Performance Appraisal of higher education

Performance appraisal is not something entirely new for educational institutions. Teachers are aware that they are being judged and evaluated by students, peers and superior all the time, be it formally or informally. However, it is necessary to evolve a formal, scientific and systematic PA system.

The performance appraisal (PA) is one of the performance management tools that is widely used to measure the productivity of academic employees in different contexts. ... Secondly, it presents a qualitative research that explores the performance appraisal system in a higher education institution. Performance appraisal has become a term used for a variety of activities through which organizations seek to assess employees and develop their competence, improve performance, and allocate rewards (Fletcher, 2001). Grote (2002) identified the

**Following purposes of performance appraisal:**

1. Providing feedback to employees about their performance.

2. Facilitating decisions concerning pay increases, promotions, layoffs.

3. Encouraging performance improvement.

4. Setting and measuring goals.

5. Determining individual and organizational training and development needs.

6. Confirming that good hiring decisions are being made.

7. Provide legal support for personnel decisions.

8. Improving overall organizational performance

**objectives**

**i. To assist teachers in their professional development and career planning.**

**ii. To assist those responsible for making decisions about the management of teachers.**

**iii. To improve the quality of education for students.**

**iv. To assist teachers to realize their potential and to carry out their duties more effectively.**

**v. To provide judgment to support promotions, demotions, transfers, confirmation or termination.**

**vi. To provide feedback to staff about their behaviour, attitudes, skills or subject-expertise.**

**vii. To have clarity of institutional goals and objectives, requirements of a job and how a job relates to overall institutional aim and needs.**

**viii. To assist teachers to understand their strengths and weaknesses vis-a-vis their jobs.**

**ix. To recognise the achievements of teachers and help them to identify ways of improving their knowledge, skills, attitudes and ultimately performance.**

**x. To help educational managers and teachers to determine whether a change of duties would help professional development of teachers and improve their career prospects.**

**xi. To identify appropriate staff development programmes.**

**xii. To provide guidance, counseling and training to teachers, if necessary.**

**xiii. To provide a data-base for the institution.**

**xiv. To improve management of institutions.**

**xv. To validate selection procedures.**

**xvi. To evaluate previous staff development programmes.**

**xvii. To provide an opportunity to staff to tell management whether its systems or the lack of them hinder good classroom and/or institutional performance.**

**In short, PA is a tool to facilitate growth, development, efficiency and effectiveness.**

**These objectives of PA can be broadly classified into two categories:**

**a) PA with judgmental orientation focuses on past performance and is mainly concerned with measuring and comparing performance and with the use of the information generated.**

**(b) PA with developmental orientation focuses on the future and uses information from evaluations to improve performance. A manager with developmental orientation to PA should focus on targets for the employee; eliminate obstacles or problems hindering performance and staff development programmes.**

 **Necessity of appraisal in higher education**

Traditionally there has been little competition within higher education systems. Generally, competition promotes beneficial innovations and overall quality improvements. In competitive society all the organization is attempting to achieve stability development and survival. With considering of expanding number of universities and shortage of education sources, universities for gaining profits through offering social service have to add business purpose in to their targets.

It is related that outcomes of the international competition and overcrowded of higher education caused to change the basis upon, that this research has been done. As much as young people are ambition to take part to universities, so the massification of higher education is occurred.

Higher education systems, now, are under great pressure to improve the quality of the education they offer but also to educate increasing numbers of students (World Bank, 2000). On the other hand, no treatment of higher education is complete without a discussion of financing. In financial terms, the global higher education section is considerable and development rapidly.

Universities are trying to how to improve university effectiveness and efficiency. They are going to provide better education for rising number of students with lower cost. Institutions attempt to improve accountability while dealing with the more difficult and complex issue of how to improve university effectiveness. As much as higher education help to commercial and cultural development of our societies and for social cohesion. On the other hand universities will have effective role in economic development.

It is obvious that, nowadays universities will play an importance role in providing the knowledge and resource knowledge and the educated citizen ability of appealing for prosperity, security and social well being (Duderstadt,1997).

Besides that, performance appraisal and reward scheme are caused to their staff focus on hard working and as well as self improvement be implemented in organization. Therefore the performance evaluation and appraisal plan are vital to universities.

Whereas performance evaluation apply and access the vital strategies of the organization are main function of management and performance appraisal is unessential needs of universities. With considering to Clark (1998) Neda Jalaliyoon and Hamed Taherdoost / Procedia - Social and Behavioral Sciences 46 ( 2012 ) 5682 – 5686 5685 statement the universities have entered a period of infinite turmoil that has been raised. Therefore knowing the university difficulties and assessment of their operating are important. In addition the new economic and cultural scheme has made universities a leading figure in this way (Azma, 2010).

**Benefits of Performance Appraisal**

Widespread attention has been given in recent years to the function of the formal

appraisal process because of the idea that a well designed and implemented appraisal

system can create many benefits for organizations. Mohrman, Resnick-West and Lawler

(1989) found that the appraisal process can: a) provide a managerial instrument for goal

setting and performance planning with employees,

b) improve employee motivation andproductivity,

 c) encourage interaction concerning employee growth and development

 d)make available a basis for wage and salary changes, and

e) generate information for avariety of human resource decisions.

Murphy and Cleveland (1995) defined four ways in which performance appraisal

can help organizations. First, performance appraisal can improve organizational

decisions including reward allocation, promotions, layoffs and transfers. Second,

performance appraisal can improve individual career decisions and decisions about where

to focus one’s time and effort. Individual employees must make many decisions

concerning their present and future roles in an organization. They must decide how, or if,

they will develop future strengths and what sort of career goals they should pursue.

Performance appraisal can provide accurate, timely and detailed feedback to assist in the

quality of these decisions.

A third way that Murphy and Cleveland (1995) suggest that performance

appraisal can assist organizations is by providing a set of tools for evaluating the

effectiveness of current or planned ways of operating. Finally, performance appraisal can

impact employees’ views of and commitment to their organization. The quality of

performance appraisal and feedback has a role in the perceptions of the fairness,

legitimacy, and rationality of a wide range of organizational practices. Oberg (1972)

noted that appraisals can help encourage supervisors to observe their employees more

closely and to do a better job of managing them. None of these four benefits will

automatically accrue to an organization due to the mere presence of a performance

appraisal system (Murphy & Cleveland). However, an organization that does a good job

at performance appraisal may incur some or all of these benefits.

Impact of Organizational Structure and Culture on Performance Appraisal

Organizations differ in many ways including having different types of clients,

using different technologies, having employees with different skill-sets, developing

different structures and coordinating styles, and relating differently to their external

environments (Baldridge, Curtis, Ecker, & Riley, 1977). While there are common

elements in the various types of organizations including colleges and universities,

hospitals, businesses, government firms, and prisons, no two organizations are the same.

When considering the relevance of performance appraisal to colleges and universities, it

is important to understand these institutions’ distinct structural characteristics as

compared to other organizations and how these characteristics may influence the

acceptance and use of performance appraisal in colleges and universities.

In addition to organizational structure, organizational culture can also influence

the use of performance appraisal. Understanding the organizational culture of colleges

and universities can help clarify how campuses are being managed because culture seems

to have a causal impact on managerial style and decision practices (Masland, 2000). The

blend and predominance of various types of cultures at a particular institution can impact

management practices which can then affect whether or not performance appraisal is

used, the purposes for which it is used, and its success at the institution.

**performance appraisal methods**

Management by Objectives (MBO) ...

360-Degree Feedback. ...

Assessment Centre Method. ...

Behaviorally Anchored Rating Scale (BARS) ...

Psychological Appraisals. ...

Human-Resource (Cost) Accounting Method.

 **process of performance management**

Performance management is a communication process by which managers and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the organization. ... Performance management is a continuous process of planning, coaching and reviewing employee performance