

A Literature Review on Training and Performance Appraisal Process of Teaching Faculties of Educational Institutes

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ABSTRACT

Training is the process of enhancing the knowledge and skills of employee required for a particular job. Increase in knowledge can be achieved by different training in the area of interest which results in improved performance. Assessment of employees regarding his duties and responsibilities of his job can be analyzed by performance appraisal. An assessment criterion for performance appraisal is his last year output, results and achievements during the job. Employee's future growth potential also measured by performance appraisal. Performance appraisal helps in making the employee's aware how well they are performing their job and guides them for future development. Promotions and pay rise for every employee can be decided by performance appraisal. This research emphasis on the training and performance appraisal process of teaching faculties in Technical Education. This paper emphasizes and explores the findings of researchers on process of training and performance appraisal and its results.

Key words: Training, Performance appraisal, Employees, Teaching faculty, Technical education

I. INTRODUCTION

Employee's current and future performance can be improved by training. Training helps in making the employee learn new knowledge, refine his skill set and change his attitude in order to improve his performance which can significantly improve the overall profitability of the organization. The main purpose of training is learning. It helps prepare new employees for new roles, enhance the knowledge of the existing

employees by teaching them to acquire new skills. Employees can be enabled to move from one job to another by giving them training which results to make the employees more confident, versatile and mobile.

Performance appraisal works towards measuring the performance quality of the job holder. After the candidates are recruited, selected, placed and trained they are given certain standards to maintain and targets to achieve over a predetermined period of time. Performance appraisal evaluates the job holder's performance over a period of time against these standards and targets. Team work, integrity, initiative, dependability, decision making and judgment are the areas in which the performances of the employees are evaluated. It also provides a feedback to the employee about how well is he performing a job. It further focuses on employee development and establishes a plan for improvement in the future.

II. LITERATURE REVIEW

Wapangsenla Imchen (2021), identified the training and development needs of faculty members of government and private higher education institutions in Nagaland. He found in his study that the academic leadership, curriculum/syllabus design, use of information communication technology for effective teaching-learning and evaluation, mentoring and counseling of students, teaching-learning strategies, undertaking research works, classroom management, publication activities and content development were the major areas of faculty

training and development needs of higher education institutions. Further results indicated that no significant difference in perception of faculty training and development needs between government and private higher education institutions.

Krista D. Kerna (2012), drawn several conclusions in her research on Professional development and training for career and technical education faculty. She found that the career and technical education (CTE) instructors need training programs that are tailored to their specific needs and are eager to participate in these programs. CTE instructors who have no background in pedagogy need to first learn the basics of instructional effectiveness and not be exposed first to high level training programs that cover too many topics at once. She concludes that training based on “one size fits all” will not be effective for CTE instructors and individualized training based on the unique needs of CTE instructors is required. Further she found that the training should be continuous and not just a once or twice a year occurrence. Another conclusion made by her is that the CTE instructors work with a specific type of student who requires pedagogical content knowledge that is tailored to the unique needs of adult learners.

Analy V. Inarda (2018), investigated the training experiences of University of Rizal System faculty from the College of Business for three years. Total faculties participated was 44. The data collected was about the participation of faculties on the four functions of the university, namely instruction, research, extension and production. She found that the instruction has been the main function and they focus mainly on their performance. Training limitations to improve the quality of their teaching is also an issue. Also the faculty participation on the other functions such as research, extension and production are also very limited. Only few faculties from the college of the five campuses under study are involved on the cited activities. The trainings attended by the faculty members found to be helpful, but limited to informing them about the roles of instruction, research, extension and production as member of the academe. In this regard, the suggestions given by she is that the university or the college may consider crafting a training program which may be implemented on a long term basis. She found several problems have been brought out relative to training experiences after the focus group discussion was conducted. These problems are believed to be the reasons which hinder faculty to be exposed to training. Considering these, the

university or the college may evaluate how these problems arise to make corrective measures so as to result on providing better, adequate, useful, and practical trainings to faculty in the field of instruction, research, extension, and production.

Abouelenein & Yousri Attia Mohamed (2016), studied the Training needs for faculty members: Towards achieving quality of University Education in the light of technological innovations in Saudi Arabia and found that staff need training in the area of teaching like planning, preparation, execution, teaching strategies, technology, learning resources, evaluation, teaching performance indicators, and learning outputs. Their results refer to staff training needs in the area of scientific research (principles and ethics- skills of writing research reports- statistical analysis of research data- using the digital library- scientific publication- building databases- applying scientific research regulations). Their results show training needs of staff in the area of community service (identifying social needs, planning university activities to serve community, cooperation between organization and professional groups, providing training programs that match qualitative and quantitative requirements of labor market, raising awareness of the importance of work, encouraging investment in technical and professional training, treating labor market problems, continuous education programs to satisfy social needs and project management). The suggestions given by them is that the staff training needs in the area of quality management (disseminating a culture of quality input, output and processes assessment; basics of educational programs evaluation; basics and mechanisms of international accreditation; quality control; sustained development systems; improving learning outcomes; achievement of key performance indicators; referenced comparisons; applying total quality standards; preparing course specifications; preparing field practice specifications; preparing course reports-;preparing program reports; preparing program for self-study; preparing institution's self-study; using technological innovations to achieve learning outcomes).

Naeem Akhtar, Huma Raza, Aqsa Ashraf, Adeel Ahmad & Nazish Aslam (2016), investigated the impact of training and development, performance appraisal and reward system on job satisfaction. They chose sample size of 200 from four different colleges in Pakistan for data collection. Their study shows the positive and significant relationship between dependent and independent variables. Correlation test shows that all the variables are strongly positive and

significantly correlated. They found that training and development and job satisfaction are strongly positive and significantly rated ($r=0.879$, $p < 0.01$). Their study shows that the performance appraisal is also strong positive and significantly related with each other ($r=0.944$, $p < 0.01$), also the reward system and job satisfaction has strong positive and significantly related ($r=0.759$, $p < 0.01$).

Abubakr K. Yousif, Ozaz Y. Ahmed & Wail N. Osman (2019), conducted a study on training needs assessment of academic teaching staff in Faculty of Dentistry, University of Gezira, Sudan 2018. They used modified, adapted, validated Hennessy-Hicks Questionnaire and found an urgent need for all competencies except only three needed to be sustained and empowered because they are now considered as well. These were teaching, computer and communication skills. The priority of training investment and great efforts to improve academic teaching staff of university could be from highest to the lowest as follows: research, leadership, health professional education managerial, community and finally teaching and learning skills.

Mrs. Preeti Kulhari & Prof. Dr. Vinita Agrawal (2020), studied necessity of training and development in technical and professional educational institution: a study in Jaipur, Rajasthan. They conducted this study on sample size of 50 respondents. They found that training and development is important but the necessity of the same was doubted by many respondents because of lack of proper training facilities in the region and the quality of the facilities that are already in place. It was also found that out of 15 teachers in their early 20s, only 7 had undergone training. The reason behind that many of those teachers are very new in their fields and they wanted to gain initially the experience and then training. Researchers are recommended that government should lay emphasis on training of teachers and establish high-quality training centers in the region.

Dr. P. H. Waghodekar (2017), in his study on performance appraisal analysis of employees in technical institute-a case study, undertaken a case study of performance appraisal analysis of 500 employees in 6 technical institutes of different states of India and suggests that the performance appraisal helps to achieve quantitative measurement (assessment) of employees performance on job. He recommended that everyone concerned needs to be aware of the objectives of performance appraisal namely career growth and not a reprimand.

Mr. Rushikesh A. Padwe and Dr. P.R. Kothiwale (2018), in their study on performance

appraisal of teaching staff and its impact on reputation on college with reference to engineering college in Wardha district of Maharashtra state found that most of the colleges among the sample chosen for the study used MBO (Management By Objectives) system to make appraisal of their employees, only few colleges used 360 degree performance appraisal system. Also more than 96.66 % of colleges do the appraisal once in a year. Employees are in favor that there is a co-relation in between appraisal of faculty and reputation of colleges.

Miriti et al (2021), conducted a cross-sectional survey study among 282 employees comprising 185 appraisee's and 97 appraisers in all the 27 Public Teacher Training Colleges (PTTCs) in Kenya. They found that the linear regression analysis indicated that PA training contribution to employee's performance was not significant ($R^2 = 0.001$). Their results suggested that well-designed performance appraisal programmes that guarantee employee's personal development and career progression enhances their commitment and may positively affect their performance. Their investigation regarding the relationship between PA trainings and employee performance reveals that PTTCs in Kenya lack well designed and properly implemented PA training programmes guided by PA policy framework which is a key factor to enhance employee's performance.

Adomako Sandra (2017), studied the evaluation of the performance appraisal system in technical universities in Ghana in which she compares the appraisal system of Kumasi Technical University and Accra Technical University. She studied the challenges, effectiveness and the perception of lecturers of the performance appraisal system in both technical universities. The study population included all lecturers in both institutions of which 160 respondents (80 lecturers from each institution) were used as sample for the study. She found that the respondents in both institutions have a low level of perception of the performance appraisal system. Again, the appraisal system in both universities were found to be encountering some challenges like lecturers are not involved in the appraisal process, the appraisal process is not updated regularly to suit current situations, raters are inexperienced, the appraisal is only done as a formality, the appraisal tools are complex, the appraisal process is not transparent and consistent, raters are biased and student's assessment is a major part of the appraisal system in the institution rendering the system ineffective. She found that the standardized coefficients from the regression

analysis also indicated that majority of the respondents asserted that the appraisal system is not able to measure what it was intended for.

Muthuri, A. M; Momanyi, M & Nduku, E. (2019), investigated challenges encountered during lecturer's performance appraisal in public Technical Training Institutions in Nairobi region of Kenya and found that the goal setting was mostly hindered by lack of consistent support, unclear goals, unclear performance expectations and setting of unattainable goals. Also it was found that there are inadequate funding; lack of modern training facilities, equipment and materials which impeded optimal inputs from lecturers, inadequate training and capacity building for the appraisers and appraisees, inadequate teaching and training infrastructure to support performance and appraisal process, uncertainty on appraisal feedback and communication.

Maureen Kadzo Shida, Dr. Damaris Monari & Dr. Peter Sasaka (2019), studied the effect of rater accuracy on employee performance at the Technical University of Mombasa, Kenya for the sample size of 63 members. They found that larger number of the respondents (33.9%) agree that rater accuracy has a positive effect on the employee performance, 12.5% strongly disagree and 16.1% disagree on the effects of rater accuracy on employee performance while 30.4% were uncertain which suggests that the Technical University of Mombasa should increase on the factors increasing on the rater accuracy since it has a positive effect on employee performance.

Chamila H. Dasanayaka, Chamil Abeykoon, R. A. A. S. Ranaweera & Isuru Koswatte (2021), examines the effects of Performance Appraisal Process on job satisfaction of the academic staff at the university in UK. They found that appraisal process mainly aligned with the requirements of the research-excellence-framework of the UK, which is greatly concerned with research rather than teaching. Also they found that there is no clear link between promotions, salary increments and rewards etc. with staff performance within the appraisal process of university. They concluded that the majority of the academic staff of the source university were dissatisfied with the performance appraisal process and this could be the situation in the majority of universities in the UK.

Muthuri, A. M; Momanyi, M & Nduku, E. (2019), studied the lecturer's Performance Appraisal (PA) in public Technical Training Institutions within Nairobi region of Kenya. They used Cross-sectional survey and phenomenology approaches. Cluster, stratified simple random and

purposive sampling techniques were used by them for selecting 190 Technical Training Institute lecturers, 4 principals, 4 Teachers Service Commission County Directors and 2 Technical, Vocational Education and Training County Directors. They found that goals of performance appraisal were for determining rewards, promotion and development of the lecturers. Performance appraisal was not effectively done by technical institutions. Their findings revealed that there was no performance appraisal tool that the Teachers Service Commission (TSC) had developed to cater for the Technical Training Institutions (TTI) settings, the staff involved in conducting performance appraisal (Who Conducts PA) of lecturers in TTIs within Nairobi region included several people. These were; the principals, HoDs, fellow lecturers, and the TSC. Of these people, the HODs played a major role in appraising individual lecturers. Researchers suggested that the Principal Secretary for Vocational and Technical Training in the Ministry of Education in collaboration with the TSC or any other body from which lecturers/trainers are drawn should as a matter of urgency establish and train a dedicated team on performance appraisal to handle lecturers PA matters, development of PA policies/ guidelines at ministry level and cascading the same to the Board of Governors.

A. Suhasini & Dr. Kalpana Koneru (2016), studied the effectiveness of performance appraisal system in educational institutions of various engineering colleges with MBA departments in Guntur district. They found that most of the colleges under study were not following the 360 degree feedback method. Parameters of the appraisals for the staff were too many. 38% of the sample of 100 employees say's the performance appraisal system is complicated in the colleges. Maximum number of employees considered that the performance appraisal system is held as a part of staff development program. The staff members also expect that their comments and suggestions should be taken into account while conducting the appraisal. Also a majority of the employees were satisfied with the current appraisal system with few changes. Maximum number of employees says that the review of Performance Appraisal System (PAS) is taken only ones in a year. 100% of employees are aware about performance appraisal system at their colleges. Performance appraisal is conducted generally end of the semester and the feedback is not provided clearly to the respective staff members.

Mavis Mensah Senyah, Rosemary Boateng Coffie & Kwadwo Adu-Pakoh (2016),

studied the assessment of the effectiveness of performance appraisal on work productivity at Kumasi Polytechnic, Ghana. They found in their study that performance appraisal influences performance positively, but it is mostly undertaken on annual basis at the workplace. They got that the Kumasi Polytechnic uses rating scale, descriptive system and management by objective system methods of appraisal which is mostly used method to evaluate employees. Also the performance appraisal has got much influence on job performance of Kumasi Polytechnic employees.

Anne Nyokabi Ndirangu & Dr. Esther Waiganjo (2015), studied the factors affecting the implementation of performance appraisal in selected public secondary schools at Kirinyaga Central Sub County in Kenya. They undertake the stratified sample of 150 respondents from 450 employees of the selected schools in Kirinyaga Central Sub County through questionnaires from principals, deputy principals and other teachers in the 15 schools. The data had been analyzed by calculating the correlation coefficients of each independent variable with the dependent variable. They found that the key result areas had a strong and positive correlation with implementation of performance appraisal with correlation coefficient of 0.892. The conclusion made by them is that the implementation of performance appraisal in public secondary schools in Kenya has been affected by lack of training of the appraisers. They recommended that the government should provide resources for implementation, all teachers should be trained on performance appraisal assessment and that the teacher's service commission of Kenya should give teachers well defined job descriptions especially on issues of disciplining of students.

Daniel Noah Mwale (2016), in his Master of Education thesis entitled "Employees perceptions of performance appraisal in public technical vocational and entrepreneurship training institutions in Zambia" studied the employee perceptions of performance appraisal in two public Technical Education Vocational Entrepreneurship and Training (TEVET) institutions located in the Southern Province of Zambia. Seventy-three (73) participants out of a total population of 129 at varying employment levels participated in the study. He found that the employees held positive attitudes about performance appraisal and it was integrated into institutions culture. The respondents were satisfied with the performance appraisal process and that 68% of the respondents agreed that the performance system in their institution was fair.

Forrest W. Flaniken (2009), found in his PhD dissertation entitled "Performance Appraisal Systems in Higher Education: An Exploration of Christian Institutions" found that a very high usage of staff performance appraisal in population of 108 Christian colleges and universities. He also found a significant amount of dissatisfaction with the appraisal process due to lack of leadership support for the appraisal process, supervisors not being held accountable for the timely completion of their appraisals and the lack of training provided supervisors for doing performance appraisals well.

III. CONCLUSION

It was observed that the researchers studied the wide areas of training need and performance appraisals process of teaching faculties in different schools, institutes and universities. They found that the teaching faculties are deputed for training more or less in all schools, institutes and universities. The performance appraisal process was taken in every schools, institutes and universities. It was found that some of the teaching faculties are not satisfied with the training topics and the duration of training. Also most of the teaching faculties are not satisfied with the performance appraisal process adopted in the schools, institutes and universities.

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