
360 Degrees Performance Appraisal for teachers as a TQM tool in Higher Education

Dr.A.V.JogaRao

Faculty Member, Department of HRM,
Gayatri Vidya Parishad College for Degree and PG Courses (A)
Visakhapatnam

Abstract

Performance Appraisal which is defined as the process of identifying, observing, measuring and developing human resources in organizations. And is supposing a two way communication process, between employer and employee, bearing in mind that they were originally intended to focus on three areas, development, motivation and recognition of achievement. The Systematic means of measuring and comparing the work processes of an organization with those of others is widely used in industry and the service sector for quality measurement and improvement. Systematic staff appraisal or performance management procedures are generally assumed to comprise an important part of quality management and development in higher education institutions. Past approaches to such appraisal and performance management in higher education have had limited and confused purposes and their contribution to enhanced institutional performance and quality has been minimal. In some cases, the impact has been negative. Implementing 360 degree performance appraisal system is almost comprehensive performance ratings, as employees are given a opportunity to map their competencies. The prevailing quality management systems in higher education also can benefit from this tool. The concept of 360 degree Performance rating of a teacher can be decided by taking views of Principal, Head of the department, teaching staff members, students, and stakeholders and through subject results. This tool encourages staff to develop at all levels and the argument put forth is that as the employees grow in skills and competencies, the organization will thus too and this will be its edge it has to outperform its competitors. In this paper an attempt is made to propose this 360 degree Performance appraisal system for teachers as a TQM tool in Higher Education.

[Keywords: Performance Appraisal –Performance Management – 360 degree appraisal – TQM]

INTRODUCTION

A process of performance appraisal is not only on calculation of individual performance but it is also important for whole educational institution. Chines Proverb says that if you are planning for one year, grow rice, if you're planning for 20 years, grow trees. If you are planning for centuries grow human resources.

Performance appraisal may be defined as a structured formal evaluation of strengths, weaknesses as well as opportunities for improvement and skills development. In the present competitive world the performance of each and every individual employee plays a major role in any organization. Whether it is an industrial sector or service sector.

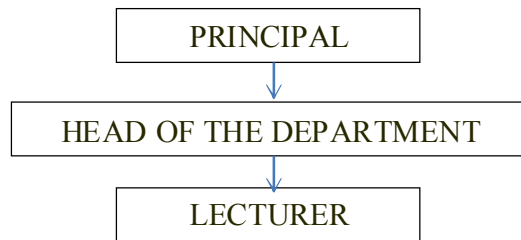
The performance of the employee should assess continuously to make their contribution to higher extent. This process is called performance appraisal. In this there are several methods in operation it may be divided into traditional methods and modern methods somehow the days are gone for traditional methods like man to man comparison method, point rating method etc. But in modern days every worker or employee is very important for any organization. The scene is change in globalized era. Every organization is challenged by another organization. Because of this every organization should develop their workforce. For this every company should develop their human resources competitively and should develop their work force accordingly, for this reason they are using Balance score Card, 360° performance appraisal methods to assess their workforce.

WHAT IS 360° PERFORMANCE APPRAISAL?

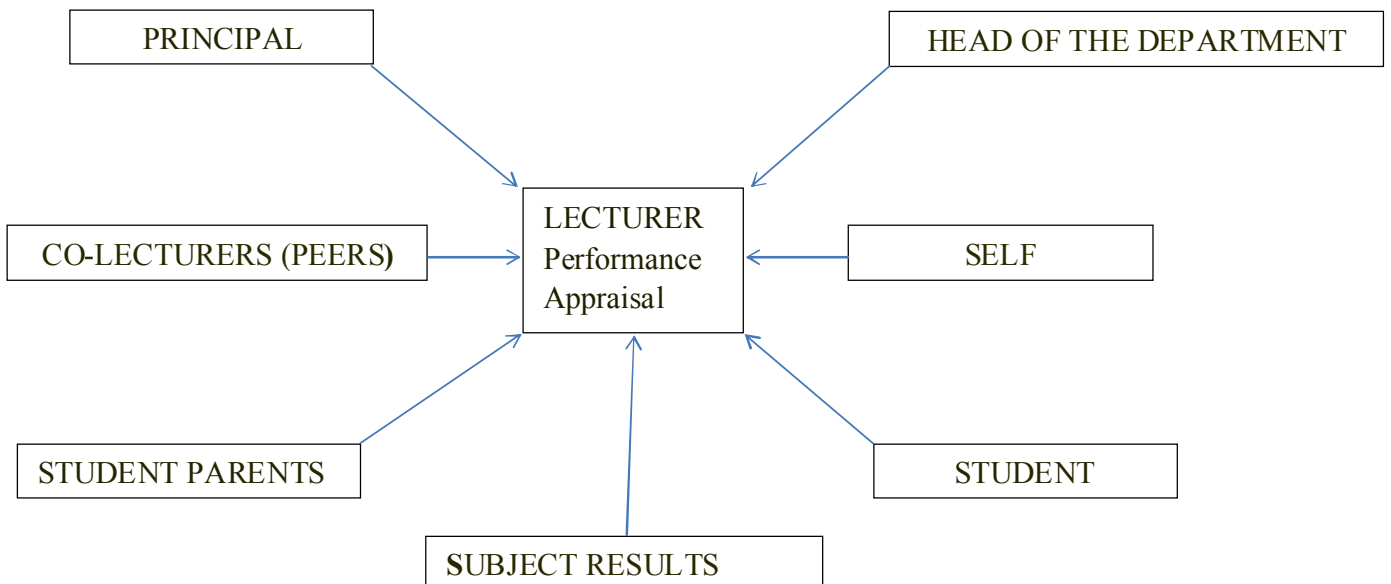
It provides information of an employee from multiple sources. It also gets feedback in a full circle system it gets feedback from stake holders, peers, supervisors, direct reports, higher management levels, internal customers, external customers, subordinates etc.,

Contemporary 360-degree methods have started as early as the 1940s, however, there is some disagreement regarding the exact genesis of the technique. Despite these disagreements, point that most scholars can agree on is 360-degree performance appraisal has historical roots within a military context. At the United States Naval Academy at Annapolis, the midshipmen used a multi-source process called “peer grease” to evaluate the leadership skills of their classmates. Now the corporate world experimented with multi-source feedback in a variety of measurement situations.

TRADITIONAL METHOD



MODERN METHOD



In earlier situations the teacher is evaluated by the management i.e., Management members or principal get feedback on that particular teacher like supervisor in industries. But now a days principal having other functions like how to get admissions, how to develop infrastructure, how

to improve college or institution because of this he may not good enough to evaluate teachers of whole college and also principal who studied M.A History is not able person to evaluate a computer teacher. He should depend on others to evaluate those teachers. But the 360° appraisals may solve this type of problems in educational institutions.

The Appraisers

Head of the Department/Principal

It's Contribution:

- The Head of the Department/Principal is often in the best position to effectively carry out the full cycle of Performance Management.
- The Head of the department/Principal may also have the broadest perspective on the work requirements and be able to take into account workload in those requirements.

Cautions to be addressed:

- Superiors should be able to observe and measure all facets of the teaching work to make a fair evaluation.
- Management should guide supervisors. They should be capable of coaching and developing teachers as well as planning and evaluating their performance.

Self

It's Contribution:

- Self-ratings are particularly useful if the entire cycle of performance management involves the teachers in a self-assessment. The university grants commission also recommends it.
- One survey felt that self-ratings would contribute to some extent or more extent to fair and well-rounded PA.
- Self-appraisals are particularly valuable in situations where the head of the department/Principal cannot readily observe the work behaviors and task outcomes.
- It also shows the self-commitment towards the Institution.

Cautions to be addressed:

- Research shows low correlations between self-ratings and all other sources of ratings, particularly Head of the department ratings. The self-ratings tend to be consistently higher. This discrepancy can lead to defensiveness and alienation if Principals do not use good feedback skills.
- Sometimes self-ratings can be lower than others'. In such situations, employees tend to be self-demeaning and may feel intimidated.
- Self-ratings should focus on the appraisal of performance elements, not on the summary level determination. A range of rating sources, including the self-assessments, help to “round out the information for the summary rating.

Peers(co-teachers)

It's Contribution:

- Employees report resentment when they believe that their extra efforts are required to “make the boss look good as opposed to meeting the unit's goals.
- The use of multiple raters in the peer dimension of 360-degree assessment programs tends to average out the possible biases of any one member of the group of raters.
- The increased use of self-directed teams makes the contribution of peer evaluations the central input to the formal appraisal because by definition the Principal is not directly involved in the day-to-day activities of the department.
- The addition of co-teachers feedback can help move the Principal into a coaching role rather than a purely judging role.

Cautions to be addressed:

- Co-teacher evaluations are appropriate for developmental purposes, but to emphasize them for pay, promotion, or job retention purposes may not be prudent always.

- It is essential that the co-teachers be very familiar with the team member's tasks and responsibilities.
- The use of co-teachers evaluations can be very time consuming. When used in PA, the data would have to be collected several times a year in order to include the results in progress reviews.
- Depending on the culture of the organization, co-teacher ratings have the potential for creating tension and breakdown rather than fostering cooperation and support.

Students

It's Contribution:

- A formalized student feedback program will give Principal a more comprehensive picture of teaching issues and needs.
- Teachers feel they have a greater responsibility in class room session.
- The feedback from students are particularly effective in evaluating the teacher's interpersonal skills. However, it may not be as appropriate or valid for evaluating task-oriented skills. Combining student ratings , co-teacher ratings, can provide the advantage of creating a composite appraisal from the averaged ratings of several students.
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Cautions to be addressed:

- The need for anonymity is essential when using student ratings as this will ensure honest feedback.
- Principal may feel threatened and perceive that their authority has been undermined when they must take into consideration that their students will be formally evaluating them.
- Students feedback is most beneficial when used for developmental purposes. But precautions should be taken to ensure that students are appraising elements of which they have knowledge.

- Only students with a sufficient knowledge about the subjects should be included in the pool of assessors. Students currently involved in a disciplinary action, regular absentees, should be excluded from the rating group.

Parents of students

It's Contribution:

- Parents feedback should serve as an “anchor” for almost all other performance factors.
- Including a range of parents who are interested to join their children will give more publicity to the institution. So in PA program expands the focus of performance feedback in a manner considered absolutely critical to reinventing the Institution.

Cautions to be addressed:

- Generally the value of parents feedback is appropriate for evaluating team output (there are exceptions).
- Parents, by definition, are better at evaluating outputs as opposed to processes and working relationships.
- It is a time-consuming process.

Important factors in 360 degree feedbacks

- The mission and the objective of the feedback must be clear.
- Teachers must be involved early.
- Resources must be dedicated to the process, including top management's time.
- Confidentiality must be assured.
- The organization, especially top management, must be committed to the program.

•Advantages:

To the Teachers:

- Helps teachers to understand how others perceive them.

- To overcome the drawbacks.
- Quantifiable data on his soft skills.

To the team:

- Increases the course reputation
- Higher levels of trust
- Better class room environment
- Supports teamwork
- Increased team effectiveness

To the organization:

- Reinforced competitive culture by linking appraisal items to organizational competencies and Institution values.
- Better career development for teachers
- Improves educational service by involving them
- Conduct relevant training

Problems

- It is the most costly and time-consuming type of appraisal.
- These programs tend to be somewhat shocking to teachers at first. Amoco's Bill
- Clover described this as the "SARAH reaction: Shock, Anger, Rejection, Acceptance, Help".
- The organization implementing this type of performance appraisal must clearly define the mission and the scope of the appraisal. Otherwise it might prove counterproductive.
- One of the reason for which 360 degree appraisal system might fail is because the organizations attempt to assimilate the 360-degree method within a traditional survey research scheme
- In 360° appraisal Thefeedback should be evaluated honestly otherwise it is a wasteful one.

Conclusion

- Because many of the more conventional performance appraisal methods have often proved unpopular with those being appraised and evaluators alike, 360 is gaining popularity with many industries likewise it may be included in Higher educational institutions also.
- It offers a new way of addressing the performance issue.
- When used with consideration and discipline, feedback recipients will feel that they're being treated fairly.
- In addition, Department Heads will feel the relief of no longer carrying the full burden of assessing subordinate performance.
- The combined effect of these outcomes should result in increased motivation, which in turn improves performance.

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360 degree performance appraisal in engineering education, ManojKhaladkar, MarathwadaMithaMandal's College of Engineering, Pune.