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A STUDY ON PERFORMANCE MANAGEMENT SYSTEM PERCEIVED BY FACULTY MEMBERS OF ENGINEERING INSTITUTIONS

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Abstract
Performance management is a strategic and integrated move towards to delivering sustained success to institution by enhancing the performance of the faculty members by developing abilities and developing their contributions. The perception of faculty members as to the performance management system followed in technical institutions is differing from one person to another persona and one institution and another institution. In this regard, this study attempt to study personal profile of faculty members, various responsibilities assigned to faculty members, performance management system perceived and faculty loyalty. This study was conducted with a sample of 100 in the state of Tamilnadu. Questionnaire had been deployed to collect primary data from the respondents. The data collected from respondents was checked with percentage analysis, Kruskal-Wallis test, multiple linear regression analysis and ranking analysis. It is concluded that the faculty performance management system followed in technical institutions possess significant impact on faculty members.

Key Words Used: Performance Management System, Faculty Members, Technical Educational Institutions, Faculty Loyalty, Faculty Responsibility.

1. Introduction

Teaching faculty is the most significant cause and works a measure for teaching institution, because the eventual result that is student, formulated by the teachers. Faculty members performance is linked with the students' performance, it is a general observation that good student replicate good teachers. Development of innovative knowledge and information and communication technologies gave origin to a performance management system for judgement of a faculty, through this practice, faculty members' subject knowledge, educational skills, and communication skills are rated by the students who are the most imperative stakeholder of education, who examined faculty member's effectiveness in the classroom. This study insists that the subsistence of efficient performance management system in educational institutions will make sure increased performance altogether. The current study mainly implies the necessity of human resource management policies and practices in the educational institutions, human capital and their performance is the chief reserve for the success of educational institutions.

Permanent professional improvement puts forward the immense impact for the need of performance management which is a system to inspire faculty members regarding their work experience so as to improve teacher professional development and performance in technical institutions. This presents great insights for performance management in technical institutions because performance management links the needs to manage faculty members' performance and it is also used to obtain a rationale posture for professional development and comment in terms of work performance. These are the planning of personal performance goals, the reflection on examination reports, performance measurement, the reward-punishment and the relationship between personal performance and the customs of the organization and work experience, which provides constructive effect to make transforms in systems and processes by allocating and prioritizing resources within shared objectives. In this perspective, eight variables such as, organizational governance, motivation, employee integration, training and development, ICT competence, successive planning, transparent and equitable approach, and job security aspects have been considered in the study.

2. Statement of the Problem

The specific focus of attention in this current study is on the particular exercise of performance management system perceived by faculty members in the context of technical education institutions. Faculty performance is a process designed to develop institutional, team and individual faculty performance. The outset of performance management in education institution is comparatively new thought, which took structure during the last two decades in Indian educational field. In the observation of the faculty members, the intention of performance management is to portray their level of performance to establish the required output from them and also present them positive proposition which eventually develops their performance and the institution as well. It is the main duty of management to manage performance review on a fixed interval among the faculty members. As institutions have management units derived from their structures and size, these units are executing based on management responsibilities. As faculty members' performance management relies on improving constructive and significant knowledge about what it means to be a faculty member in their particular context, the terms of performance, management and work experience play a great role in supporting the contemplative practice in their work

contexts. In this respect, performance management system is required to assess their performance for providing a rationale for an optimistic framework to develop the quality of lessons and education. The responsibility of faculty members should be matched either with industry standard or salary package offered to them. The perceived value of faculty members is different according to the performance management factors. The faculty loyalty is mainly concerned with the existence of well-planned performance management system.

3. Review of Literature

As performance management system instigates with the planning stage, the planning includes setting performance targets, definition of effort, responsibilities, capability, setting qualifications for the workers and generating data for performance measurement. Performance management is established as the process of delivering continued success to organizations by getting better capabilities of individuals and teams (Waal et al. 2010). Performance management is a demanding subject for human resource development of professionals, and it is particularly significant to the employees of schools and establishments in their rethinking and redesigning of their performance management systems so as to attain quality teaching and education (Buchner 2007; Down et al. 1999; Rhodes & Beneicke 2002). Bearing in mind performance management in educational institutions is a powerful indication to administer achievements and sustain the quality in educational purposes (Barber 2000; Fitzgerald 2000). In this respect, overseeing performance in educational institutions offers stability and reliability in academic activities (Silcock 2002). Memon (2007) expressed that quality of faculty is an input to institutional victory and for ensuring the superiority of faculties there must be well defined performance criteria. An interest in performance management has been a subject of latest academic attention (Otley 1999; Ferraira and Otley (2005), as has anguish with the use of targets in this standpoint.

4. Research Methodology

This study has adopted personal interview method to assess the performance management system perceived by the faculty member of technical education institutions. Sample for the study is selected from the various engineering colleges and b-schools in Tamilnadu, during October 2015 to December 2015. Selection of sample is based on the availability of mutual fund investors and their readiness to fill response for the questions given in the questionnaire. Simple random sampling technique is administered to collect the sample for the study and primary data has been collected from 100 respondents. Descriptive research design has been adopted for this study. The data for the study is collected through presenting well-structured and non-disguised questionnaire in the hands of respondents. The questionnaire presented among the investors consists of four parts, first part seeks about personal profile of faculty members, second part deals with various responsibilities assigned, third part seeks performance management system factors perceived by the faculty members, and final part faculty loyalty. The data collected from the respondents has been examined with suitable statistical tools. Personal profile of the respondents has been checked with percentage analysis. Various responsibilities assigned to the faculty members are analyzed with Kruskall-Wallis test. Performance management system perceived by faculty members are analysed through Multiple Linear Regression analysis. Faculty loyalty has been checked with ranking analysis.

5. Objectives of the Study

This study has been initiated with the following objectives in faculty performance management.

1. To check the personal profile of faculty members working in technical educational institutions.
2. To know the various responsibilities of faculty members working in technical educational institutions.
3. To study the performance management system perceived by faculty members of technical educational institutions.
4. To examine the faculty member's loyalty concerned with the work practice allied with the technical institutions.

6. Results & Discussions

6.1. Analysis of Personal Profile

The data acquired from the respondents about their personal profile is analyzed with due diligence in table-1.

Table 1: Analysis of Personal Profile

Attributes	Distribution	Number	Frequency
Gender	Male	72	72%
	Female	28	28%
Age	21 – 30 years	47	47%
	31 – 40 years	37	37%
	More than 40 years	16	16%
Income Level	2 – 3 lakhs	42	42%

	4 – 5 lakhs	47	47%
	Above 6 lakhs	11	11%
Designation	Assistant Professor	48	48%
	Associate Professor	34	34%
	Professor	18	18%
Educational Qualification	BE/MBA/M.Sc.,	36	36%
	ME/M.Phil	49	49%
	Ph.D	15	15%
Experience	Up to 4 years	51	51%
	5 – 10 years	38	38%
	More than 10 years	11	11%
Department	Science & Humanities	22	22%
	Management	17	17%

Source: Primary data

A detailed analysis of personal profile of respondents is presented in Table-1. Personal and face-to-face interview is conducted among faculty members working in technical educational institutions. Among the personal profile attributes, nearly three fourth (72%) respondents are male, 47% of respondents are in the 21 – 30 years of age groups, 47% respondents are falling under the income level of 4-5 lakhs, 48% are appointed as assistant professor, 49% of respondents are completed additional qualification like, ME/M.Phil, 51% of respondents are having the experience of up to 4 years and mainstream 61% are working in various engineering departments.

6.2. Responsibilities of Faculty Members

Usually, the faculty members are provided with lot of other responsibilities in addition to the regular teaching work. In order to check the various responsibilities of faculty members, nine variables such as placement work, clerical work, institution developmental work, ISO/NBA and other quality certification worm estate duty/bus in-charge, responsibilities in various committees, academic work and other contingent work have been considered. The faculty members are ranked their level of experience in three parameters like 'high', 'medium', and 'low' as to the various responsibilities assigned to them. In order to test the relationship between type of funds and returns generated, the following test has been proposed. Kruskal-Wallis one-way analysis of variance by ranks is used for comparing more than two samples that are independent, or not related. In the event that the comparison of three or more population groups is aimed at, where data are ordinally evaluated, then for the statistical significance of difference Kruskal-Wallis test is used. This test is used to study the relationships between the responsibilities of faculty members and performance management system. The null hypothesis states that (H_0) there is no association between responsibilities and faculty performance management system.

Table 2: Test Statistics of Kruskal-Wallis

Test Statistics									
	Placement Work	**Clerical Work**	**Developmental Work**	**ISO/NBA Work**	**Estate/ Bus In-charge**	**Admission Duty**	**Committee In-charge**	**Academic Work**	**Contingent Work**
Chi-Square	3.324	1.353	2.640	1.646	0.864	2.145	2.252	0.956	3.458
df	2	2	2	2	2	2	2	2	2
Asymp. Sig.	.167	.534	.254	.424	.632	.256	.354	.156	.425
Kruskal Wallis Test									
Grouping Variable: Faculty Performance Management System									

Source: Primary data

It is found in table-2, the association between responsibilities and faculty performance management system is tested. Hence, there is no significant different between responsibilities such as, placement work, clerical work, institution developmental work, ISO/NBA and other quality certification worm estate duty/bus in-charge, responsibilities in various committees, academic work and other contingent work and faculty performance management system because the p-value is greater than the level of significance. This analysis enlightened that performance management system considers the various responsibilities assigned to the faculty members of technical education institutions.

6.3. Performance Management System

In order to investigate the performance management system perceived by faculty members, multiple linear regression analysis has been performed. The eight independent variable such as, organizational governance, motivation, employee integration, training and development, ICT competence, successive planning, transparent and equitable approach, and job security aspects have been considered as independent variable and performance management factor is assumed as dependent variable. Table-3 illustrates multiple linear regressions, which is used to analyze the performance management system perceived by faculty members of technical institutions.

Table 3: Results of Multiple Linear Regression

Independent Variables	Dependent Variable	Un-standardized Co-efficient		Beta Co-efficient	t-value	Sign.
		B	Std. Error			
Constant	PMS Factors	-0.842	0.641		-1.584	0.134
Organizational Governance		0.411	0.077	0.469	5.856$^{\$}$	0.000
Motivation		0.181	0.067	0.163	2.372$^{@}$	0.033
Employee Integration		0.232	0.084	0.124	2.265$^{@}$	0.034
Training and Development		0.133	0.116	0.088	0.987*	0.325
ICT Competence		0.098	0.131	0.112	1.825$^{@}$	0.061
Successive planning		0.104	0.059	0.118	1.894$^{@}$	0.034
Transparent and Equitable approach		0.124	0.079	0.098	1.258$^{@}$	0.025
Job Security Aspects		0.115	0.054	0.095	1.132$^{@}$	0.031
		R	0.729			
		R Square	0.530			
		Adjusted R Square	0.50			
		F Value	52.378$^{\$}$			

Source: Primary data Note: $ significant at 1%, @ significant at 5% and *significant at 10%.

Table-3 describes the values of R^2 (0.530) and adjusted R^2 (0.50) which indicates 53.0% of variation on performance management system factors and it is explained on the basis of eight perceived factors described in PMS facets in technical education institutions. From the list of eight independents variable, organizational governance possess highest beta coefficient (0.411) and t-value (5.856) which is statistically significant at 1% of level. It strongly acknowledges that perceived organizational governance plays very important role in faculty performance management system factors. Similarly faculty motivation (0.181), employee integration (0.232), ICT competence (0.098), successive planning, (0.104), training and equitable approach (0.124), job security aspects (0.102) are statistically significant at 5% level. These factors have significant impact on performance management factors. Training and development of faculty member (0.133) is significant at 10% level. It is concluded that all the eight factors have relative impact on faculty performance management system factors.

6.4. Faculty Members Loyalty to their Institution

In order to ensure the faculty members loyalty to their working institutions, the following characteristics like handling of classes, innovation in teaching, student affairs, behaviour among colleagues, trustworthy in service, dedication in work, institution development, admission referral, honesty and integrity, and enthusiasm in work are taken into consideration. In order to get reliable and correct data, weights have been assigned as 5, 4, 3, 2, and 1 for the responses 'strongly agree', 'agree', 'neutral, 'disagree', and 'strongly disagree' respectively. The final scores for each element have been calculated by multiplying the occurrence of reactions by the weights of particular responses. Total score has been calculated on the basis of response and it assists to find mean score and rank position of loyalty factors. The substantial weighted scores of these loyalty factors provided in table – 4.

Table 4: Ranking Analysis

Loyalty Factors	Investors Loyalty					Total Score	Mean Score	Rank
	5	4	3	2	1			
Handling of Classes	23	26	27	12	12	334	22.3	3
Innovation in Teaching	31	17	16	19	17	324	21.6	5
Students Affairs	22	31	16	17	14	328	21.9	4
Behaviour among Colleagues	18	27	23	17	13	316	21.1	6
Trustworthy in Service	24	32	26	12	4	356	23.7	1
Dedication in Work	32	24	16	18	10	348	23.2	2
Institution Development	12	19	21	29	19	274	18.3	9
Admission Referral	17	22	29	22	10	312	20.8	7
Honesty and Integrity	14	16	18	30	22	268	17.9	10
Enthusiasm in Work	21	25	18	18	16	309	20.6	8

Source: Primary data

It is evident from the table-4, the faculty members loyalty in technical institutions mainly concerned with faculty members trustworthy in service, which is ranked first with the mean score of 23.7. Dedication in work will bring more institutional effectiveness; it is ranked second with the mean score of 23.2. Effective handling of classes will maximise the knowledge of students and ensures greatest performance in examination, which is placed as third with the mean score of 22.3. Concentration of student affairs fetches fourth rank with the mean score of 21.9. Fifthly, innovation in teaching is required to offer excellence in education and it gets 21.6 as mean score. Behaviour among colleagues (21.1), admission referral (20.8), and enthusiasm in work (20.6) are ranked as sixth, seventh and eighth respectively. The loyalty factors such as institution development, and honesty and integrity are considered with less importance among the faculty members. Hence it is ascertained that faculty member's loyalty is highly based on the trustworthy, dedication, effective class handling, student affairs and innovation in teaching. It is suggested that the technical education institutions should develop a strategy to offer such services with utmost satisfaction of faculty members.

7. Conclusion

This study has made an attempt to examine the performance management system perceived by faculty members of technical education institutions. Performance management systems are believed as one of the significant input for the success of educational institutions. Execution of performance management systems in technical educational institutions are in nascent stage. In this perspective, this study attempt to study the personal profile of faculty members, various responsibilities assigned to faculty members, performance management system perceived by faculty members and faculty loyalty in technical education institutions. The personal profile asserts that majority are male and in the age group of 21 – 30 years, income level coming to 4 – 5 lakhs per annum, majority are appointed as assistant professor, half of the respondents completed additional qualification, half of the faculty members are having experience of less than 4 years and mainstream are working various engineering departments. The association between responsibilities and faculty performance management system reveals that there is no significant difference between responsibilities and faculty performance management system because the p-value is greater than the level of significance. Multiple regression analysis found that organizational governance, motivation, employee integration, training and development, ICT competence, successive planning, transparent and equitable approach, and job security aspects have relative impact on faculty performance system factors. The faculty member's loyalty is concerned with the trustworthy, dedication, effective class handling, student affairs and innovation in teaching in technical educational institutions. It is concluded that the faculty performance management system followed in technical institutions possess significant impact on faculty members.

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