachers delivered positive results, performance evaluations are essential for the teaching and learning process in the modern era. The paid teachers successfully meet their work requirements, which in turn raises the nation's literacy rate. Although there are some variances, performance reviews are consistently employed in both public and private universities. Without competent teachers and their evaluation, which is important for the right direction of students' learning, educational transformation activities are pointless [11]. Furthermore, it is claimed by Amin & Khan that an efficient teaching-learning process is essential to the educational process. Researchers studied and contrasted the performance appraisal systems in public and private educational institutions [12] while keeping in mind the importance of performance appraisal systems.

India's private colleges and universities exclusively provide courses in the most sought-after subjects. This industry has restricted itself to degrees in business, computing, and commerce. Infrastructure, personnel calibre, student socioeconomic makeup, and performance management system are all claimed to be far superior to in the public sector [13]. Both private and public universities are subject to the tight monitoring and assessment process set up by the Higher Education Council, but because it is so new, it is taking some time for universities to embrace it. Both sectors have separate administrative structures. A vice chancellor leads a public university, which is run by the Senate, the Syndicate (which is in charge of hiring academic personnel), the Academic Council, and the Advanced Study and Research Board. In private institutions, a strong system of quality control and

performance evaluation is said to exist.

The public universities in India make the assertion that by providing courses in science, the humanities, religion, and languages, they can better serve the general public and contribute to the country's socioeconomic development. The private sector asserts that it is creating, although in a small number of fields, yet the labour market is in severe need of better skilled workers. The assertion made by the business sector is supported by the fact that their graduates fare better in the job markets. Without having enormous amounts of physical, financial, and human resources, the private sector in India has established itself as a desirable place to study for individuals with the financial means to pay nearly as much as international students [14].

The performance appraisal system is the tool that enables management to identify employee weaknesses and inspires motivation in workers. It is a system for assessing an employee's performance in relation to the demands of their position. It is a useful tool for assessing employee performance and establishing performance criteria. It also gives employees feedback and enables them to comprehend the standards or needs of a specific job [15]. Performance evaluation is now essential to achieving teaching and learning standards. Teachers who have received praise and rewards outperform their competitors. It instils inspiration and a desire to achieve better. The ultimate purpose of education is for pupils to learn, and engaged teachers will result in effective learning [16].

1.2 Review of Prior Literature

There have been numerous studies on performance evaluation. It is impossible to overstate the value of performance reviews in the educational process. The public and private sectors of education are the two most significant streams in India. It is evident from a survey of the literature that performance measurement and monitoring are the most crucial components of performance evaluation. Performance evaluation reveals areas that require modification or improvement. When the necessary adjustment is implemented, expected behaviours and increased performance result [17].

Performance measurement and performance evaluation can be used interchangeably, according to Fryer, Antony, and Ogden [18]. According to Lam [19], an efficient appraisal system has many advantages for both the individual and the company. Regular performance reviews provide insight into expected and actual performance, which enhances job quality and inspires fresh thinking. Lam echoed this sentiment when she said that teacher evaluations assist professional development, career planning, and in-service training. Additionally, it enhances the efficiency of the teaching and learning process. Performance management for teachers, according to Monyatsi [20], enhances job confirmation. It can be used to elevate or lower teachers. The growth and motivation of teachers are aided by performance management systems. The two most crucial goals of personnel appraisal are professional development and responsibility, according to a different study by Danielson and McGreal [21]. The significance of instructors' participation in research evaluating their performance was noted by Murdock [22]. These studies keep the educators engaged, informed, inspired, and prepared for growth. The teachers become reflective practitioners as a result of the

performance appraisal system.

But according to Bethell [23], teachers' opinions of appraisal are likely to be influenced by how fairly and justly their work is evaluated. There are certain objectives, aims, or missions that must be completed by every organisation, small or large. Better planning, employing tactics, and judicious use of human resources can help attain these objectives. However, one crucial issue is the evaluation of whether employees are carrying out their tasks correctly and on schedule. In organisations, this procedure results in performance evaluation.

According to Iqbal [24], performance evaluation is a continual process for detecting, gauging, and improving an individual's performance. He continues by saying that this ongoing capacity building requires defined targets, regular feedback, and observation and measurement of performance. It concentrates on fostering the skills of its personnel. Performance evaluation assists managers in sensing changes more rapidly and responding to them, in addition to capacity building. Performance evaluation is neither a technique nor a single process; rather, it can be seen as a collection of processes, a concept, or a holistic philosophy that includes employee development, employee motivation to perform well, employee knowledge of what their managers expect of them, performance monitoring and measurement to identify areas that need improvement [25]. The system of performance reviews has numerous functions in this. First, it serves as a tool for the organisation to identify and convey the few but crucial behaviours and abilities that will serve as the basis for evaluating each and every employee. Additionally, developing a new method for performance evaluation could require the company to identify the precise characteristics or elements that make up its core. Additionally, the evaluation method can ensure that these competencies are fully internalised [26].

Every firm, regardless of size, needs to sustain employee performance in order to get the best out of them. Similar to this, upper management in university administration continually looks for new methods of faculty member evaluation and development. This evaluation procedure serves as the foundation for faculty members' promotions, tenure, and compensation [27]. Today's university professors are accountable for developing their students' overall personalities and worldviews in addition to providing them with the necessary subject knowledge for success both as professionals and as people. A systematic evaluation system for university instructors is necessary due to their extensive range of tasks, but due to their insignificance, the administration and students should fully support this system so that faculty members cannot ignore it or overlook it at any point [28].

It's nothing unusual for faculty members to be evaluated. It has always existed in various forms, such as student casual observation or review of teacher research articles. Students bring up the teacher's classroom prowess and his command of the material. They evaluate him at every stage of the presentation because they pay close attention to him during the entire lecture almost every day [29]. Generally speaking, faculty members support performance reviews if they lead to greater satisfaction, improvement, and rewards for effective teaching in a larger context, as well as if they ultimately provide more insight into university priorities for the teaching environment and improve the learning environment for

the system's primary stakeholders—students [30].

Universities in the private sector don't use a conventional approach to performance evaluation; instead, they use one created specifically for them. According to the recently implemented official performance rating system, the instructor is initially given a quick overview of his job description before receiving a week's worth of training for teaching under the semester system. Student evaluations, timeliness, communication, research output, and other factors are performance criteria. The performance appraisal system states that evaluation of the teacher's performance while they are teaching is also included [31]. The department head documents his annual performance review in a report, which he then discusses with his faculty to let them know what needs greater attention. Private colleges also place a strong emphasis on the training of professors through seminars, workshops, and a culture of mentorship within departments [32].

As a result, performance rating systems are mostly used to track the performance of college teachers. This is a very useful tool for the job. Today, attention is on the teaching performance of Government College faculty. Typically, the private school system is contrasted with the performance appraisal system. Authorities are extremely concerned about public colleges' comparative performance. This study compares the performance evaluation systems used by public and private colleges. Do private and public institutions have different requirements for their performance evaluation systems? The primary goal of the study was to ascertain the association between teacher performance evaluations in private and public institutions in Tamilnadu's Thiruvavur region. Two data sources were employed for this project: primary and secondary sources. A thorough review was done of the study-related, easily accessible literature. The people who were directly employed at the private and public colleges in the Tamilnadu district of Thiruvavur were the source of the main data.

1.3 Methodology

In order to come up with some workable remedies, research necessitates a scientific analysis of the problems. It starts with an issue, gathers information or facts, carefully considers these, and then searches for decisions based on the actual evidence. A survey was undertaken to gather responses' perspectives in this regard. As a result, the study's nature was descriptive because it needed to confirm the relationships between the many research study variables. It dealt with variables whose demonstration had already taken place and study indicators that were not directly under the research's control. This study was descriptive in nature. Data was gathered using a survey. In the Thiruvavur district, college instructors made up the study's population. 100 colleges, equally distributed between the private and public sectors, were chosen at random. A questionnaire with 14 items that were pertinent to the performance evaluation system in schools was created using a five-point Likert scale (Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree). The primary emphasis was on getting ready for class and the classroom setting. For each factor, seven things were created. Cronbach's alpha, a measure of reliability, was calculated to be 0.76. SPSS Version 17 was used to analyse the data. Observation and Discussion

1.4 Data Results and Discussions

[a] **Comments made throughout the evaluation:** According to the results, state colleges have a mean score of 3.90 while private colleges have a mean score of 4.08. For private institutions, the standard deviation is .862, whereas for public colleges, it is 1.118. The t-score and p-value for mean equality are .862 and .411, respectively. According to the mean score in private institutions, the majority of professors claimed that they had no influence over the establishment of their goals and that all decisions were made by the heads without their active involvement.

The majority of public college professors concurred that their administration imposes rules and choices, and that they are not involved in decision-making or setting their objectives because their administration makes all of the decisions. The data reveals that there is no significant difference between the two mean scores because the p value is greater than .05, according to the results. Teachers at public and private universities were in agreement that teachers should actively participate in determining their goals. The average outcome of private institutions demonstrates that the majority of professors don't actively participate in decision-making and that their administration instead imposes decisions on them. Similar to this, the majority of teachers in public universities reported that they do not actively participate in determining their objectives.

[b] **Objective Evaluation:** According to the results, the mean score for private institutions is 2.51, while the mean score for public colleges is 2.43. For private institutions, the standard deviation is .961, whereas for public colleges, it is .979. The t-test result for mean equality is .422 with a p-value of .674. The majority of respondents admitted that evaluation is skewed and heavily dependent on favoritism. Most teachers agreed that there should be no leniency and that it should be impartial. Because a hard or rigid evaluation rather than a lenient one can yield the genuine results regarding a teacher's performance. Teachers at public colleges also reported that the majority of the findings of appraisals are prejudiced.

The majority of public college instructors agreed that students require accurate and objective evaluations to help them advance their knowledge and abilities. Since the evaluation should be based on actual findings, fair judgement is required. According to the findings, teachers at both public and private universities firmly believe that objective, fair evaluation is necessary to assist them advance their teaching abilities and impart more knowledge. The two mean scores do not significantly differ from one another. Teachers in public colleges made the point that evaluations should be fair and unbiased, devoid of any prejudice, in order to enhance instruction and achieve better outcomes. Since most of the instructors in private colleges are recent graduates with no prior teaching experience, they need receive the appropriate mentoring.

[c] **Difficulty Achieving Objectives:** According to the results, public colleges have a mean score of 3.21 while private colleges have a mean score of 2.84. For private institutions, the standard deviation is 1.405, while for public colleges, it is 1.194. The t-score for mean equality is -1.395, and the p-value is .166. The data shows that professors are

having trouble meeting their goals in public universities because the mean is 2.84 and the standard deviation is 1.405. Teachers feel severely demotivated to put forth effort for the achievement of organisational goals that are unrelated to their current and future prosperity due to the rigid teaching environment and lack of opportunities for progress. Less opportunities exist for advancement.

According to the results, teachers in private colleges are having difficulty fulfilling their goals. They lack precise guidelines, are unsure of the performance expectations, and have no strategy in place for future successes. As the p value is .166, there is no discernible difference between the two means. The findings show that both public and private college professors agree in some measure that it is challenging to accomplish their goals, with public college teachers encountering this issue more frequently than private college teachers due to the latter's rigid policies. They lack adequate managerial assistance for setting their goals and achieving them. They assert that they occasionally find their environment to be hostile and uncooperative.

[d] Students' comments: According to the results, public colleges have a mean score of 2.25 while private colleges have a mean score of 2.39. For private colleges, the standard deviation is 1.237, whereas for public colleges, it is 1.436. The t-score for mean equality is 1.130, and the p-value is .261. The teachers at the public college recommended that students be the primary source of information regarding the performance of the lecturers. Since students have a direct relationship with the lecturers, they may provide feedback on their performance. The teachers at private colleges advised the students to be the primary source of evaluation of the performance of the teachers and to use their comments to do so. The findings show that there is no difference between the mean scores because the t test's value is 1.130 and the p value is larger than .05. Teachers at both public and private institutions made the suggestion that as students are the key stakeholders and they are the ones who interact directly with teachers, it is best to take their comments into account when evaluating their performance.

Table 1.1 lists the perceived problems and difficulties college teachers' experience

Perceived Issues and challenges faced by College Teacher	Types of Colleges				T-test value	Sig. (2 tailed)
	Private colleges		Public Colleges			
	Mean	STD	Mean	STD		
Involvement in setting objectives	4.08	0.862	3.90	1.118	0.826	0.411
Feedback during appraisal	2.81	0.776	2.79	1.180	0.079	0.937
Unbiased appraisal	2.51	.961	2.43	0.979	0.422	0.674
Difficulty in objectives achievement	2.84	1.405	3.21	1.194	-1.395	0.166
Feedback from students	2.39	1.273	2.25	1.436	1.130	0.261

Source: Computed

1.5 Summary of Findings and Conclusion

According to the findings, there is a severe problem with poor communication between management and subordinates. Therefore, it is strongly advised that management and faculty work together to close this communication gap. Management must also involve faculty in decision-making in order to secure their agreement for the planning, implementation, and evaluation of objectives. The primary issue identified was teachers' lack of participation in decision-making. Both public and private college respondents generally felt that administration is autocratic in style and that most decisions are made in isolation without the active participation and input of professors. It is strongly advised that management include educators in decision-making so that faculty members take ownership of and feel motivated to carry out those decisions.

Teachers' performance is not properly evaluated, and they are not adequately informed about whether they are performing effectively or poorly. Therefore, it is crucial that institutes have a proper performance management system in place as well as a constant and quick feedback mechanism to evaluate teachers' work on schedule. It is recommended that the evaluation method be impartial and that merit and performance be used as the indicators for rewarding or punishing employees rather than arbitrary preferences or dislikes. In order for teachers to do their jobs properly, it is advised that they be well educated on performance expectations. Since most teachers are not aware of the criteria, they are unaware of the level of work required to achieve the intended goals.

It is suggested that training could be a solution to a variety of issues. Management must first examine the organisational and individual levels of training needs. The administration must then plan faculty training sessions while keeping their needs in mind. The idea is that teachers' workloads should be kept to a minimum because too much work prevents them from giving their best. Additionally, management needs to teach teachers effective time management skills and look after their work-life balance, which is essential to ensuring that teachers are able to function efficiently in the institute. A performance management approach that is carried out continuously is desperately needed, so that performance may be assessed in a timely manner and accordingly rewarded or corrected. Additionally, respondents said that a lack of funding, resources, and adequate facilities causes a lot of issues and makes it difficult to sustain quality. As a result, it is advised that the government focus on improving quality education by making investments in institutions.

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