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An investigation of the technical educational institutions' faculty members' performance management system in Jabalpur

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Abstract: To guarantee academic quality and professional growth, technical educational institutions' faculty performance management systems (PMS) are vital. This study examines the structure, execution, and influence on faculty performance of the PMS at technical institutes in Jabalpur to determine its efficacy. Data was gathered through interviews and questionnaires with administrators and faculty members as part of a mixed-methods study. Important problems highlighted by the research include insufficient evaluation standards, little chances for professional advancement, and few channels for feedback. The results indicate that open and honest evaluation procedures, ongoing professional development, and faculty participation in systemic decisions are essential components of a high-quality PMS. The research shows that in order to improve institutional efficiency, governmental measures are needed to boost faculty performance. Some of the suggestions include creating an assessment system that is more inclusive and focused on growth and using current performance appraisal methods. Possible directions for future investigation include comparing data from other Indian states.

Keywords: Performance Management System, Faculty Evaluation, Technical Education

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INTRODUCTION

When it comes to improving the standard of instruction and guaranteeing that teachers continue to develop professionally, performance management systems (PMS) in schools are crucial. An efficient PMS is especially important in technical education because of the constant influence of new technologies and industry standards on pedagogical approaches (Amundsen et al., 2015). Examining the system of performance management for instructors in Jabalpur technical universities is the primary goal of this research (Bolliger & Wasilik, 2009). Because of their pivotal role in producing competent workers, these educational institutions should institute policies that encourage faculty members to engage in ongoing professional development and hold themselves accountable for their results (Kim & Bonk, 2016). Performance management is becoming increasingly important in educational settings, but little is known about how it works at technical schools or the difficulties experienced by teachers in Jabalpur (Bhatnagar, Srivastava, & Singh, 2010). The purpose of this study is to examine the PMS's design and efficacy, find out how teachers feel about current assessment methods, and see how well performance indicators line up with school objectives. In addition, it will look at whether the present arrangements help teachers advance in their careers (Jalaliyoon & Taherdoost, 2012).

LITERATURE REVIEW

Armstrong (2012) Institutional performance management systems are vital for checking if professors are up to snuff when it comes to class and research. The purpose of a well-planned system for managing employee performance is to encourage career advancement by coordinating individual efforts with organisational objectives. Faculty members in higher education are assessed by performance metrics that take into account their contributions to teaching, research, and service. Having well-defined performance metrics and consistently applying them across departments are two factors that greatly impact these systems' efficacy. Alignment with the institution's objective is ensured by the use of these systems, which aim to evaluate and enhance faculty members' professional competencies.

Bhattacharya (2015) Institutions of higher technical education place an emphasis on the integration of research, industrial practices, and teaching, making faculty performance assessment methods all the more important. Faculty performance reviews in technical universities should prioritise research rigour, industrial relevance, creativity, and hands-on experience. By taking into account the many responsibilities of faculty members, from instruction to mentoring, performance systems provide a well-rounded perspective when used correctly. The opposite is true when it comes to performance systems at India's technical institutions; they are frequently not transparent or objective, which causes teachers to be unhappy and not aligned with the institution's aims. In addition, for a complete review, it is essential to include student and peer input, yet many assessment methods overlook this detail.

Mukherjee and Sahu (2017) There are a number of performance management models that schools use to rank their teachers. Financial, customer, internal process, and learning and growth performance factors are all part of the Balanced Scorecard, a commonly used framework. This paradigm emphasises the significance of both academic accomplishments and personal growth when it comes to evaluating professors. The academic community has also seen the rise of the 360-degree feedback approach, which allows teachers to see their work in context by hearing opinions from students, colleagues, and administrators. Adapting these frameworks to the educational sector allows for more thorough and accurate measurement of teacher performance across a variety of activities, according to research.

Kumar (2016) Even while performance management systems have the ability to improve educational institutions, there are still a number of obstacles, especially in technical schools. Subjective assessments are caused by the absence of precise, quantifiable performance indicators, which is a big obstacle. The effectiveness of performance management systems is frequently undermined by inconsistent application and inadequate training for evaluators. Additionally, faculty members frequently oppose these systems because of the administrative burden they impose and the bias they perceive within them. In addition, faculty members may become disengaged and less motivated if they feel the assessment process is unjust.

RESEARCH METHODOLOGY

This study describes the research methodology that guided the research and enabled the researcher to collect and analyses data. It covers the research design, sample technique, data collection method, data processing, pilot study.

Research Design

A researcher needs a research plan to help him gather data and figure out what to do with it. Researchers almost never stray from descriptive and exploratory study designs. The purpose of this descriptive research is to get a thorough understanding of the phenomena under investigation and to contribute to the body of knowledge by means of sound theory construction.

Sampling Technique

Everything from the sampling unit and population to the sampling technique and sample size determination are part of the sampling design. Wherever the research took place counts as a sample unit.

Data Collection

Respondents to the pilot research first provided the necessary data. Some of the questions were revised based on it. This study's secondary data came from a variety of sources, including scholarly journals, periodicals, essays, and books published both domestically and abroad. Furthermore, data was culled from the UGC website, AICTE records, and websites.

Data Processing

The researcher made note of the main information provided by every respondent. We reviewed the surveys to make sure that only those that were filled out correctly were included in the analysis. Descriptive and inferential statistics were used to show the data analysis and interpretation.

Pilot Study

In order to guarantee that the questionnaires are reliable and that the measurements are error-free and produce consistent findings, the researcher should undertake the pre-testing.

RESULT

"Analysis" is finding patterns of relationships among variables in various data sets by the computation of certain measures. Finding commonalities and trends in the data is the main goal of analysis. The data gathered from 500 respondents at private engineering Institutions in Jabalpur is the focus of this research. Using both descriptive and inferential statistics, the gathered data was tallied, examined, and understood. The goals of the study dictated how the data was analysed and interpreted. To find out how many people fell into each group, we ran a percentage analysis on every question in the survey. Information about the respondents' demographics is included in this section. By looking at the demographics in Table 4.1, we can see that 16.4% of the respondents are female and 83.6% are male. The proportion of women is falling. Age distribution reveals that 85.7% of respondents are between the ages of 21 and 30, 7.0% are between the ages of 31 and 40, and 7.3% are older than 40. Because most people working for engineering institutes are either recent graduates or just starting out in their careers, it stands to reason that the largest proportion of respondents were between the ages of 21 and 30.

When looking at the respondents' educational backgrounds, we find that 90.1% have a Master of Engineering or Doctorate in Philosophy degree, 4.6% have a Bachelor of Engineering or Master of Science degree, 5.4% have a Master of Business Administration or Master of Arts degree, and 5.4% have a full

Doctorate. The largest proportion was recorded in the ME/M.Phil group, hence. Among the several academic titles held by M.Phil. recipients, 91.5% hold the position of assistant professor, 5% that of professor, and 3.6% that of associate professor. Therefore, it is reasonable to assume that the assistant professor has the greatest percentage. Faculty members with five to ten years of experience had the greatest proportion of working experience (91.8). Most people fall into the category of those with an annual income of 2–3 lakh rupees (91.5%).

Table 1: Respondents' Demographic Segmentation

Demographic Variables	Frequency	Total (%)
Gender		500 (100)
Male	418 (83.6)	
Female	82 (16.4)	
Age		500 (100)
21 to 30	429 (85.7)	
31 to 40	35 (7.0)	
>41	36 (7.3)	
Education		500 (100)
BE/M.Sc/MBA/MA	23 (4.6)	
ME/M Phil	451 (90.1)	
PhD	26 (5.4)	
Designation		500 (100)
Assistant Professor	458 (91.5)	
Associate Professor	18 (3.6)	
Professor	25 (5.0)	

Experience		500 (100)
Up to 4 Years	22 (4.3)	
5-10 Years	459 (91.8)	
>10 Years	19 (4.0)	
Income (per annum in Lakh)		500 (100)
2 to 3	458 (91.5)	
4 to 5	25 (5.0)	
>6	18 (3.6)	
Department		500 (100)
Science / Humanities	21 (4.1)	
Engineering	459 (91.8)	
Management	21 (4.2)	
Region		500 (100)
Region 1 (Katni)	175 (35.0)	
Region 2 (Narsinghpur)	71 (14.2)	
Region 3 (Seoni)	44 (8.8)	
Region 4 (Mandla)	60 (12.0)	
Region 5 (Dindori)	150 (29.9)	

Source: Primary Data

Some 91.8% of respondents are from different branches of engineering, while the remaining respondents are located in the following departments: 4.1% are from the Humanities and Science department, while

4.2% are from the Management department.

Organizational Governance

Table 2: Standard Deviation and Mean Value of Corporate Oversight

Organizational Governance Factors	Mean	SD
Aspire to be an academic leader	3.62	1.07
Enhance Intellectual growth	3.51	1.03
Innovation towards quality in teaching and learning	3.84	0.98
Opportunities for individual to realize their full potential	3.49	1.08
Respect for diversity and individual difference	3.83	1.07
Core values like integrity, excellence and success	3.74	1.13

Source: Primary Data

The average score for each claim is displayed in table 4.2: Here is the organisational governance mean score statement, arranged from highest to lowest: Success in organisational governance is contingent upon the aforementioned innovation towards high-quality instruction (M=3.84, SD=0.98) and chances for individuals to reach their maximum potential (M=3.49).

Motivation

Table 3: Mean and SD Value of Motivation

Motivation Factors	Mean	SD
Salary as per scale	3.65	0.92
Assistance for conference/publications	3.44	1.11
Allowances	3.58	1.07
Leave with Pay	3.50	1.03
Rent free accommodation	3.83	0.98
Leave encashment	3.89	0.96
Probation with increment	3.46	1.08
Higher Study permissions	3.82	1.08
Rewards and recognitions	3.71	1.14
Welfare facilities	3.72	1.06

PMS stimulate to have a cooperative approach towards students.	3.67	1.08
PMS encourage for showing keen interest in the subject.	3.66	1.04
PMS inspire to remain impartial while dealing with students.	3.94	1.06
PMS which are essential for encouragement of students for learning.	3.85	0.82
On duty provision	3.72	0.95

Source: Primary Data

The average score for each statement in terms of motivational factors is shown in table 4.3. The seventeen characteristics were analysed, and the most important one was PMS inspire to be unbiased while dealing with pupils (M = 3.94, SD = 1.06). Next came the motivating words mentioned earlier, followed by leave encashment (M = 3.89, SD = 0.96).

Employee Integration

Table 4: Mean and SD Value of Employee Integration

Employee Integration Factors	Mean	SD
Well-developed interpersonal skills	3.66	1.07
Time management and organisational skills	3.47	1.21
Personal resilience	3.77	1.04
Provide efficient and effective service to colleagues	3.62	1.09
Work collaboratively with colleagues to attain the goal	3.10	1.21
Providing target support to all colleagues	3.67	1.08

Source: Primary Data

The average score for each statement related to staff integration may be shown in table 4.4. Among the six variables, personal resilience had the greatest value (M = 3.77, SD =1.04), while work cooperatively with colleagues to reach the objective had the lowest value (M=3.62, SD = 1.09). This information is shown in the table above. The other employee integration declarations mentioned before follow it.

Training and development

Table 5: Mean and SD Value of Training and Development

Training and Development Factors	Mean	SD
SDP/ FDP/Workshop / Seminar/ Conferences	3.88	1.09
Creating Pedagogy Skills	4.02	0.86
Interaction with Industry	3.91	0.91
Tie up with Leading Institutes	4.01	0.93
On-job Training	3.95	1.01
Induction Training	3.89	0.82
Training and Development are at par with the industry standard	3.63	0.99
Training and Development are helpful to enrich your knowledge	3.88	0.94

Source: Primary Data

Table 4.5 shows that out of the eight factors, training and development are at industry standard has the lowest value (M=3.63, SD= 0.99), while generating pedagogical skills have the greatest value (M =4.02, SD = 0.86). The comments on training and development that were mentioned earlier follow it.

ICT Competence

Table 6: Mean and SD Value of ICT Competence

ICT Competence Factors	Mean	SD
ICT usage ensures that I carry out my task more rapidly	3.82	1.10
ICT usage facilitates the fulfillment of my tasks	3.42	1.28
ICT usage is appropriate for my profession in all aspects	3.76	0.92
ICT usage is appropriate for my working style	3.78	1.06
It is easy for me to learn and use ICT	3.89	0.87
It is easy for me to carry out task by using ICT	3.79	1.04
I see what my colleagues do, by using ICT	3.80	0.94
Prepare e-course materials and make available to learners	3.60	0.93

Send message through blogs/MMS/SMS/email	3.17	1.20
Virtual libraries usage	3.29	1.51
LCD presentation	3.15	1.28
Smart board	3.34	1.19

Source: Primary Data

The average score for each ICT element is shown in table 4.6, so it's easy to see. The above table shows that out of the fifteen criteria, the one that matters most is how simple it is for me to learn how to utilise ICT (M = 3.89, SD = 0.87). Additional assertions regarding ICT competency follow.

Successive Planning

Table 7: Mean and SD Value of Successive Planning

Successive Planning Factors	Mean	SD
I have awareness in the policies and procedures of the organisation.	3.43	1.20
I have awareness in the organisation structure and staff benefit policy	3.47	1.27
I am directly responsible to the Management	3.65	1.12
Organization provides equal opportunities policy	3.98	0.82
PMS guides to review and improve the teaching methods.	3.97	0.87
PMS leads to learning innovative researches in the subject	3.76	1.00
PMS guides to embed new knowledge in teaching learning process	3.97	0.80
PMS guide for arousing the interest of the students in the subject.	3.78	0.95
PMS helps in preceding the work systematically in the classroom.	3.51	1.12
PMS guides to behavioral issues of the students in the classroom.	3.52	1.03

Source: Primary Data

You can see the average score of each planning aspect in table 4.7. Organisation offers equal chances policy (M = 3.98, SD = 0.87) ranks best among the 10 variables, while I am aware of the organization's policies and processes (M=3.43, SD = 1.20) ranks lowest.Later on, other planning statements follow.

Transparent and equitable approach

Table 8: Mean and SD Value of Transparent and Equitable Approach

Transparent and Equitable Approach Factors	Mean	SD
Performance appraisal helps me in achieving my goal	3.58	1.07
Appraisal improves the performance of faculty	3.50	1.03
Appraisal results in conflicts between the faculty members	3.89	0.96
Performance appraisal is right for taking institution decisions like promotion, transfers and salary rising	3.83	0.98

Source: Primary Data

The average score for the Transparent and Equitable Approach aspect is displayed in table 4.8. Among the six components, the table shows that appraisal leads to faculty disputes the most (M = 3.89, SD = 0.96) and that appraisal enhances faculty performance the least (M=3.50, SD = 1.03). Afterwards, a fair and open method is implemented.

Job security aspects

Table 9: Mean and SD Value of Job Security Aspects

Job Security Aspects	Mean	SD
Excessive work pressure	3.71	1.14
Torturing environment	3.72	1.06
Students Complaints	3.66	1.08
Feed-back System	3.67	1.04
Evening Classes	3.85	0.82
Results	3.94	1.06
HOD/Principal Behavior	3.72	0.95

Source: Primary Data

The average score for the job security aspect is shown in table 4.9. Results is one of the seven elements that define job security (M = 3.94, SD = 1.06), according to the table. Students' objections about this aspect are the lowest, with a mean of 3.66 and a standard deviation of 1.08. Subsequently, more areas of employment security are considered.

CONCLUSION

Faculty members' use of a performance management system at Jabalpur technical schools was the focus of this research. According to the results, even while some schools have performance management frameworks in place, these methods aren't always standardised or consistent across universities.

Concerning the present assessment techniques' efficacy, faculty members had mixed feelings, citing issues such as the absence of specific, objective criteria and the scant emphasis on professional growth. The research found both positive and negative aspects. Positive aspects included student evaluations and feedback methods. Negative aspects included faculty members not being heavily involved in creating performance criteria. Finally, the study stresses the need of a performance management system that is open, thorough, and includes faculty members in order to assess the efficacy of instruction and encourage ongoing professional development. Some of the suggestions include creating standardised assessment instruments, ensuring that teachers get ongoing professional development opportunities, and encouraging a feedback culture in educational institutions.

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