Performance Appraisal System of the Academics of Public and Private Universities of Bangladesh: An Empirical Study

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Abstract: In order to grow and sustain in the globalized economy, organizations need to maximize the performance of their employees. Performance appraisal is a universal human resource management practice. Educational institutions are not in the exception. In an educational institution, teacher's performance has a strategic role and they influence the performance of students and the reputation of the university. But in our country the practice of performance appraisal system is not very familiar with the educational institutions. Only a few leading private universities of Bangladesh are observed to use the tool of performance appraisal but here the evaluation is conducted mostly by the students. The management and the higher authority of the universities are not conscious about accurate application of performance appraisal tools and techniques. The aim of this study is to evaluate the importance and effectiveness of the Performance Appraisal system to increase performance and motivation of the academics in the universities. A sample of hundred respondents was drawn from both the public and private universities and cluster, stratified and convenient sampling techniques were used to collect data by using a structured questionnaire from various levels of respondents. Teachers have shown a mixed feeling about student evaluations. Data analysis showed that the university teachers don't see their performance appraisal system accurate and fair because the outcomes are not being used for making decisions on promotion, training and development of the employees. So, the management should review the appraisal system of the universities and outcomes, so that all the components of their job are evaluated and rewarded.

Key words: Performance Appraisal (PA), performance appraisal tools, student evaluation, cluster, universities human resource

INTRODUCTION

Higher education plays a critical role in the development of people and a nation. As Bangladesh is a developing nation, education is considered as a main factor of growth and development and for a nation like ours, the provision of higher education can not be taken for granted. For effective performance of the educational institutions, human resources or people have become the most important factor. The academics are the key personnel what differentiate an institution from its competitors. Armstrong (2006) notes that an issue of accuracy and fairness in performance appraisal is one of the key research interests. In the field of Human Resource Management (HRM), performance appraisal may be used as a means of measuring performance. Performance management helps to direct and motivate employees to maximize their efforts on behalf of the organization; it is thus an essential instrument for an organization to meet its strategic objectives (Werner, 2012).

The number of both public and private universities has been increasing day by day in our country. And that is the reason of enhancing competition between the universities for having a better position in the marketplace. The universities should have unique teaching style and competitive academic environment with an efficient team of human resources. The teachers teaching in these institutions should be very efficient and unique in their teaching style. Performance appraisal is the process of assessing worker's performance against their job requirements. It is a definite instrument in setting job standards, appraising worker's genuine performance comparative to those standards and providing feedback to the workers with the drive of inspiring the workers to eradicate the insufficiencies in the performance (Bilal, 2014).

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Objectives: The main objective of this study is to find out the relationship between an effective Performance Appraisal system and motivation of the employees in Bangladesh. The two specific objectives were:

- To find out the differences between the Performance Appraisal system of public and private universities of Bangladesh
- To find out the impact of student's evaluation on the performance of the teachers of the universities

Literature review

Performance appraisal: Performance is defined as the record of outcomes produced on a specified job function or activity during a specified time period (Bernardin and Russell, 1993). Performance management isn't just a once-a-year assessment; effective managers incorporate performance review and feedback as part of their day-to-day communications with employees (Webb, 2004). Performance appraisal is a continuous process through which performance of employees is identified, measured and improved in the organization. This process includes various practices like recognition of employees' achievement, providing them regular feedback and offering career development (Aguinis, 2007).

Purpose of performance appraisal: Longenecker (1999) found that there are many reasons, why an organization needs a formal performance appraisal system; it is needed to take smart decisions regarding salary increases, promotions, demotions, terminations and transfers. Similarly, Vallance (1999) advocated another major need that PA system is a tool that can assess and suggest improvements in employee productivity. Including the above mentioned central objective, evaluation has many other purposes like accountability of teacher and professional growth of teacher. As Peterson (2000) emphasized on both purposes forcing the idea that accountability is important in order to assure that teacher is delivering the services as per requirements of institution and performance improvement leads to professional growth and development of teacher (Vallance, 1999).

Performance appraisal in universities: The system of Performance Appraisal should be applied in all types of organizations for improving performance of the employees. In case of educational institutions the role of the academics is much more crucial to the organization, because, the job of the teachers is to enlighten the student's future by providing them proper education. In university administration the management need the performance evaluation report of the teachers for performance planning, encouraging employees, developing performance and promotion or increment purpose. This evaluation process provides basis for promotion, tenure and remuneration of faculty members (Ghurchian, 2010). Today university teacher is not only responsible for giving his students proper insight of subject but also responsible to make his overall personality and vision in order to make him successful professional and human being (Bilal, 2014). Such varied and widespread responsibilities demand a systematic evaluation system for university teachers but keeping in mind its trivial nature, this evaluation system should be fully supported by administration and the students so that faculty members can not overlook or disregard it at any stage (Sheikh, 2007). By and large, faculty members encourage performance evaluation if it results in more satisfaction, improvement and rewards for effective teaching in larger context and also if it ultimately leads to further, insight to university priorities regarding teaching environment and towards better learning atmosphere for students who are the major stakeholders in this system (Usmani, 2008).

Methods of performance appraisal in universities: Seldin (1980) emphasized that students, teacher colleagues, administration and teachers themselves take part in this evaluation as "components of the collective judgment of teaching performance". He further explains that students are always able to provide reliable information about teacher performance and his effectiveness regarding teaching. In the universities of Bangladesh, the performance of a particular employee is evaluated by the students in general. A few private universities has the practice of a proper system of performance evaluation but in the public universities there is no provision of a proper performance appraisal systems.

Problem statement: When the performance of an organization is not evaluated and measured then significant development is not possible. When there is a proper performance appraisal system in an institution then there will be a standard of performance to be achieved by the employees. It helps the employees and organization to improve the efficiency of performance.

The private universities of our country have some sort of performance appraisal system for evaluating the performance of the teachers. But, those do not have a systematic way of providing feedback or there is no linkage between performance and review. Also the evaluation is not done on a regular or periodic basis.

There are no well-defined standards or criteria set by the management or the appraiser, so that the employee is not actually able to recognize whether their performance is efficient or not. Mostly, the evaluation is done by the students in each individual semester but the feedback is not very clear to the employee.

If we focus on the public universities in our country, the scenario gets worse. The teachers of public universities of Bangladesh are not appraised by their students at all. Also, the management are not interested to provide any feedback about the performance of the teachers, so the teaching skills are not developing how it should be.

Hypotheses: The following hypotheses were formulated for the study:

- H_{01}: performance appraisal has an impact on employees'performance and motivation
- H_{02}: there is a difference between the performance Appraisal of Public and Private University
- H_{03}: if academics are evaluated by students then there performance becomes effective

MATERIALS AND METHODS

Sources of data collection: Primary and secondary sources of data were gatheredfor the research. Primary source of data was collected through the use of questionnaires and survey interviews. The secondary sources of information was collected from past research work, books, journals, articles, internet search, etc.

Methods for collecting primary data: In collecting data for the study, questionnaire and direct interview methods were employed. The questionnaire was used to ensure that only relevant questions were asked and also to ensure that the questions were properly structured. They were divided into two, one for the appraisers/heads of departments and the other for appraised person.

Data collecting and analyzing tool: The questionnaire was the only tool used to collect data. Likert type (close ended) questionnaire was employed to generate data. The importance of the use of close ended questions was to avoid delays in responding to the questionnaire, thus enabling the respondents who had busy schedules to respond quickly. Another reason for using close ended questions was that coding of close ended questions did not take much time as compared to open ended questions and also for testing hypothesis. To process and analyze data SPSS 16.0 has been used.

Sampling: A sample of hundred respondents were drawn from twelve public universities and twenty-five private universities from a population of total eighty-six universities located in our country from which fifty-four universities are privately owned and thirty-two universities are publicly owned and managed. At first cluster sampling technique was chosen and then the study sample cut across five ranks within the academic staff strata; professor, associate professor, assistant professor, senior lecturer and lecturer. There is a difference between the ranks of the public and private universities of Bangladesh. In the private universities, there are generally five ranks as mentioned above but in the public universities there are four strata; professor, associate professor, assistant professor and lecturer. After that convenient sampling method was applied for collecting data from the strata.

RESULTS AND DISCUSSION

- H_1: performance appraisal has an impact on employees' performance and motivation

Here, Pearson's r is 0.224. This number is very close to 0 as well as positive. This means that there is a weak relationship between your two variables and as one variable increases in value, the second variable also increases in value. This means that changes in one variable are weakly correlated with changes in the second variable. For this reason, we can conclude that there is a weak relationship between our effective PA system keeps the employee motivated and financial benefit. However, we cannot make any other conclusions about this relationship, based on this number (Table 1 and 2).

The value of Pearson correlation is 0.224 which is near zero means that there is a random, nonlinear or curvilinear relationship between the two variables. The relationship is not perfect. People who get same financial benefits do not always become motivated in a same level. Correlation can tell here just how much of the variation in peoples' motivation is related to their financial benefits.

Also, this correlation technique works best with linear relationships: as one variable gets larger, the other

Table 1: Pearson's correlations

Variables (pearson correlation)	Effective PA system keeps the employee motivated	Financial Benefit is linked on PA
Effective PA system keeps the employee motivated	1.000	0.224
Financial Benefit is linked on PA	0.224	1.000

Table 2: Regression coefficients

Model	R	R^2	Adjusted R^2	SE of the estimate
1	0.224[a]	0.050	0.040	0.837

[a]Predictors: (Constant), financial benefit is linked on performance appraisal

gets larger (or smaller) in direct proportion. It does not work well with curvilinear relationships (in which the relationship does not follow a straight line). Above is an example of a curvilinear relationship. They are related but the relationship does not follow a straight line.

The R^2 is a statistical measure of how close the data are to the fitted regression line. It is also known as the coefficient of determination. The R^2 represents the proportion of variability accounted for by the independent variable. Approximately, 5% of the variability in the financial benefits can be accounted for by differences between employee motivations. Or it indicates that the model explains a very small proportion of the variability of the response data around its mean. In general, the higher the R^2, the better the model fits the data (Table 3).

The first hypothesis of the study was to ascertain that an effective performance appraisal system motivates the academics of the universities. The view was further supported by the result of the Analysis of Variance (ANOVA) which yielded an $F = 4.874$ and $p = 0.001$, significant at 0.001%. Hence, this implies that if Universities have an effective Performance Appraisal system the academics are motivated.

- H_2: there is a difference between the Performance Appraisal of Public and Private University

Here, the value of Pearson's Correlation between nature of the organization and performance is evaluated formally by the organization is 0.716 and there is a moderately strong relationship between these two variables. This means that changes in one variable are fairly correlated with changes in the second variable (Table 4 and 5).

Approximately, 57.3% of the variability in the proper, regular performance appraisal and performance evaluation by organization can be accounted for by differences between types of university. Or it indicates that the model explains a moderate proportion of the variability of the response data around its mean (Table 6).

The second hypothesis of the study was to see that if there is a difference between the Performance Appraisal of Public and Private University. This view was further supported by the result of the Analysis of Variance (ANOVA) which yielded an $F = 42.916$ and $p = 0.000$, significant at 0.000%. Hence, this implies that, the system of Performance Appraisal of Public and Private University has differences between them (Table 7).

Table 3: The ANOVA table shows the significance level at 0.001

Groups	Sum of squares	df	$\bar{x}^2$	F	Sig.
Between groups	12.300	4	3.075	4.874	0.001
Within groups	59.940	95	0.631	-	-
Total	72.240	99	-	-	-

Predictors: (Constant), The financial benefit is linked up with the performance; Dependent Variable: Effective PA system keeps the employee motivated

Table 4: Pearson correlation

Variables	Nature of the organization	Performance is evaluated formally	Whether PA is done on a regular basis	Whether university have proper PA
Nature of the organization	1.000	0.716	0.696	0.685
Performance is evaluated formally by organization	0.716	1.000	0.821	0.758
Whether PA is done on a regular basis	0.696	0.821	1.000	0.768
Whether university have proper PA system	0.685	0.758	0.768	1.000

Table 5: Regression coefficients

Model	R	R^2	Adjusted R^2	SE of the estimate
1	0.757[a]	0.573	0.560	0.316

[a]Predictors: (Constant), performance is evaluated formally by organization, whether University have proper performance appraisal (PA) system, whether PA is done on a regular basis; the value of Pearson correlation is 0.757 which is near one means that there is a strong, linear relationship between the variables

Table 6: The ANOVA table shows the significance level at 0.000

Modeles	Sum of squares	df	$\bar{x}^2$	F	Sig.
Regression	12.855	3	4.285	42.916	0.000[a]
Residual	9.585	96	0.100	-	-
Total	22.440	99	-	-	-

[a]Predictors: (Constant), performance is evaluated formally by organization, whether University have proper Performance Appraisal (PA) system, whether PA is done on a regular basis; [b]Dependent Variable: Nature of the organization

Table 7: Pearson correlation

Discriptions	Students' opinion helps me to improve	Student evaluates the teacher's performance	Appreciation of my contribution to the department	PA has an impact on performance	Result of PA is communicated
Students' opinion helps me to improve	1.000	0.376	0.166	0.067	-0.026
Student evaluates the teacher's performance	0.376	1.000	-0.187	0.106	0.336
Appreciation of my contribution to the department	0.166	-0.187	1.000	0.195	-0.041
PA has an impact on performance	0.067	0.106	0.195	1.000	0.109
Result of PA is communicated	-0.026	0.336	-0.041	0.109	1.000

- H_3: if academics are evaluated by students then there performance becomes effective (Table 8).

Here, Pearson's r is 0.376 between students' opinion and teacher's performance. This number is close to 0. This means that there is a weak relationship between these two variables and as one variable increases in value, the second variable also increases in value. Similarly as one variable decreases in value, the second variable also decreases in value. So, we can state the strength of the relationship between appreciation of my contribution to the department and student evaluates the teacher's performance. Here, Pearson's r is -0.187. This means that there is a weak relationship between two variables and as one variable increases in value, the second variable also decreases in value. Similarly as one variable decreases in value, the second variable also increases in value. We can explain the correlation among other variables in similar way.

The value of Pearson correlation is 0.478 which is near zero means that there is a random, nonlinear or curvilinear relationship between the two variables.

Approximately, 22.8% of the variability in the opinion that student's evaluation helps the academics to improve their performance. Or it indicates that the model explains a moderate proportion of the variability of the response data around its mean (Table 9).

The third hypothesis of the study was to see that if academics are evaluated by students then there performance becomes effective. This view was further supported by the result of the Analysis of Variance (ANOVA) which yielded an F = 7.015 and p = 0.000, significant at 0.000%. Hence, this implies that, the performance of the teachers could be increased if they are evaluated by the students.

The finding of the study revealed a significant relationship between an effective performance appraisal system and employee's motivation. That means if there is an application of a proper system of measuring the performance of the employees then they are motivated. But, the problem is most of the universities of our country do not have a proper performance appraisal system and it has been further supported by a diagram (Appendix A). It has been shown that only 8% participants strongly agreed that there is a proper performance appraisal system by their institution. Whereas, only 15% respondents agreed that their performances are evaluated formally by their organizations. Again, results showed that 41% employees strongly agree and 42% agrees that performance appraisal system has a positive impact on the effective performance of the teachers.

The main objective of this study was to find out the relationship between an effective performance appraisal

Table 8: Regression coefficients

Model	R	R^2	Adjusted R^2	SE of the estimate
1	0.478[a]	0.228	0.196	1.057

[a]Predictors: (Constant), Result of PA is communicated, Appreciation of my contribution to the department, PA by students has an impact on performance, Student evaluates the teacher's performance; [b]Dependent Variable: Students' opinion helps me to improve

Table 9: The ANOVA table shows the significance level at 0.000

Model	Sum of squares	df	$\bar{x}^2$	F	Sig.
Regression	31.326	4	7.832	7.015	0.000[a]
Residual	106.064	95	1.116	-	-
Total	137.390	99	-	-	-

[a]Predictors: (Constant), Result of PA is communicated, Appreciation of my contribution to the department, PA has an impact on performance, Student evaluates the teacher's performance; [b]Dependent Variable: Students' opinion helps me to improve

and motivation. And the result of ANOVA has positively supported this objective. Furthermore in the results of frequency distribution table, it is shown that only 22% respondents strongly agreed that their financial benefits are linked with their performance appraisal. And 86% respondents agreed that a performance appraisal system keeps the employee motivated in the organization.

The finding of the study was also having tested hypothesis three revealed a significant relationship between student's evaluation and the teacher's performance. This means if the teachers are evaluated by the students they will develop their performance according to the evaluation. A diagram is being shown which supports this opinion (Appendix A) where we can see that 76% respondents think that if they are evaluated by their students their performance will improve. With this result, it can be said that there is a need to review the present performance appraisal system, so that it can measure and rewards the academic's performance.

CONCLUSION

University education is one of the most important forms of education for a nation's development without any doubt. Enhancing the performance of the universities mostly rely on the development of the academics, because they are the mentor of the students and they can lead them to a brighter future. It could be concluded by the result of the analysisand interpretations that the faculty members are not highly satisfied with the performance appraisal system administered by the universities of Bangladesh. In some of the private universities, a proper system has been introduced and practiced but most of the public and private universities do not have any systematic performance appraisal. So, it is highly recommended that for an initial step of improvement, the university administration should develop a proper performance management system. Secondly, there is a

problem regarding the performance evaluation by the students of their teachers. Here also, some of the universities have adopted student's evaluation system but especially in the public sector, there is no provision like this. Absence of student evaluation can lead to a performance stagnation of few teachers because they are not aware about their limitations. So, without delay, public universities should also introduce student evaluation system for improving quality of education. This study has also revealed another important fact that the academics feelmotivated if they are evaluated properly by their institutions. So, the management should train the appraisers adequately for building an effective performance evaluation system in the educational institutions. This study will further help the human resource managers to identify the relevant factors which may be taken into consideration to evaluate the performance of the academics of the universities.

APPENDIX A: ANALYSIS OF RESPONDENTS

Table 1: Responses about the universities has a proper Performance Appraisal System

Parameters (valid)	Frequencies	Percentage	Valid percentage	Cumulative percentage
Strongly disagree	27	27.0	27.0	27.0
Disagree	24	24.0	24.0	51.0
Neutral	20	20.0	20.0	71.0
Agree	21	21.0	21.0	92.0
Strongly agree	8	8.0	8.0	100.0
Total	100	100.0	100.0	-

Table 2: Performance appraisal has an impact on performance

Parameters (valid)	Frequencies	Percentage	Valid percentage	Cumulative percentage
Strongly disagree	1	1.0	1.0	1.0
Neutral	16	16.0	16.0	17.0
Agree	42	42.0	42.0	59.0
Strongly agree	41	41.0	41.0	100.0
Total	100	100.0	100.0	-

Table 3: Performance is evaluated formally by organization

Parameters (valid)	Frequencies	Percentage	Valid percentage	Cumulative percentage
Strongly disagree	28	28.0	28.0	28.0
Disagree	14	14.0	14.0	42.0
Neutral	23	23.0	23.0	65.0
Agree	20	20.0	20.0	85.0
Strongly agree	15	15.0	15.0	100.0
Total	100	100.0	100.0	-

Table 4: Effective Performance Appraisal System keeps the employee motivated

Parameters (valid)	Frequencies	Percentage	Valid percentage	Cumulative percentage
Strongly disagree	1	1.0	1.0	1.0
Disagree	4	4.0	4.0	5.0
Neutral	9	9.0	9.0	14.0
Agree	42	42.0	42.0	56.0
Strongly agree	44	44.0	44.0	100.0
Total	100	100.0	100.0	-

Table 5: Financial Benefit is linked on Performance Appraisal

Parameters (valid)	Frequencies	Percentage	Valid percentage	Cumulative percentage
Strongly disagree	8	8.0	8.0	8.0
Disagree	17	17.0	17.0	25.0
Neutral	35	35.0	35.0	60.0
Agree	18	18.0	18.0	78.0
Strongly agree	22	22.0	22.0	100.0
Total	100	100.0	100.0	-

Table 6: Responses by the teachers that student's evaluation helps them to improve

Parameters (valid)	Frequencies	Percentage	Valid percentage	Cumulative percentage
Strongly disagree	8	8.0	8.0	8.0
Disagree	8	8.0	8.0	16.0
Neutral	8	8.0	8.0	24.0
Agree	47	47.0	47.0	71.0
Strongly agree	29	29.0	29.0	100.0
Total	100	100.0	100.0	

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