

TO STUDY THE IMPACT OF PERFORMANCE APPRAISAL SYSTEM ON EMPLOYEE'S PERFORMANCE AT BLESSINGS SCHOOL.

Submitted in partial fulfillment of the requirements for the award of
Bachelors of Commerce

by

ASWINI PONMALAR. P

Register No. 39740066



**BACHELOR OF COMMERCE
SCHOOL OF MANAGEMENT STUDIES**

**SATHYABAMA
INSTITUTE OF SCIENCE AND TECHNOLOGY**

(DEEMED TO BE UNIVERSITY)

**Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE
JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119**

MAY-2022



SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

Accredited "A" Grade by NAAC | 12B Status by UGC | Approved by AICTE

www.sathyabama.ac.in

SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **ASWINI PONMALAR. P (39740066)** who carried out the project entitled **"TO STUDY THE IMPACT OF PERFORMANCE APPRAISAL SYSTEM ON EMPLOYEE'S PERFORMANCE AT BLESSINGS SCHOOL"** under my supervision from December 2021 to February 2022.

MRS. M. JAYASEELY

(INTERNAL GUIDE)

(EXTERNAL GUIDE)

Dr. BHUVANESHWARI.G

Dean – School of Management Studies

submitted for viva voce held on _____

INTERNAL EXAMINER

EXTERNAL EXAMINER

DECLARATION

I **ASWINI PONMALAR. P (39740066)** hereby declare that the Project Report entitled **“TO STUDY THE IMPACT OF PERFORMANCE APPRAISAL SYSTEM ON EMPLOYEE’S PERFORMANCE AT BLESSINGS SCHOOL”** done by me under the guidance of **MRS.JAYASEELY.M** is submitted in partial fulfillment of the requirements for the award of Bachelor of Commerce degree.

DATE:

ASWINI PONMALAR. P

PLACE: CHENNAI

SIGNATURE OF THE CANDIDATE

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my sincere thanks to **Dr. BHUVANESWARI.G** Dean, School of Management Studies and **Dr. PALANI.A** Head, of the Department of management Studies, for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **MRS.JAYASEELY.M** for his valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the School of Management Studies who were helpful in many ways for the completion of the project.

ASWINI PONMALAR. P

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE NO
	ABSTRACT	vii
	LIST OF TABLES	viii
	LIST OF FIGURES	x
1	INTRODUCTION	1
	1.1 INTRODUCTION	1
	1.2 BACKGROUND OF THE STUDY	2
	1.3 STATEMENT OF PROBLEM	3
	1.4 INDUSTRY PROFILE	3
	1.5 COMPANY PROFILE	5
	1.6 THEORETICAL FRAMEWORK	6
2	LITERATURE REVIEW	7
	2.1 REVIEW OF LITERATURE	7
	2.2 TEACHERS PERFORMANCE APPRAISAL	7
	2.3 PERFORMANCE APPRAISAL	8
	2.4 SOURCE OF PERFORMANCE	9
	2.4.1 SUPERVISOR APPRAISAL	10
	2.4.2 SELF-APPRAISAL	10
	2.4.3 PEER APPRAISAL	11
	2.4.4 360-DEGREE FEEDBACK	11
3	METHODOLOGY	12
	3.1 NEED FOR THE STUDY	12
	3.2 SCOPE OF THE STUDY	13
	3.3 OBJECTIVES OF THE STUDY	13
	3.4 SOURCE OF DATA	14

	3.5 SIGNIFICANCE OF STUDY	14
	3.6 POPULATION, SAMPLING AND QUESTIONNAIRE SURVEY	14
	3.7 PERCENTAGE ANALYSIS	15
	3.8 STATISTICAL ANALYSIS	15
	3.9 RESEARCH TESTS	17
	3.10 RESEARCH DESIGN	17
	3.11 HYPOTHESIS TESTING	18
4	DATA ANALYSIS AND INTERPRETATION	19
	4.1 PERCENTAGE ANALYSIS	19
	4.2 STATISTICAL ANALYSIS	44
5	RESULTS AND DISCUSSIONS	50
	5.1 FINDINGS	50
	5.2 SUGGESTIONS AND RECOMMIDATION	51
	5.3 CONCLUSION	52
	REFERENCES	53
	APPENDIX (Questionnaires)	56

ABSTRACT

Performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favourable consequences in the professional development of teachers and ultimately the academic performance of learners. But when it is simply allowed to happen, it becomes haphazard, unsystematic, a source of conflict between appraisers and appraisees, and a source of inaccurate performance data that lead to subjective personnel decisions. Other studies have cited absence of feedback, lack of participation and ineffective criteria in employee performance appraisal process as the major source of poor performance. It is not clear whether teacher performance appraisal has an impact on teacher performance. Hence the purpose of this study is to investigate the impact of performance appraisal on teacher performance in blessings school guided by the following specific objectives; to establish the impact of performance appraisal process on teacher performance, to establish the impact of performance appraisal methods on teacher performance and to establish the impact of feedback on teacher performance. The study will be guided by goal setting theory and will adopt inferential research design. A teacher in public secondary school will be involved of which 55 will be sampled using stratified random sampling method. Data will be analyzed using descriptive statistics; mean, percentages, standard deviation and frequency and presented using tables, and charts. Test retest and content validity index methods will be used to ensure reliability and validity respectively. The finding of this study will avail baseline information upon which future plans of ministry of education could be founded.

LIST OF TABLES

S.NO	PARTICULARS	PAGE NO
4.1.1	GENDER OF RESPONDENTS	19
4.1.2	AGE OF RESPONDENTS	19
4.1.3	EDUCATIONAL QUALIFICATION OF RESPONDENTS	20
4.1.4	WORKING OF YEARS	22
4.1.5	MONTHLY INCOME OF RESPONDENTS	21
4.1.6	AWARENESS OF EMPLOYEE ON PERFORMANCE APPRAISAL	23
4.1.6.1	PERFORMANCE APPRAISAL SYSTEM IS NEEDED IN ORGANIZATION	24
4.1.6.2	SATISFIED WITH THE EXISTING PERFORMANCE APPRAISAL IN ORGANIZATION	25
4.1.6.3	THE PERFORMANCE APPRAISAL HELPS TO WIN COOPERATION AND TEAMWORK	26
4.1.6.4	DOES PERFORMANCE APPRAISAL PROCESS HELP TO RAISE ORGANIZATION GOAL?	27
4.1.6.5	APPRAISAL SYSTEM IS KEEPS ON THE MAJOR ACHIEVEMENT AND FAILURE OR SUCCESS OF WORK	28
4.1.6.6	DOES ANY CHANGE ARISE AFTER APPRAISING THE PERFORMANCE OF EMPLOYEE?	29
4.1.7	RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE	29
4.1.7.1	PERFORMANCE APPRAISAL SYSTEM INCREASES EMPLOYEE MOTIVATION	30
4.1.7.2	THE PERFORMANCE APPRAISAL IS HELPFUL FOR IMPROVING PERSONNEL SKILL	31
4.1.7.3	THE PERFORMANCE APPRAISAL SYSTEM HELPS TO IDENTIFY THE STRENGTH AND WEAKNESS OF THE EMPLOYEE	32
4.1.7.4	DOES PERFORMANCE EVALUATION SERVE ON THE BASIS OF PROMOTION?	33
4.1.7.5	DOES PERFORMANCE EVALUATION SERVE ON THE BASIS OF JOB SATISFACTION?	34
4.1.8	SUPERVISOR APPRAISAL METHOD	35
4.1.8.1	MY SUPERVISOR GIVES ME FEEDBACK THAT HELPS ME IMPROVE MY PERFORMANCE	35
4.1.8.2	I FEEL MY JOB PERFORMANCE IS FAIRLY EVALUATED	36
4.1.9	SELF-APPRAISAL METHOD	37

4.1.9.1	THE FEEDBACK FROM MY PEERS WAS CLEAR AND UNDERSTANDABLE	37
4.1.9.2	MY FEEDBACK SHOULD BE USEFUL FOR REVISING THE PAPER	38
4.1.10	PEER APPRAISAL METHOD	39
4.1.10.1	I LIKE TO GIVE MYSELF CHALLENGES WHEN I TAKE ON A NEW PROJECT	39
4.1.10.2	I ALWAYS WORRY ABOUT WHAT OTHERS WILL THINK BEFORE DOING SOMETHING IMPORTANT	40
4.1.10.3	WHEN FACED WITH DIFFICULTIES, I LOOK FOR ALTERNATIVE SOLUTIONS	41
4.1.11	360-DEGREE FEEDBACK METHOD	41
4.1.11.1	I WOULD PREFER MY PERFORMANCE TO BE EVALUATED ADDITIONALLY BY MY COLLEAGUES BECAUSE THEY HAVE RELEVANT PERFORMANCE INFORMATION AND INSIGHT	42
4.1.11.2	APPRAISING MY OWN PERFORMANCE WOULD ENHANCE MY AWARENESS OF MY PERFORMANCE	43
4.2.1	CORRELATION	44
4.2.1.1	PERFORMANCE AND SELF-APPRAISAL	44
4.2.1.2	PERFORMANCE AND SUPERVISOR APPRAISAL	44
4.2.1.3	PERFORMANCE AND PEER APPRAISAL	45
4.2.1.4	PERFORMANCE AND 360-DEGREE FEEDBACK	46
4.2.2	CHI SQUARE	47
4.2.2.1	PERFORMANCE AND SELF-APPRAISAL	47
4.2.2.2	PERFORMANCE AND SUPERVISOR APPRAISAL	47
4.2.2.3	PERFORMANCE AND PEER APPRAISAL	48
4.2.2.4	PERFORMANCE AND 360-DEGREE FEEDBACK	48
4.2.3	ANOVA	49

LIST OF FIGURES

S.NO	PARTICULARS	PAGE NO
1.6	THEORETICAL FRAMEWORK	6
4.1.1	GENDER OF RESPONDENTS	19
4.1.2	AGE OF RESPONDENTS	19
4.1.3	EDUCATIONAL QUALIFICATION OF RESPONDENTS	20
4.1.4	WORKING OF YEARS	22
4.1.5	MONTHLY INCOME OF RESPONDENTS	21
4.1.6	AWARENESS OF EMPLOYEE ON PERFORMANCE APPRAISAL	23
4.1.6.1	PERFORMANCE APPRAISAL SYSTEM IS NEEDED IN ORGANIZATION	24
4.1.6.2	SATISFIED WITH THE EXISTING PERFORMANCE APPRAISAL IN ORGANIZATION	25
4.1.6.3	THE PERFORMANCE APPRAISAL HELPS TO WIN COOPERATION AND TEAMWORK	26
4.1.6.4	DOES PERFORMANCE APPRAISAL PROCESS HELP TO RAISE ORGANIZATION GOAL?	27
4.1.6.5	APPRAISAL SYSTEM IS KEEPS ON THE MAJOR ACHIEVEMENT AND FAILURE OR SUCCESS OF WORK	28
4.1.6.6	DOES ANY CHANGE ARISE AFTER APPRAISING THE PERFORMANCE OF EMPLOYEE?	29
4.1.7	RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE	29
4.1.7.1	PERFORMANCE APPRAISAL SYSTEM INCREASES EMPLOYEE MOTIVATION	30
4.1.7.2	THE PERFORMANCE APPRAISAL IS HELPFUL FOR IMPROVING PERSONNEL SKILL	31
4.1.7.3	THE PERFORMANCE APPRAISAL SYSTEM HELPS TO IDENTIFY THE STRENGTH AND WEAKNESS OF THE EMPLOYEE	32
4.1.7.4	DOES PERFORMANCE EVALUATION SERVE ON THE BASIS OF PROMOTION?	33
4.1.7.5	DOES PERFORMANCE EVALUATION SERVE ON THE BASIS OF JOB SATISFACTION?	34
4.1.8	SUPERVISOR APPRAISAL METHOD	35
4.1.8.1	MY SUPERVISOR GIVES ME FEEDBACK THAT HELPS ME IMPROVE MY PERFORMANCE	35
4.1.8.2	I FEEL MY JOB PERFORMANCE IS FAIRLY EVALUATED	36
4.1.9	SELF-APPRAISAL METHOD	37

4.1.9.1	THE FEEDBACK FROM MY PEERS WAS CLEAR AND UNDERSTANDABLE	37
4.1.9.2	MY FEEDBACK SHOULD BE USEFUL FOR REVISING THE PAPER	38
4.1.10	PEER APPRAISAL METHOD	39
4.1.10.1	I LIKE TO GIVE MYSELF CHALLENGES WHEN I TAKE ON A NEW PROJECT	39
4.1.10.2	I ALWAYS WORRY ABOUT WHAT OTHERS WILL THINK BEFORE DOING SOMETHING IMPORTANT	40
4.1.10.3	WHEN FACED WITH DIFFICULTIES, I LOOK FOR ALTERNATIVE SOLUTIONS	41
4.1.11	360-DEGREE FEEDBACK METHOD	41
4.1.11.1	I WOULD PREFER MY PERFORMANCE TO BE EVALUATED ADDITIONALLY BY MY COLLEAGUES BECAUSE THEY HAVE RELEVANT PERFORMANCE INFORMATION AND INSIGHT	42
4.1.11.2	APPRAISING MY OWN PERFORMANCE WOULD ENHANCE MY AWARENESS OF MY PERFORMANCE	43

CHAPTER – 1

INTRODUCTION

1.1 INTRODUCTION

Research shows that school leadership is second only to teaching of all students is contingent on effective leadership throughout the system to guide and support teaching and learning in schools.

The improving of the performance of people, who work in a school, is one of the main strategic goals of educational leaders for human resource development. Performance improvement starts from measuring the current level of performance which includes efficiency and outputs. Strategic human resource planning is filling the gap between current level and desired level of performance.

The appraisal of teachers and administrators are different. The teacher performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support where required. By helping teachers achieve their full potential, the performance appraisal process represents one element of the vision of achieving high levels of student performance.

Administrators are appraised on their ability to set school goals and lead staff in achieving these goals. It is designed to ensure that school leaders are well supported in their growth and development. The appraisal process streamlines board practices and focuses efforts to achieve goals by providing formal and informal opportunities for feedback, dialogue, and ongoing professional learning.

The administrators' performance appraisal process is a growth-based model intended to develop, support, and sustain leadership of the highest possible quality. Collaborating in a spirit of mutual trust is a key condition for the success of the appraisal process.

In new understanding of schooling, supervision includes multiple tasks like mentoring, action research, teaching plat forms, program evaluation, and group discussion. Supervisors have an important role such as advocate, developer, and linking pin in relationship to the teacher's efforts to improve

the process of teaching and learning. Since supervisors have a key role in a school, this study focused on the appraisal of supervisors' performance at Higher Secondary School.

1.2 BACKGROUND OF THE STUDY

In organization setting performance appraisal is defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview in which the performance of the subordinate is examined and discussed with a view of identifying weaknesses and strengths as well as opportunities for improvement and skills development. Moorhead and Griffin, (1992) describes performance appraisal as a process of evaluating work behaviors by measurement and comparison to previously established standards, recording the results, and communicating them back to the employee. It is an acting between a manager and employee. Performance appraisal system which can be defined as the process of determining and communicating to an employee how he or she is performing on the job. The system began to be practiced in the world mainly in the 1940s and through this system, merit rating was used for the first time around the second world war as a method of justifying an employee's wages. The process was based on material outcomes where higher output was rewarded with higher pay.

In companies, performance appraisal system began as simple methods for deciding whether or not the salary of an employee was justified. Later on, empirical studies showed that pay rates were not the only element that had an impact on employee performance. It was found that other issues, such as morale and self-esteem could also have a major influence. That resulted in progressive rejection of emphasis of performance appraisal on reward outcomes, and in 1950s, in the United States, its potential as a tool for motivation and development was recognized (teel, 1997). Common synonyms for appraisal are assessment and evaluation. Teacher appraisal is a function of human decision-making resulting from a value judgment about how good or weak a particular work performance using information that compares the actual work performance with predetermined performance standards (Grobler,1993). Teacher evaluation is normative in nature because a value judgment is given. This value judgment must be weighed against definite Criteria of fairness and should always fulfil a certain function. Teacher evaluation fulfils two main functions namely; a formative function for the development of professional teaching skills and a summative function for selection and as a basis for grading and promotion (Grobler,1993).

1.3 STATEMENT OF THE PROBLEM

Performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favourable consequences in the professional development of teachers and ultimately the academic performance of learners.

But when it is simply allowed to happen, it becomes haphazard, unsystematic, a source of conflict between appraisers and appraisees, and a source of inaccurate performance data that lead to subjective personnel decisions. Other studies have cited absence of feedback, lack of participation and ineffective criteria in employee performance appraisal process as the major source of poor performance. . It is not clear whether teacher performance appraisal has an impact on teacher performance in public secondary schools. Many studies have attempted to research on effect of performance appraisal but none has linked the process and performance appraisal method used to how it impacts on teacher performance. Therefore, this study seeks to study the impact of performance appraisal on teacher performance in Blessings.

1.4 INDUSTRY PROFILE

The education industry is expanding rapidly and its many businesses are eager for new talent, including experienced professionals and enthusiastic individuals just entering the workforce. The education industry can be described as the collection of organizations and businesses that provide products and services aimed at enhancing the quality of education in society. Read more to gain a complete overview of the education industry.

The education industry provides its students with the knowledge and skills to adapt to a continually changing working world. The industry consists of an expanding array of organizations that strive to provide lifelong learning to its customers. The education sector can be broadly classified as primary education, secondary education, higher education, and vocational education. The Education industry is crucial to the workforce capability of all other industries, but it also faces unique workforce development challenges of its own. With its responsibility for skilling the current workforce and preparing future generations for work and life, the Education industry is subject to intense public and political scrutiny and to frequent waves of policy change and review. This section also discusses these challenges and provides a framework to adapt to these challenges. The targeted audience for this section is consulting houses, teachers, students and learners, education industry investors, and all size companies that sell products or services to education players; organizations looking for

knowledge and key business information in the education industry and players interested in content development for this sector.

The education industry is expanding rapidly and its many businesses are eager for new talent, including experienced professionals and enthusiastic individuals just entering the workforce. The private sector is helping to transform education at all levels, from Pre-K to post-secondary. Only with a steady supply of new professionals will the pace of innovation remain strong. The education industry consists of schools, colleges, universities, and various private institutions. The education industry is booming across the world. The industry generates large scale revenues and employment. The revenues from higher education alone in the US are worth over \$400 billion. There is a huge growth potential for this industry in fast-growing economies like India and China. The literacy rate in these countries is still below 60%.

Today's students will become the leaders of tomorrow's education industry. Using a diverse skillset, ranging from business expertise to a deep understanding of education, visionaries have an opportunity to reshape the industry to better serve students of all ages. Higher education plays a vital role in accelerating the economic development of a country and making its citizens better skilled and more productive. Higher education makes it possible for people to learn how to create and use ideas and technologies to their advantage in a knowledge-based global economy. Individuals seeking a career in the education industry should be passionate advocates of change based on an understanding of the education market today. Higher education may result in higher income levels, greater tax revenues, increased entrepreneurial activities, and strong governance. Evidence suggests that higher education has a positive correlation with income level and quality of life for citizens in many countries.

The education sector employs an enormous number of graduates. It covers the three main areas of the school, further and higher education, as well as education that takes place in non-school or college settings. The main area of work is teaching and lecturing, but there are other roles, particularly in education advice and development. Local authorities are the largest employers in this sector, but there are also a large number of independent schools, as well as colleges and universities. A teaching degree/formal education is a requirement for most jobs in this sector, but there are some opportunities to teach without this, for example teaching English as a foreign language. Many companies in the education industry offer idealistic goals, combined with competitive salaries and generous benefits. Employment opportunities are as diverse as the companies themselves, ranging from consulting with school operators to working with software and textbook publishers. Numerous new companies will join those currently in the industry to revolutionize the way people learn, research, collaborate, and teach.

1.5 HISTROY OF BLESSINGS

Established in the year 1996, Blessings Residential Higher Secondary Schools Matric and CBSE in Blessings Nagar Thirukalikundram, Chengalpattu is a top player in the category Schools in the Chengalpattu. This well-known establishment acts as a one-stop destination servicing customers both local and from other parts of Chengalpattu. Over the course of its journey, this business has established a firm foothold in it's industry. The belief that customer satisfaction is as important as their products and services, have helped this establishment garner a vast base of customers, which continues to grow by the day. This business employs individuals that are dedicated towards their respective roles and put in a lot of effort to achieve the common vision and larger goals of the company. In the near future, this business aims to expand its line of products and services and cater to a larger client base. In Chengalpattu, this establishment occupies a prominent location in Blessings Nagar Thirukalikundram. It is an effortless task in commuting to this establishment as there are various modes of transport readily available. It is at Blessings Nagar Thirukalikundram, Near Keerapakkam, which makes it easy for first-time visitors in locating this establishment. It is known to provide top service in the following categories: Schools, CBSE Schools, English Medium Schools, Senior Secondary Schools, Nursery Schools, International Schools, Kindergartens, ICSE Schools.

The purpose of the school is to enable the individual develop harmoniously all the elements and powers of his nature to give him opportunity to use and sublime all his instincts and to inculcate an ideal which will have a controlling place in the pupil's life and so harmonize his powers and instincts and harness him for the work of pursuing the ideal. The establishment of school on public school lines is one of the ways by which this craving for quality in education has been in a measure met. Such education has been and will be a national asset, of practical use and not a mere prestigious symbol. The Blessings Matriculation Higher Sec. School is founded by the Blessings Educational Trust (regd). The Management for this institution is vested in a Board of Governors with Sri. E. Thomas Jeyapaul, M.A., M.Ed., Chairman, whose vast experience more than three decades in the field of education and his perfect understanding of human beings inspires the students, parents and staff alike to achieve the objects of quality education of the highest standard. At Blessings Schools, we offer practical approach & individual care to every child! At Blessings, students learn in the best environment and teachers. Blessings schools are privileged with e-learning for verbal skills and unique curriculum & methodology.

1.6 THEORETICAL FRAMEWORK

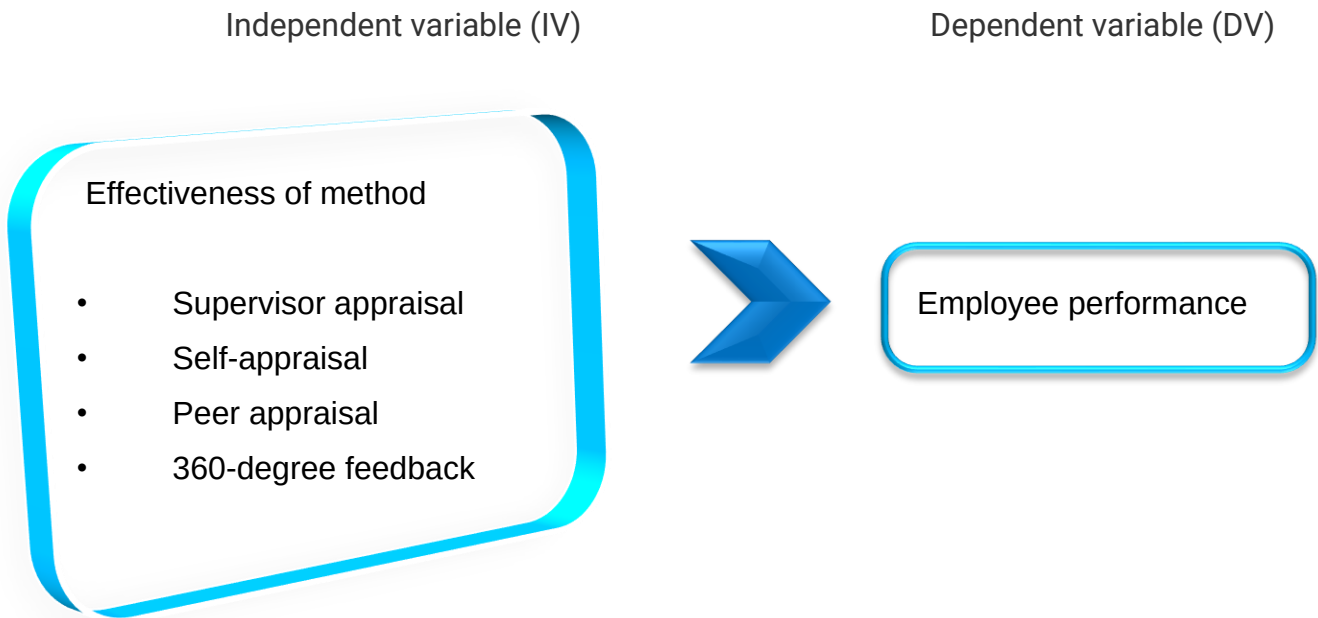


Figure 1.6: Theoretical Framework

Variable is anything that differs or changes from one instance to another. It can display differences in value, usually magnitude, strength or direction (Zikmund, Babin, Carr & Griffin, 2013). In descriptive and causal research, the term dependent variable and independent variable describe different variable types.

A dependent variable is a process outcome or a variable that is predicted and or explained by other variables. Dependent variables are usually represented by the letter Y. In this research, a dependent variable is employee performance (refer to Figure 1).

Meanwhile, independent variable is a variable that is expected to influence the dependent variable in some way. Independent variables are usually represented by the letter X. In this research, independent variables (refer to Figure 1) are effectiveness of method (supervisor appraisal, self-appraisals, peer appraisals and 360-degree feedback).

CHAPTER – 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the scholarly literature on nature of performance appraisal, sources of performance ratings and the factors that influence manager to use the performance appraisal. First of all, the nature of performance appraisal and several parts of good performance appraisal are introduced. There are two parts that must consist to create a good performance appraisal which are performance evaluation and rating workers performance. In addition, the concepts of the parts of good performance appraisal in a literature are described. Secondly, the literature review about the method of performance appraisal is effective as motivators to increase the employee performance are discussed. Next, the discussions on the source of performance ratings are discussed. Lastly, researcher also discussed the factors that influence the manager to use the performance appraisal.

Generally, the study of performance appraisal method is dominated in organization in order to know that performance appraisal is effective as a motivator to increase the employees. Obviously, the main purpose of performance appraisal is to judge the relative worth or ability of an individual employee in performing his or her task (Saiyadin, 1998). If objectively done, appraisal can help to identify a poor worker from a better one.

Therefore, this research is designed to address some of the issues in the literature such as do the performance appraisal is effective method and how it relates to increase the employee performance. This research explores the method of performance appraisal is effectiveness as a motivator to increase the employee performance.

2.2 TEACHERS PERFORMANCE APPRAISAL

Organisation for Economic Cooperation and Development [OECD](2005), p.26, Enhancing achievement and providing a quality educational experience for all students has long been the most important outcome expected of schools. With evidence suggesting that “teacher quality is the single most important school variable influencing student achievement”, the key role teaching and teachers play in enhancing student achievement is recognised.

Isore, (2009) the first body of research compares outcomes for students whose teachers have participated in performance appraisal with those that have not. A sub-set compares student outcomes against results from the teachers' appraisals to determine whether the process was successful in identifying teacher quality. This body of research often draws on Value Added Measures (VAM), which aim to measure the teachers' contributions to student outcomes by comparing current test scores with test scores from the same students in previous years, as well as with scores of other students at the same grade level.

Kennedy (2005) teachers have opportunities to express their perceptions and concerns throughout the process. Kennedy argues that teachers often reject reforms, not because they do not want to change or improve, but because many attempts at reform do not reflect what is actually happening in schools and ignore the realities of day-to-day teaching.

OECD, (2013b, p.62) A relationship between appraisal and professional learning is essential for improving teaching practice, as "without a clear link to professional development opportunities, the impact of teacher appraisal and performance review will be relatively limited".

2.3 PERFORMANCE APPRAISAL

According to Manasa & Reddy (2009), Performance appraisal is a systematic and periodic process that assesses an individual employee's job performance and productivity in relation to certain pre-established criteria and organizational objectives.

Nurse (2005) also discussed the impact of appraisal on employees and organizations. He specifically suggested that results of appraisal provide information to managers to take further steps about promotions and development of employees.

Osabia Babatunde Joseph (2014) evaluated the effectiveness of performance appraisal as a tool to measure employee productivity in organisations. The study revealed that employees. Are usually appraised by their immediate supervisors. This study shows that managers allow biasing factors like sex, tribe, appearance and personal likeness or hatred to influence their ratings. The study also

recommends that ratings should be based on actual performance for fair appraisal system.

According to Dessler (2005), performance appraisal means evaluating employees' current and or past performance relative to his or her performance standards. That is employees will be assessed after a given period of time what they have been able to achieve by a target set. This will also help supervisors to know how well their subordinates are performing on their jobs.

Ornstein & Lunenburg (2004) Effective school programs depend on the extent to which employees continue to grow and develop. Development programs that serve to foster increases in personal knowledge of subject matter and effective methods for delivering the knowledge to students and serve to increase teacher confidence and, in turn, professional competence. Professional activities are the primary means for helping personnel to reach their potential.

Abteen Ijadi Maghsoodi (2018) The selection of appropriate Performance Appraisal (PA) techniques and financing scales for organisations in today's dynamic and agile environments is a challenging subject.

Najwa Amalina Abd Rahim (2016) aims at examining relationship between performance-based reward and organisational commitment. The findings of the study revealed that there is positive relationship between communication and organizational commitment.

NEEDLE AND Santosh .C (2015); studied that employee have good knowledge of performance appraisal and have a positive attitude towards it as their promotion is purely based on performance appraisal and the ratings help to fix increments. During the course of study, suggestions came from the employees for the need of counseling. Performance appraisal should be more transparent and rationale.

2.4 SOURCE OF PERFORMANCE RATINGS

Performance ratings play such an important role in performance assessment in organization. According to Jacobs (1986), in the majority cases, it is immediate supervisors who rate the performance or direct reports. However, performance appraisal also can be made by workers, peers, subordinates and the worker himself.

The obvious advantages of getting different perspectives seeing different aspect of the workers performance and thus may offer a

unique perspective (Conway, Lombardo & Sanders, 2001). Moreover, multiple perspective performance appraisals can have increased reliability and create sense of fairness (Harris & Schaubroeck, 1988).

2.4.1 SUPERVISOR APPRAISAL

Sergiovanni & Starratt (2006) in new understanding of schooling, supervision is defined by criteria extrinsic to the moral qualities of teaching and learning. In this approach, supervision is an activity that involves another in supporting and furthering that caring for the learner and respect for the significance of what is taught. The moral authority of the supervisor is joined with the moral authority of teacher

Pont & Hunter (2008) The performance appraisal process for administrators is intended to support and promote professional growth and development. When all the components are implemented in a coherent way, linked to school improvement goals, and connected to ongoing professional learning, the process becomes fully integrated into the daily work that school leaders do.

Sharma (2012) describes; these methods are less structured than the traditional method that is less focused on the ranking and rating and more emphasis on arranging a meeting between employees and supervisor.

Osabia Babatunde Joseph (2014) evaluated the effectiveness of performance appraisal as a tool to measure employee productivity in organisations. The study revealed that employees. Are usually appraised by their immediate supervisors.

2.4.2 SELF-APPRAISAL

Wohlers, Hall & London (1993) Self-appraisals of performance have been used by many companies, usually in conjunction with supervisor appraisals. Self-appraisal tends to be more lenient and focus more on effort exerted rather than on performance accomplishment.

Armstrong, (2006) Self rating is a process in which individuals review their own performance, using a structured approach, as the basis for discussions with their supervisors in review meetings.

Armstrong (2006) also argued that the main gain of utilizing this method is that it decreases individual defensiveness by letting them to take the lead in rating their own performance rather than taking their supervisors ratings thrust upon them.

CIPD (2011) self-appraisal can only work successfully if employee have clear targets and standards against which to measure them. It can also only be effective in a climate of trust where individuals believe their rates will not take advantage of an open self-appraisal.

2.4.3 PEER APPRAISALS

Conway & Huffcutt (1996) although the actual use of peer ratings of performance is quite rare, evidence indicates that there is good agreement between performance ratings made by peers and those made by supervisors.

DeNisi, Randolph & Blencoe (1983) this makes sense because both supervisors and peers have opportunity to directly observe workers on the job. With the increased emphasis on coordinated work teams, peer appraisals of performance may be greater importance now and in the future. Other research findings that have a problem with peer appraisal in other country such as have a conflict among employee who are evaluating each other

2.4.4 360-DEGREE FEEDBACK

According to Muhammad Faseeh Ullah khan (2013), based on their research at Indian companies, 360-degree feedback system is not very popular.

Baker (2009) highlighted on 360-degree appraisal which is a simple pragmatic solution for doctors. Anonymity is one of the important factors in 360-degree appraisal which has to be maintained. Many of the doctors scored well in regard to the availability, quality of care extended, teaching as well as responsibility giving assurance to both the employer and the individual. Here the study revealed that 360-degree appraisal is an effective tool for doctors and patients with rich quality service by bringing information regarding revalidation, reassurance and effective appraisal.

Samaduzzaman (2013) discussed that 360-degree feedback is an effective performance evaluation method to measure the efficiency of a person. The feedback helps in removing the misconceptions or wrong perceptions where in the author failed to focus on the type of the organizations where 360-degree feedback has been used and has made an impact.

CHAPTER - 3

METHODOLOGY

RESEARCH METHODOLOGY

Introduction

Research in common parlance refers to a search of knowledge. According to Walliman (2005), research is not just about gathering facts without purpose, or presenting information or data without interpretation. Rather, research is something which is undertaken to find out things in a systematic manner where data is collected and interpreted systematically and there is a clear purpose guiding the enquiry (Saunders, Lewis & Thornhill, 2009). Methodology refers to the methods that researcher used in order to conduct research to attain the objectives. This chapter will describe the exact steps that will undertake to address the hypothesis and research question. The aim of this chapter is to provide a complete description of the specific steps to be followed, insufficient detail to allow reader to replicate the research. It is also beneficial and important part to achieve effective and appropriate finding in any research. This chapter will discuss about research design, population and sample size, instrumentations, data collection and data analysis.

3.1 NEED FOR THE STUDY

This study helps building progress towards organizational goals, that helps the superior to have a proper judgement to extract work with their subordinates. which ensure organizational effectiveness through correcting the employee for standard and improved performance and suggesting the changes in employee behavior, providing information about the performance ranks/ helps to counsel/ facilitate fair and compensation. The present study of performance appraisal has been carried out to the employee perception and satisfaction with regard to performance appraisal system in organisation. The study is under taken to know the satisfaction level and to suggest ways and means to improve the moral of employees which ultimate strengthen to the organization.

3.2 SCOPE OF THE STUDY

- This study helps to know the level of importance of appraisal system. The payroll and compensation decision, training and development needs, promotion, demotion transfer which including job analysis and providing superior support, assisting and 12 counselling giving strength to job performance and personal qualities of an employee in organisation.
- This study is conducted for information about performance appraisal system that is used in the organisation. The focus on the employee satisfaction with regard to performance appraisal system.

3.3 OBJECTIVES OF THE STUDY

The purpose of this study is to study which method of performance appraisal is effective as a motivator to increase the employee's performance. The researcher has made specific objectives which are:

-

1. To identify the awareness of employee on method of performance appraisal that can influence their job performance.
2. To determine the most effective method of performance appraisal that can adapt to increase the employee's performance.
3. To describe the relationship between performance appraisal and employee performance.

3.4 SOURCE OF DATA

Data collection is the term used to describe a process of preparing and collecting data.

Primary Data – Questionnaire given to 91 respondents.

Secondary Data - Websites, Published reports & Review of literature from published articles to study.

Structure questionnaire will be used to gather primary data, while secondary research data will be used to gather more information that confirmed the veracity of information collected through survey.

3.5 SIGNIFICANCE OF STUDY

The finding of this study will be useful to the ministry of education department of quality assurance and standards as it will provide an insight on issues related to teacher appraisal and its influence on student's academic performance on the ground.

Such relevant information would be very instrumental to the inspectorate as it would enable the inspectorate to make informed decisions on the best ways of executing its responsibility of teachers in a friendly manner so as to enhance students' performance. This study will add to the body of knowledge by building a profound foundation upon which other related studies could be anchored. Finally, it is hoped that findings of this study would avail baseline information upon which future plans on teacher appraisal could be founded.

3.6 POPULATION, SAMPLING AND QUESTIONNAIRE SURVEY

Sampling is a vital strategy in a statistical analysis, which comprises a selection of a few portions of a potential population so as to assess or learn something from the population at a cheaper cost. Simple random sampling (SRS), popularly known as "Random sampling", includes the selection of sample at arbitrary from the sampling frame utilizing either random number tables or an internet arbitrary number generator. The questionnaire comprises close-ended and open-ended questions with multiple- choice

options. The survey questionnaire is designed online, hosted in Google drive and shared in a Google form. Link to the Google form is shared on professional platforms such as LinkedIn and construction professionals' forums, as well as direct emails sent to the key players in the built environment.

3.7 PERCENTAGE ANALYSIS

Percentage analysis is the method to represent raw streams of data as a percentage (a part in 100 - percent) for better understanding of collected data. A percent change analysis shows how two items changed as a percentage from one period to another period. Used on a balance sheet, a percent change analysis shows how a balance sheet account changes from year to year, or quarter to quarter. The balance sheet accounts are assets, liabilities and stockholders' equity. Percentage Statement Analysis is an analysis which highlights important relationships in the percentage statements. Percentage Statement analysis embraces the methods used in assessing and interpreting the results of past performance and current percentage position as they relate to particular factors of interest in investment decisions. It is an important means of assessing past performance and in forecasting and planning future performance. Percentages are often used to express a proportionate part of a total. If 50% of the total number of students, long before the existence of the decimal system, computations were often made in fractions.

3.8 STATISTICAL ANALYSIS

Statistical analysis is the science of collecting, exploring and presenting large amounts of data to discover underlying patterns and trends. Statistics are applied every day in research, industry and government to become more scientific about decisions that need to be made.

Importance

Statistical analysis is a study, a science of collecting, organizing, exploring, interpreting, and presenting data and uncovering patterns and trends. Many businesses rely on statistical analysis and it is becoming more and more important. One of the main reasons is that statistical data is used to predict future trends and to minimize risks.

DESCRIPTIVE ANALYSIS

The descriptive statistic is used to describes the basic features of information and shows or summarizes data in a rational way. Descriptive statistics is a study of quantitatively describing. This type of statistics draws in all of the data from a certain population or a sample of it. Descriptive statistics can include numbers, charts, tables, graphs, or other data visualization types to present raw data. However, descriptive statistics do not allow making conclusions. we cannot get conclusions and make generalizations that extend beyond the data at hand. With descriptive statistics, you can simply describe what is and what the data present.

Inferential type

This type of statistical analysis is used to study the relationships between variables within a sample, and we can make conclusions, generalizations or predictions about a bigger population. In other words, the sample accurately represents the population. Moreover, inference statistics allows businesses and other organizations to test a hypothesis and come up with conclusions about the data. One of the key reasons for the existing of inferential statistics is because it is usually too hard to study an entire population of people or objects.

3.9 RESEARCH TESTS ANOVA

ANOVA in SPSS is used as the test of means for two or more populations. ANOVA in SPSS must have a dependent variable which should be metric (measured using an interval or ratio scale). ANOVA in SPSS must also have one or more independent variables, which should be categorical in nature.

CHI-SQUARE

The Chi-Square Test of Independence determines whether there is an association between categorical variables, whether the variables are independent or related. It is a nonparametric test. This test is also known as Chi-Square Test of Association.

CORRELATION

Correlation analysis in research is a statistical method used to measure the strength of the linear relationship between two variables and compute their association. Simply put correlation analysis calculates the level of change in one variable due to the change in the other.

3.10 RESEARCH DESIGN

A research design is a master plan that specifies the methods and produces for collecting and analysing the needed information. It provides a framework or plan of action for the research. There searcher must determine the sources of information, the design technique (survey or experiment), the sampling methodology and the schedule and cost of research (Zikmund, Babin, Carr & Griffin, 2013).

3.11 HYPOTHESIS TESTING

Hypothesis 1

H1: There is significant relationship between supervisor appraisal and employee performance.

Ho: There is no significant relationship between supervisor appraisal and employee performance.

Hypothesis 2

H1: There is significant relationship between self-appraisals and employee performance.

H0: There is no significant relationship between self-appraisals and employee performance.

Hypothesis 3

H1: There is significant relationship between peer appraisals and employee performance.

Ho: There is no significant relationship between peer appraisals and employee performance.

Hypothesis 4

H1: There is significant relationship between 360-degree feedback and employee performance.

Ho: There is no significant relationship between 360-degree feedback and employee performance.

CHAPTER 4

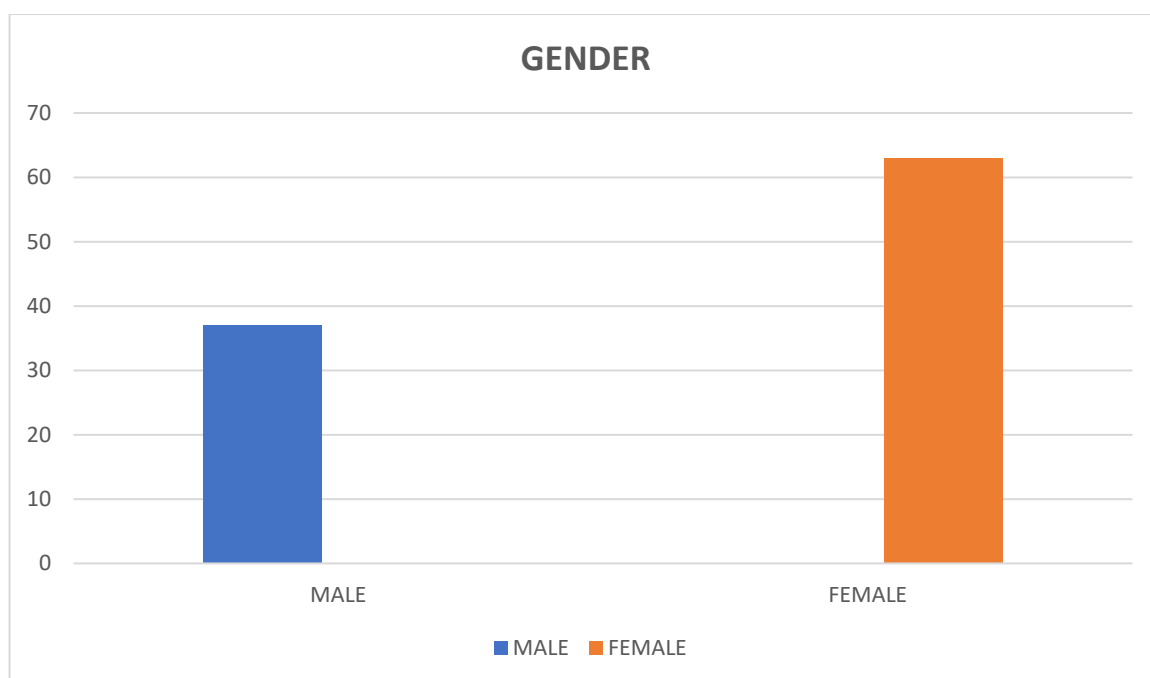
DATA ANALYSIS AND INTERPRETATION

4.1 PERCENTAGE ANALYSIS

4.1.1 GENDER

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	Male	33	36%
2	Female	58	64%
TOTAL		91	100%

FIG. 4.1.1 representing Gender of the respondents



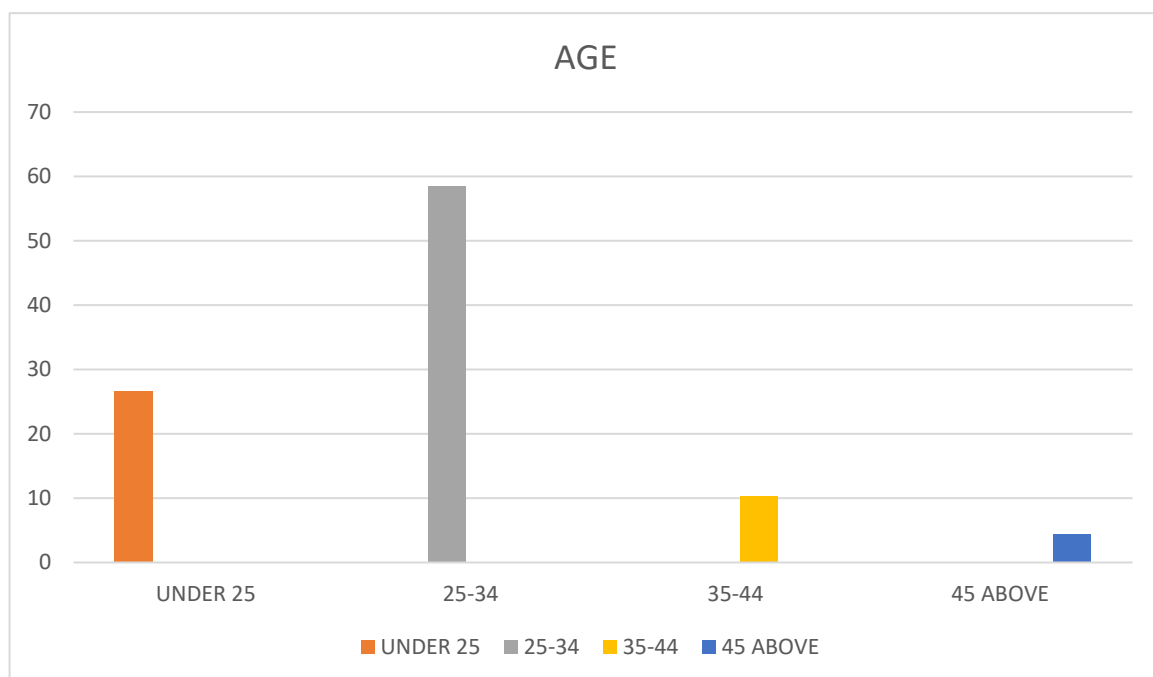
- Out of 100 respondent's male respondents are 36.00 percentage and female respondents are 64.00 percentage

4.1.2 AGE GROUP

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	Under 25	24	26.7%
2	25-34	56	58.5%

3	35-44	7	10.4%
4	45 above	4	4.4%
TOTAL		91	100%

FIG. 4.1.2 representing Age group of the respondents

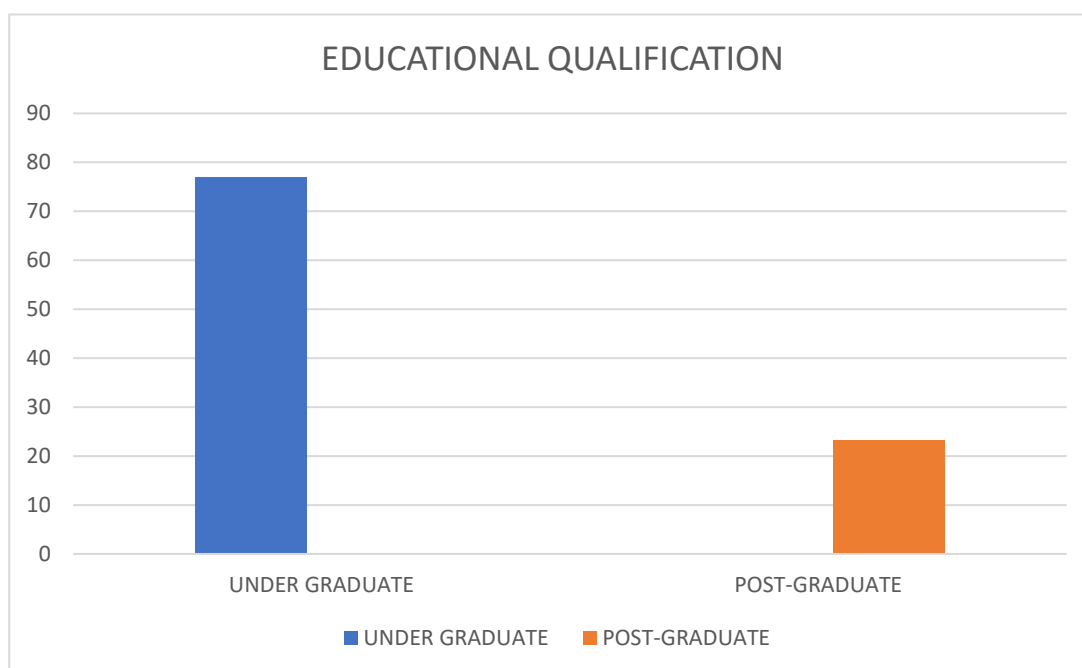


- Out of 100 respondents, 26.70 percentage of the respondents are aged between Under 25, 58.50 percentage of the respondents are aged between 25-34, 10.40 percentage of respondents are aged between 35-44 and 4.40 percentage of the respondents are at the age crew of above 45.

4.1.3 EDUCATIONAL QUALIFICATION

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	Under Graduate	70	76.9%
2	Post-Graduate	21	23.1%
TOTAL		91	100%

FIG. 4.1.3 representing educational qualification of the respondents

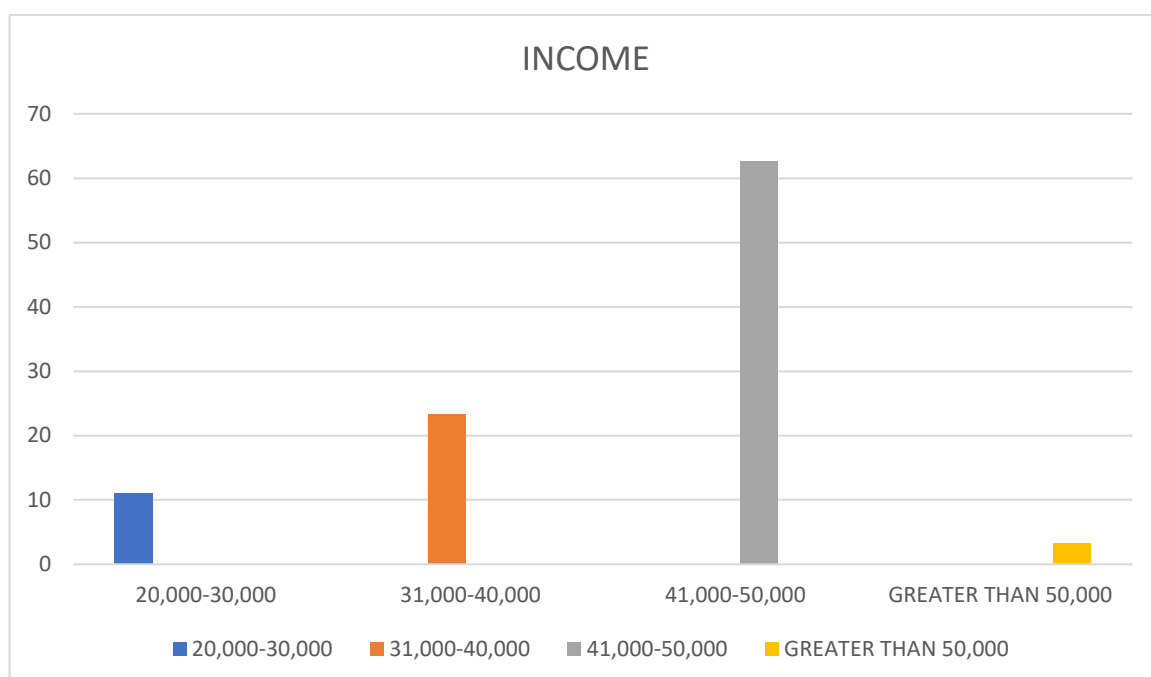


Out of 100 respondents, 76.90 percentage of respondents belong to Under graduation, 23.10 of the respondents belong to post-graduation.

4.1.4 INCOME

S.NO	PARTICULARS	NO OF RESPONSES	PERCENTAGE
1	20,000-30,000	10	11%
2	31,000-40,000	21	23.2%
3	41,000-50,000	57	62.6%
4	Greater than 50,000	3	3.2%
	TOTAL	100	100%

FIG. 4.1.4 representing Income of the respondents

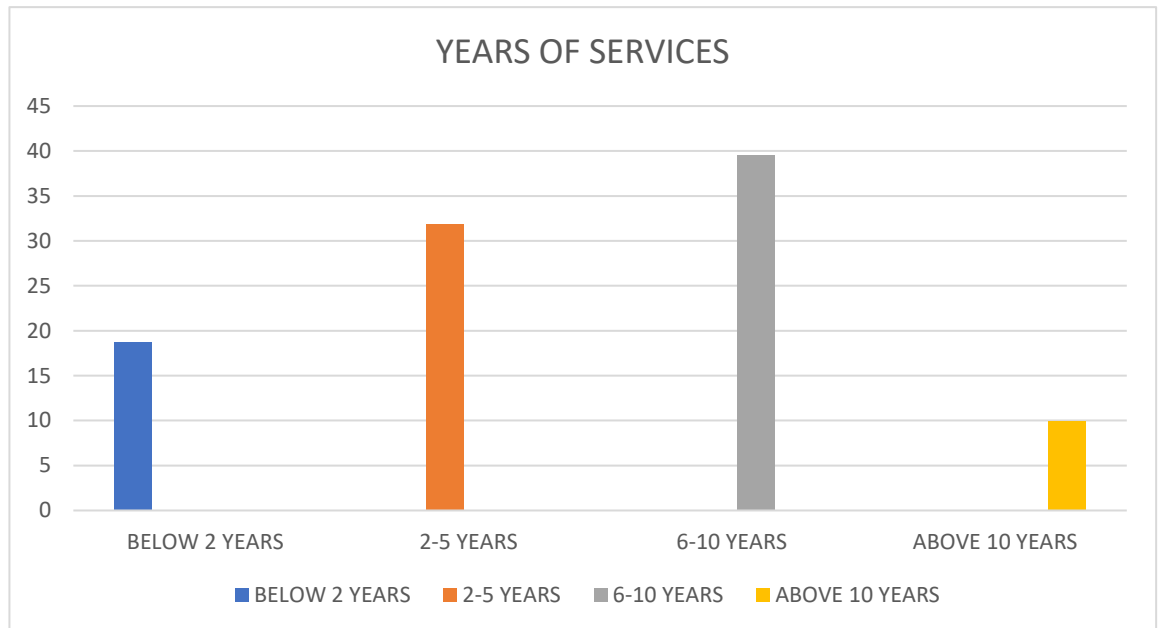


Out of 100 respondents, 11.00 percentage of the respondents comes under the category of income 20000 - 30000, 23.20 percentage of the respondents comes under the category of income between 31000 – 40000, 62.60 percentage of the respondents comes under the category of income 41000 – 50000 and 3.20 percentage of the respondent comes under the category of income above 50000.

4.1.5 SERVICES OF RESPONDENTS

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	Below 2 years	17	18.7%
2	2-5 years	29	31.9%
3	6-10 years	36	39.6%
4	Above 10 years	9	9.9%
	TOTAL	91	100%

FIG. 4.1.5 representing years of services of the respondents



- Out of 91 respondents, 18.70 percentage of the respondents comes under the category of years of services Below 2 years, 31.90 percentage of the respondents comes under the category of years of services 2-5 years, 39.60 percentage of the respondents comes under the category of years of services 6-10 years and 9.90 percentage of the respondent comes under the category of Above 10 years.

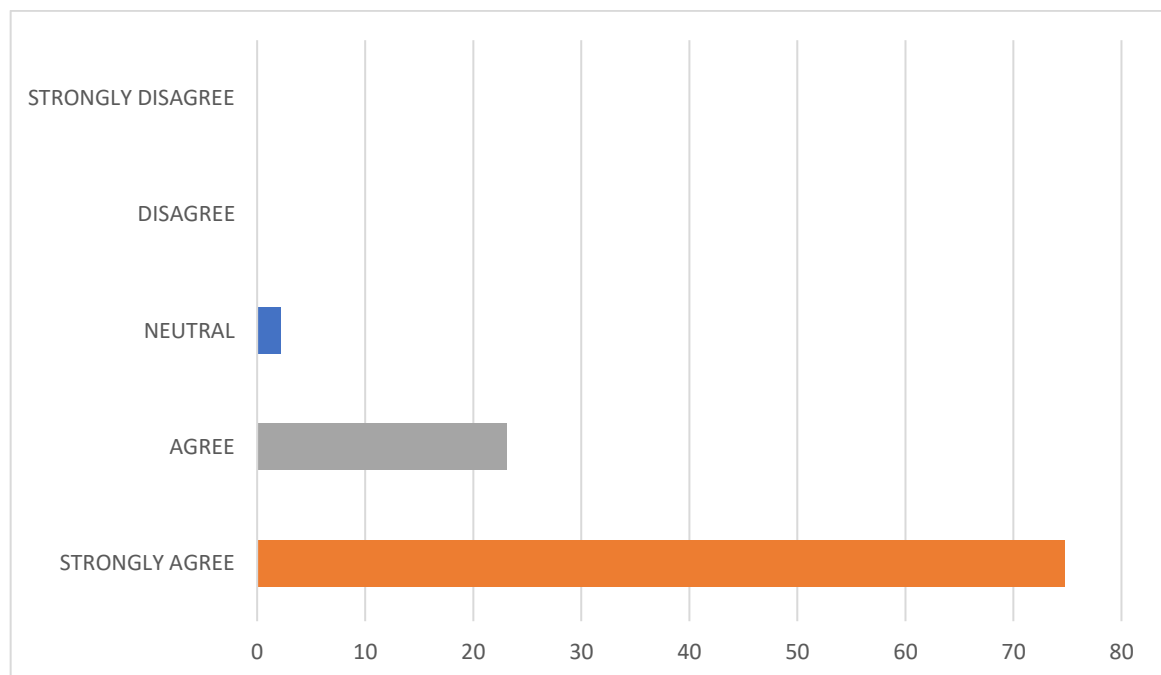
4.1.6 AWARENESS OF EMPLOYEE ON PERFORMANCE APPRAISAL

4.1.6.1 PERFORMANCE APPRAISAL SYSTEM IS NEEDED IN ORGANIZATION.

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	68	74.7%
2	Agree	21	23.1%
3	Neutral	2	2.2%
4	Disagree	-	-
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis 74.7 percentage of respondents strongly agree that performance appraisal system is needed in organization, 23.1 percentage of respondents agree, 2.2 percentage of respondents answered neutral.

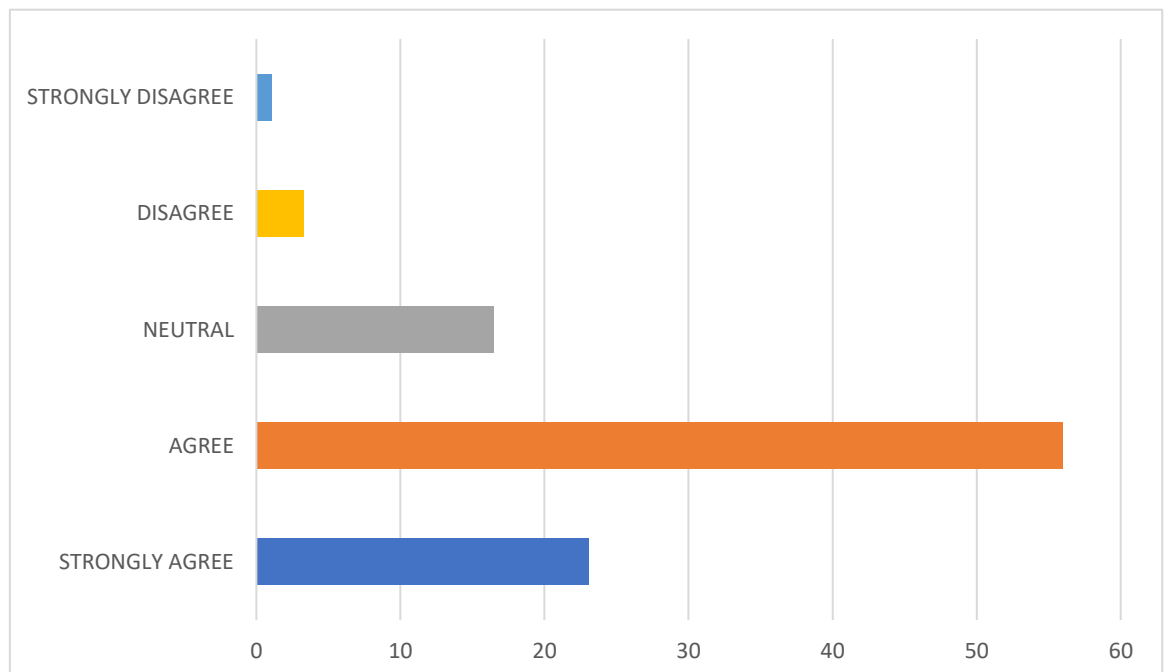


4.1.6.2 SATISFIED WITH THE EXISTING PERFORMANCE APPRAISAL IN ORGANIZATION

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	21	23.1%
2	Agree	51	56%
3	Neutral	15	16.5%
4	Disagree	3	3.3%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

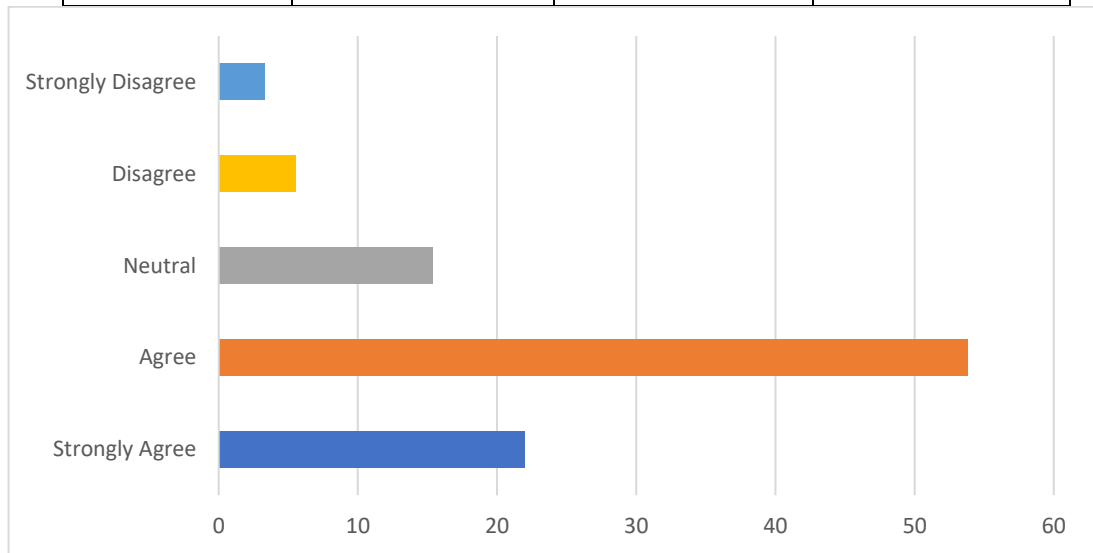
INTERPRETATION:

From the above analysis that 23.1 percentage of respondents strongly agree ,56 percentage of respondents agree, 16.5 percentage of respondents neutral, 3.3 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.



4.1.6.3 THE PERFORMANCE APPRAISAL HELPS TO WIN COOPERATION AND TEAMWORK

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	20	22%
2	Agree	49	53.8%
3	Neutral	14	15.4%
4	Disagree	5	5.5%
5	Strongly Disagree	3	3.3%
	TOTAL	91	100%



INTERPRETATION:

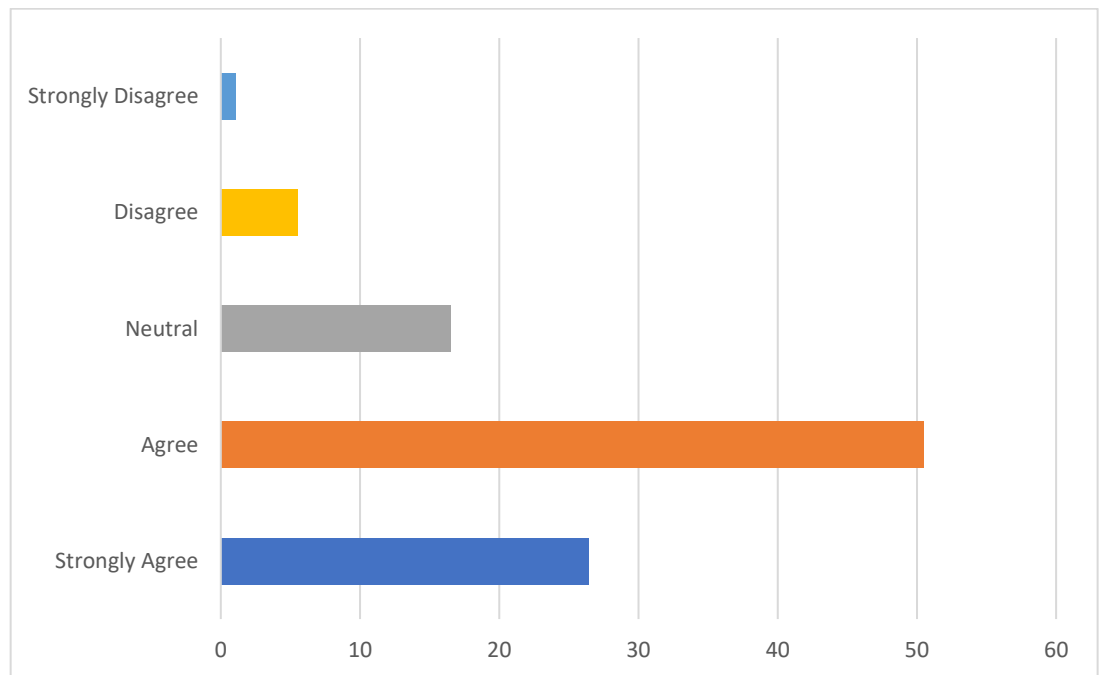
From the above analysis that 22 percentage of respondents strongly agree, 53.8percentage of respondents agree, 15.4 percentage of respondents neutral, 5.5 percentage of respondents disagree, 3.3 percentage of respondents answered it strongly disagree.

4.1.6.4 DOES PERFORMANCE APPRAISAL PROCESS HELP TO RAISE ORGANIZATION GOAL?

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	24	26.4%
2	Agree	46	50.5%
3	Neutral	15	16.5%
4	Disagree	5	5.5%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 26.4 percentage of respondents strongly agree, 50.5 percentage of respondents agree, 16.5 percentage of respondents neutral, 5.5 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.

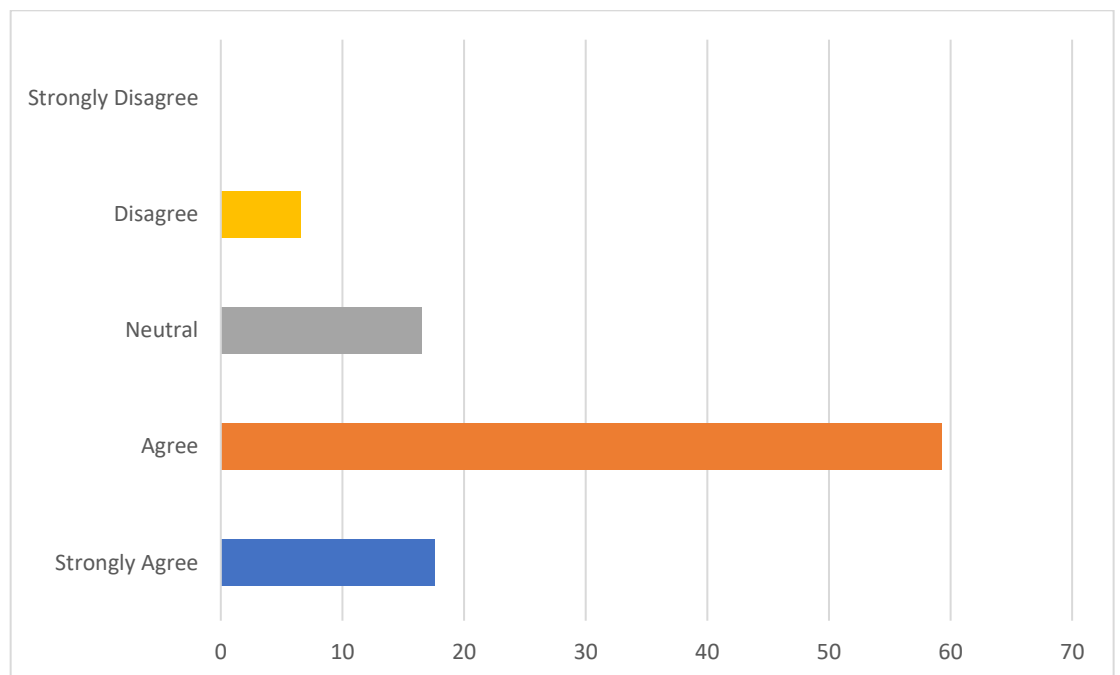


4.1.6.5 APPRAISAL SYSTEM IS KEEPS ON THE MAJOR ACHIEVEMENT AND FAILURE OR SUCCESS OF WORK

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	16	17.6%
2	Agree	54	59.3%
3	Neutral	15	16.5%
4	Disagree	6	6.6%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 17.6 percentage of respondents strongly agree, 59.3 percentage of respondents agree, 16.5 percentage of respondents neutral, 6.6 percentage of respondents disagree.

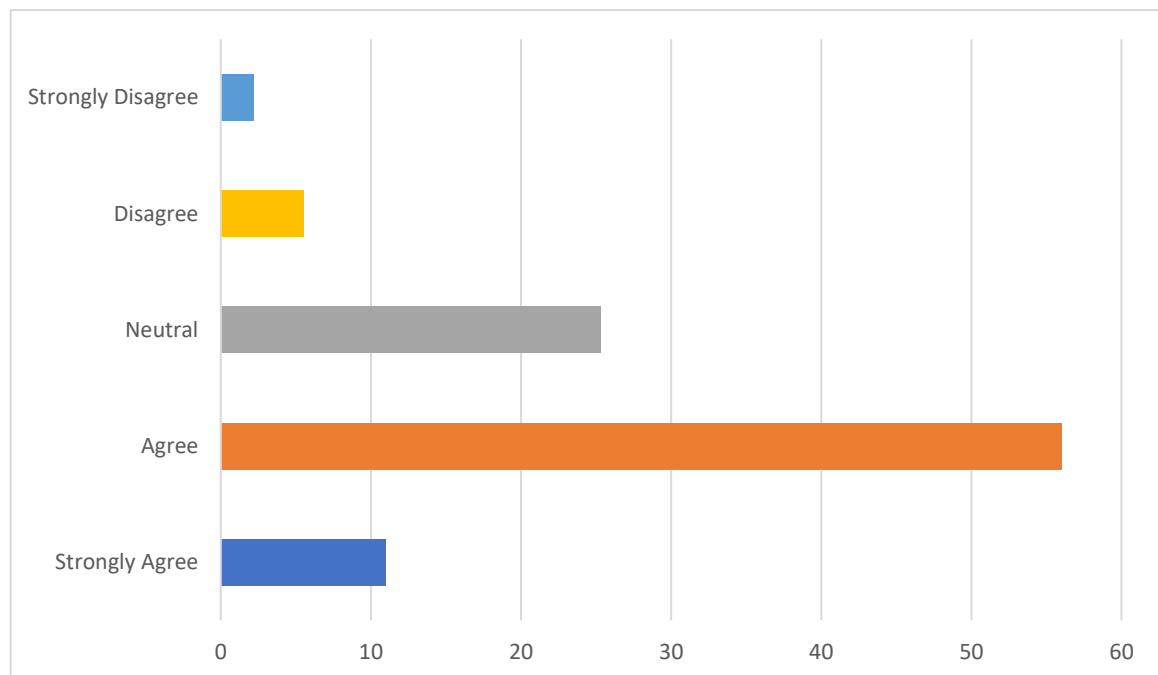


4.1.6.6 DOES ANY CHANGE ARISE AFTER APPRAISING THE PERFORMANCE OF EMPLOYEE?

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	10	11%
2	Agree	51	56%
3	Neutral	23	25.3%
4	Disagree	5	5.5%
5	Strongly Disagree	2	2.2%
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 11 percentage of respondents strongly agree, 56 percentage of respondents agree, 25.3 percentage of respondents neutral, 5.5 percentage of respondents disagree, 2.2 percentage of respondents answered it strongly disagree.



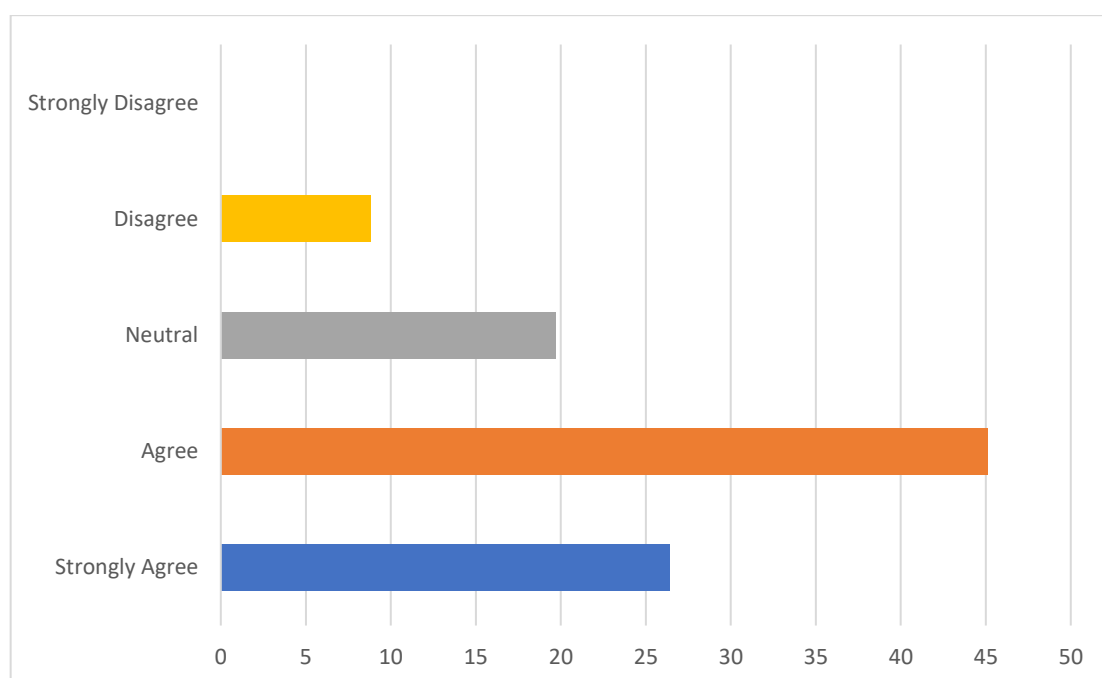
4.1.7 RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND EMPLOYEE PERFORMANCE

4.1.7.1 PERFORMANCE APPRAISAL SYSTEM INCREASES EMPLOYEE MOTIVATION

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	24	26.4%
2	Agree	41	45.1%
3	Neutral	18	19.7%
4	Disagree	8	8.8%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 26.4 percentage of respondents strongly agree, 45.1 percentage of respondents agree, 19.7 percentage of respondents neutral, 8.8 percentage of respondents disagree.

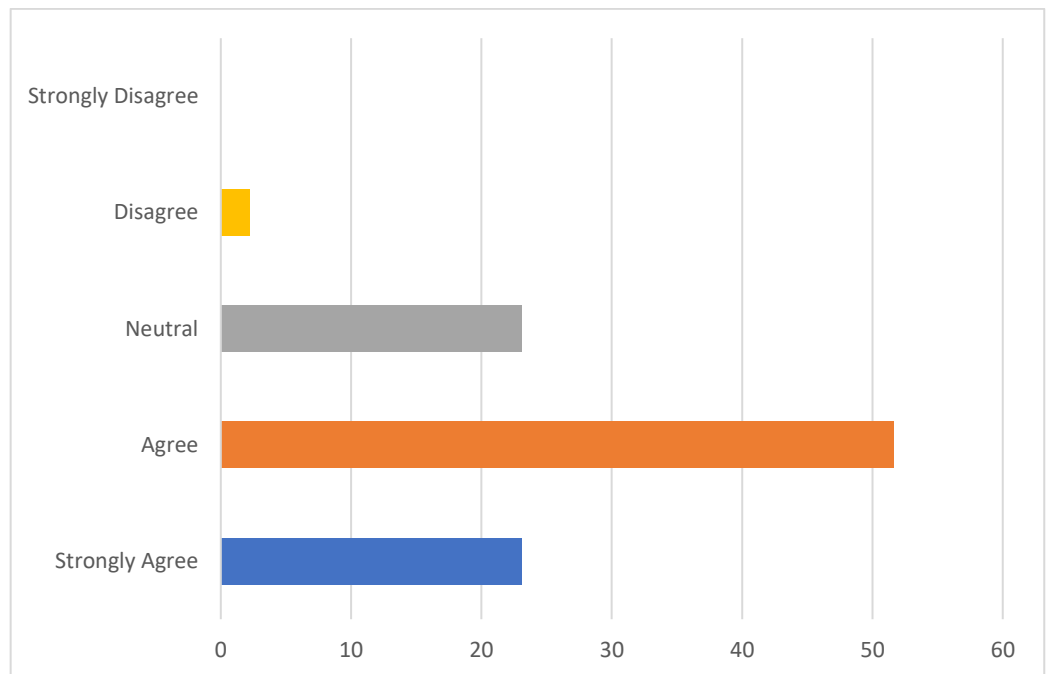


4.1.7.2 THE PERFORMANCE APPRAISAL IS HELPFUL FOR IMPROVING PERSONNEL SKILL

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	21	23.1%
2	Agree	47	51.6%
3	Neutral	21	23.1%
4	Disagree	2	2.2%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 23.1 percentage of respondents strongly agree, 51.6 percentage of respondents agree, 23.1 percentage of respondents neutral, 2.2 percentage of respondents disagree.

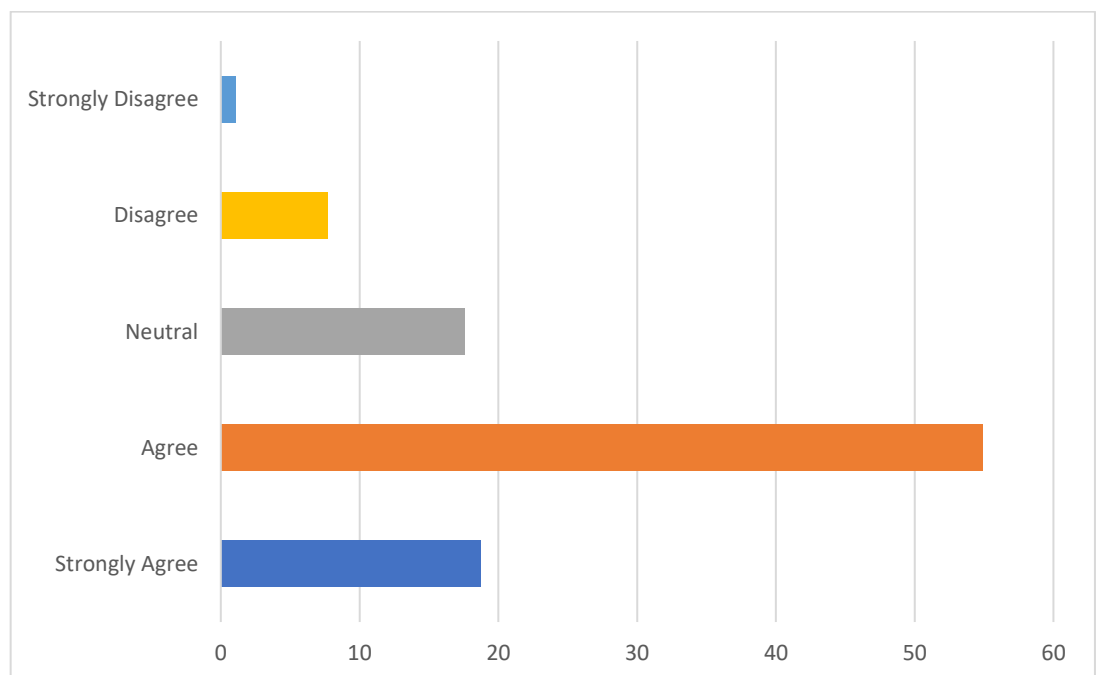


4.1.7.3 THE PERFORMANCE APPRAISAL SYSTEM HELPS TO IDENTIFY THE STRENGTH AND WEAKNESS OF THE EMPLOYEE

S.NO	PARTICULAR	NO OF RESPONDENTS	PERCENTAGE
1	Strongly Agree	17	18.7%
2	Agree	50	54.9%
3	Neutral	16	17.6%
4	Disagree	7	7.7%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 18.7 percentage of respondents strongly agree, 54.9 percentage of respondents agree, 17.6 percentage of respondents neutral, 7.7 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.

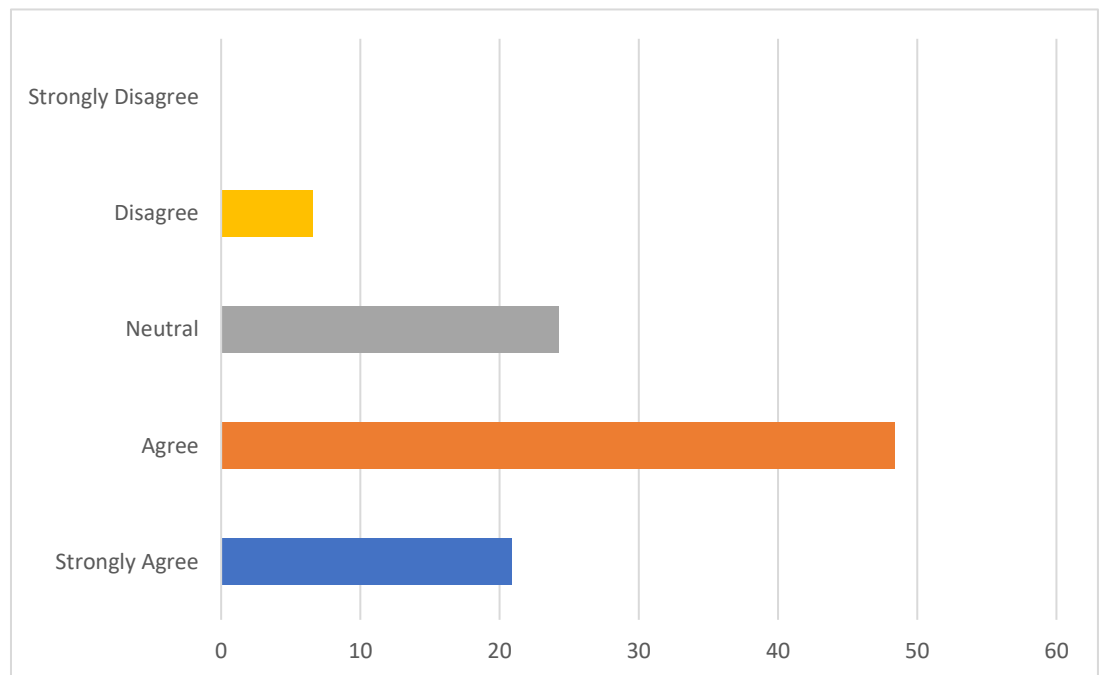


4.1.7.4 DOES PERFORMANCE EVALUATION SERVES ON THE BASIS OF PROMOTION?

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	19	20.9%
2	Agree	44	48.4%
3	Neutral	22	24.2%
4	Disagree	6	6.6%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 20.9 percentage of respondents strongly agree, 48.4 percentage of respondents agree, 24.2 percentage of respondents neutral, 6.6 percentage of respondents disagree.

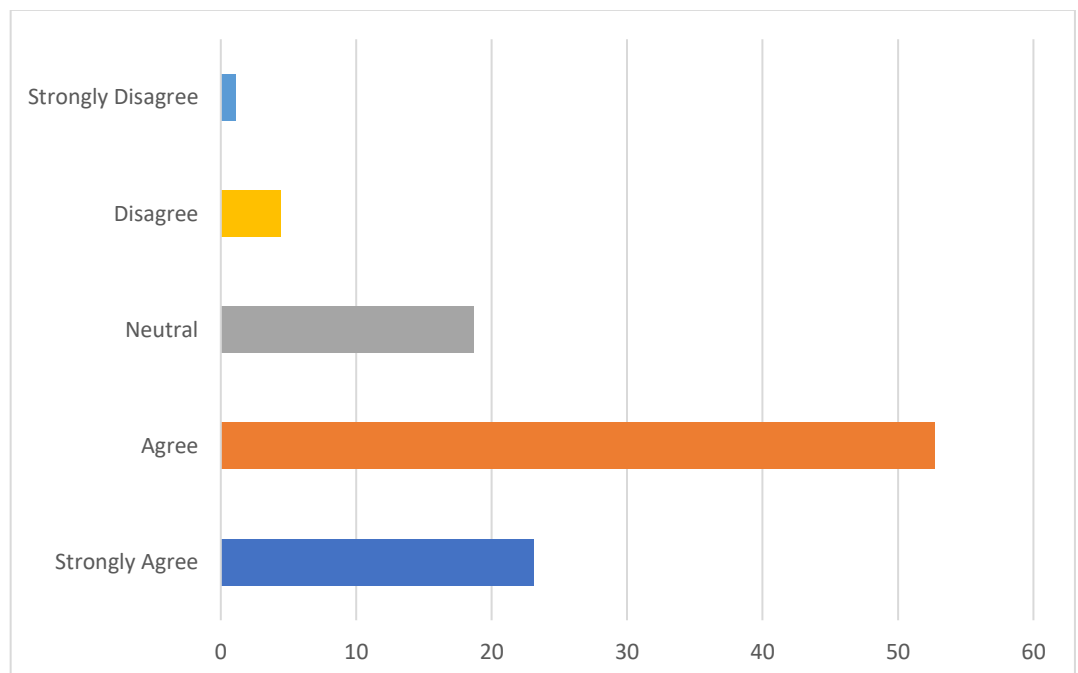


4.1.7.5 DOES PERFORMANCE EVALUATION SERVES ON THE BASIS OF WORKING SATISFACTION?

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	21	23.1%
2	Agree	48	52.7%
3	Neutral	17	18.7%
4	Disagree	4	4.4%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 23.1 percentage of respondents strongly agree, 52.7 percentage of respondents agree, 18.7 percentage of respondents neutral, 4.4 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.



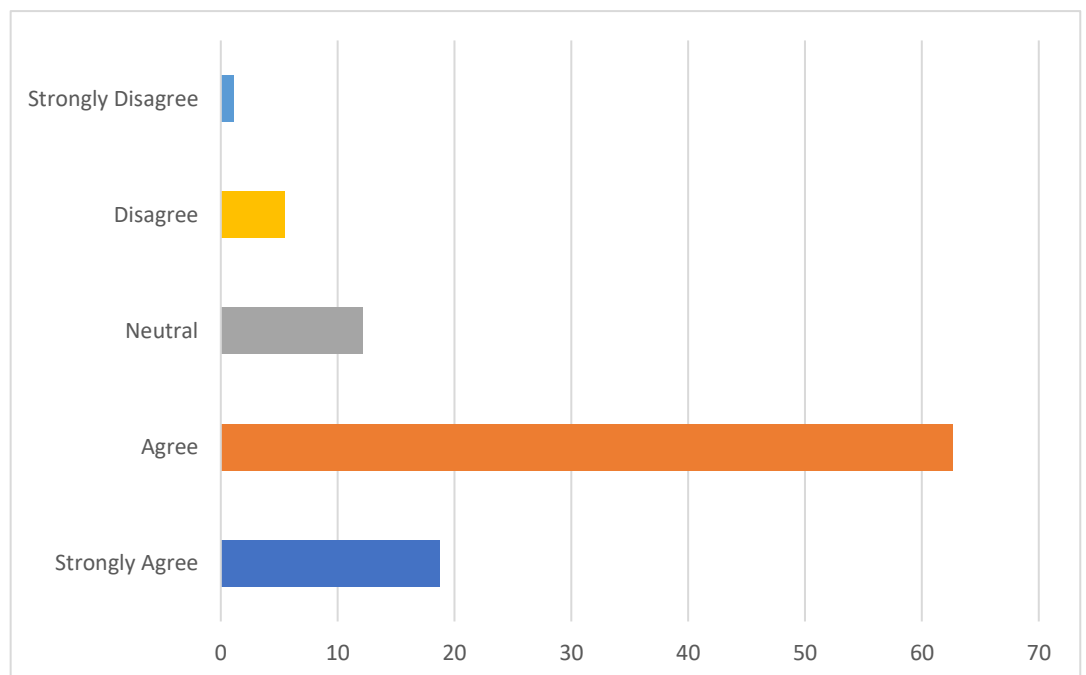
4.1.8 SUPERVISOR APPRAISAL METHOD

4.1.8.1 MY SUPERVISOR GIVES ME FEEDBACK THAT HELPS ME IMPROVE MY PERFORMANCE

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	17	18.7%
2	Agree	57	62.6%
3	Neutral	11	12.1%
4	Disagree	5	5.5%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 18.7 percentage of respondents strongly agree, 62.6 percentage of respondents agree, 12.1 percentage of respondents neutral, 5.5 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.

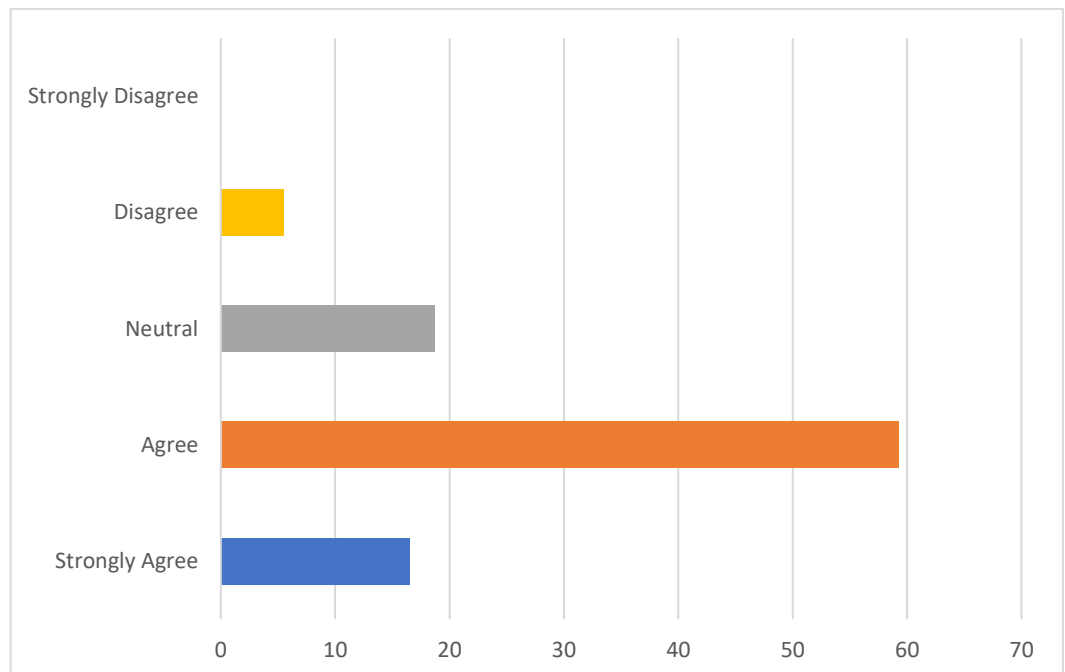


4.1.8.2 I FEEL MY WORKING PERFORMANCE IS FAIRLY EVALUATED

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	15	16.5%
2	Agree	54	59.3%
3	Neutral	17	18.7%
4	Disagree	5	5.5%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 16.5 percentage of respondents strongly agree, 59.3 percentage of respondents agree, 18.7 percentage of respondents neutral, 5.5 percentage of respondents disagree.



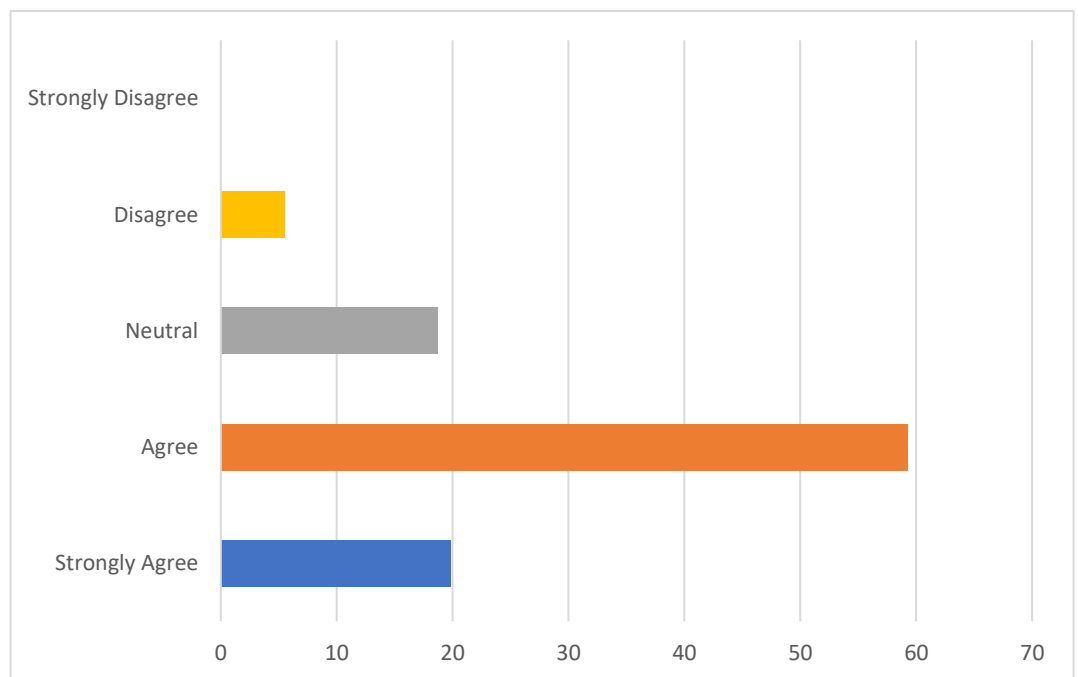
4.1.9 PEER APPRAISAL METHOD

4.1.9.1 THE FEEDBACK FROM MY PEERS WAS CLEAR AND UNDERSTANDABLE

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	18	19.8%
2	Agree	54	59.3%
3	Neutral	17	18.7%
4	Disagree	5	5.5%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 19.8 percentage of respondents strongly agree, 59.3 percentage of respondents agree, 18.7 percentage of respondents neutral, 5.5 percentage of respondents disagree.

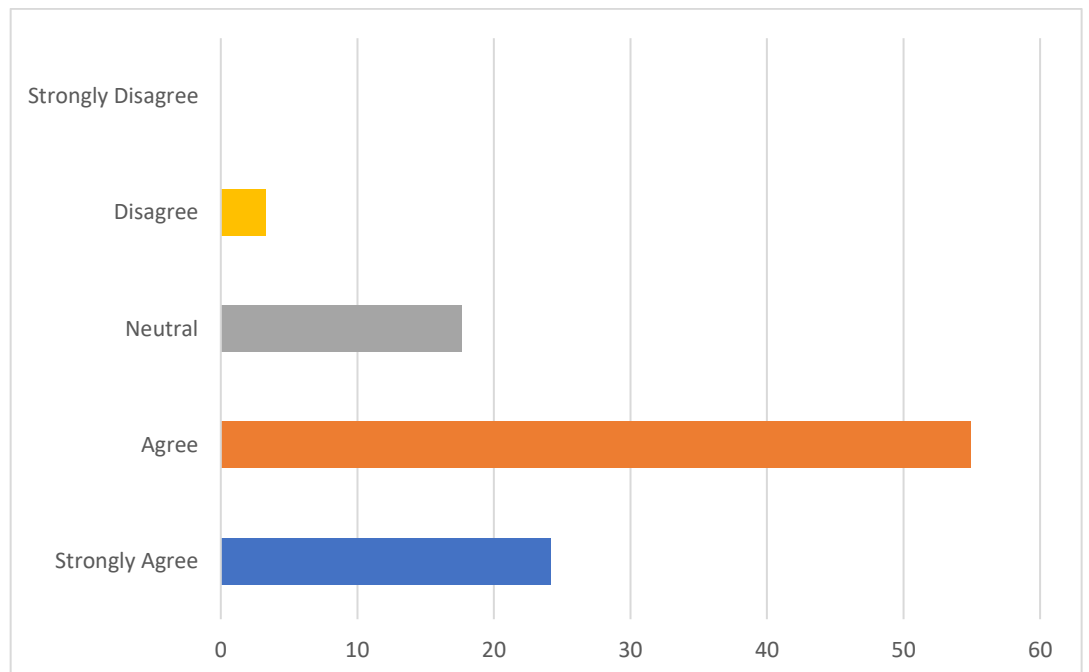


4.1.9.2 MY FEEDBACK SHOULD BE USEFUL FOR REVISING THE PAPER

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	22	24.2%
2	Agree	50	54.9%
3	Neutral	16	17.6%
4	Disagree	3	3.3%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 24.2 percentage of respondents strongly agree, 54.9 percentage of respondents agree, 17.6 percentage of respondents neutral, 3.3 percentage of respondents disagree.



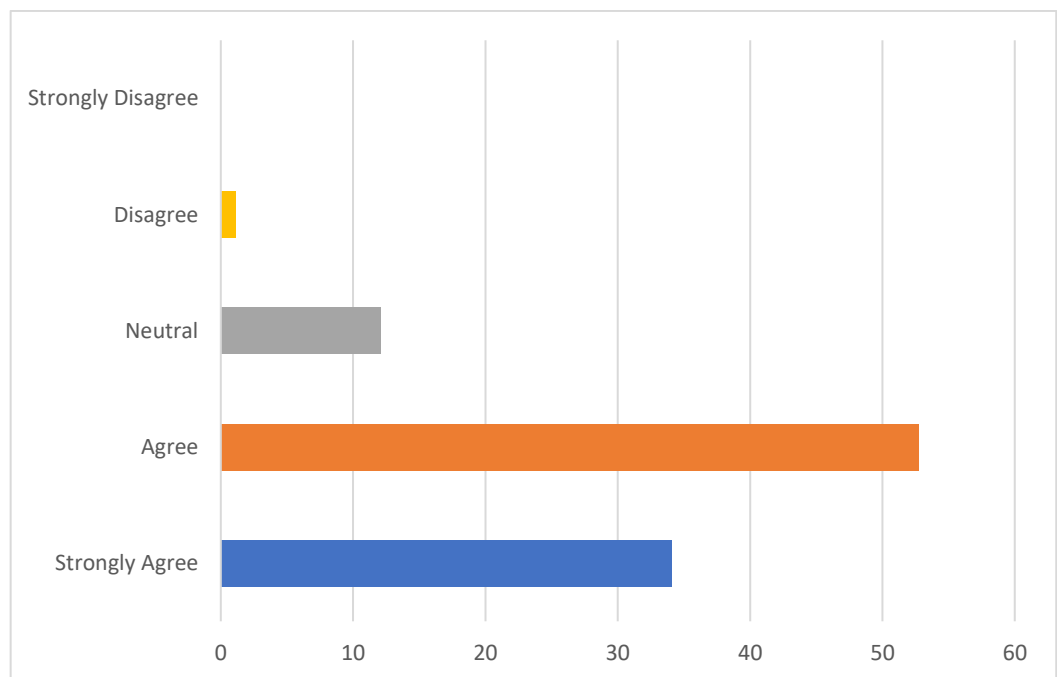
4.1.10 SELF-APPRAISAL METHOD

4.1.10.1 I LIKE TO GIVE MYSELF CHALLENGES WHEN I TAKE ON A NEW PROJECT

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	31	34.1%
2	Agree	48	52.7%
3	Neutral	11	12.1%
4	Disagree	1	1.1%
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 34.1 percentage of respondents strongly agree, 52.7 percentage of respondents agree, 12.1 percentage of respondents neutral, 1.1 percentage of respondents disagree.



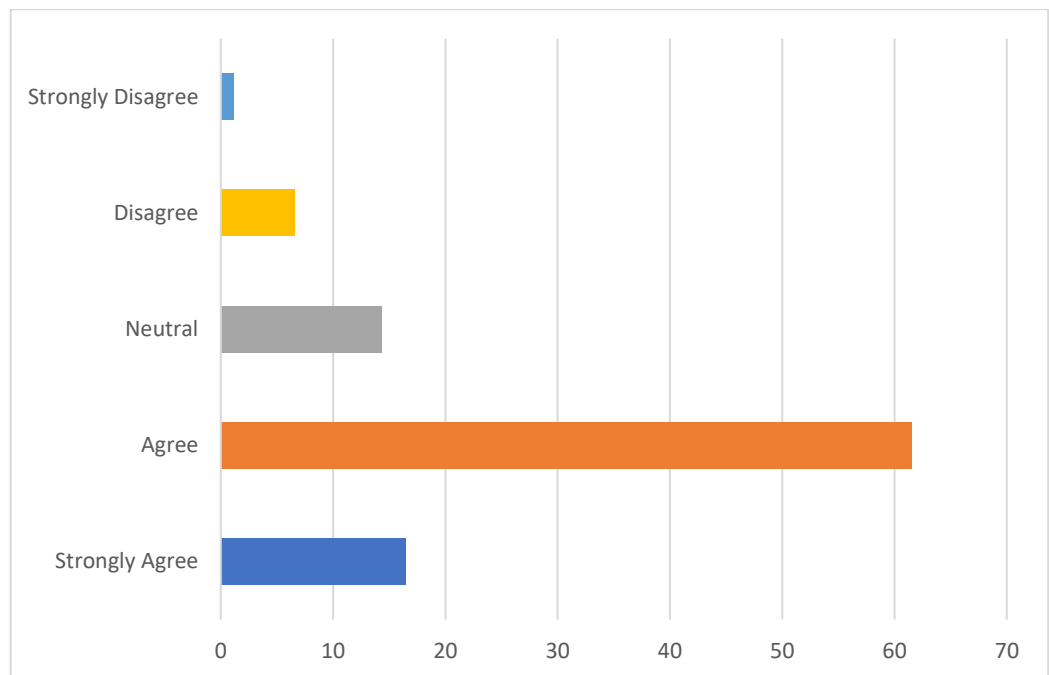
4.1.10.2 I ALWAYS WORRY ABOUT WHAT OTHERS WILL

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	15	16.5%
2	Agree	56	61.5%
3	Neutral	13	14.3%
4	Disagree	6	6.6%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

THINK BEFORE DOING SOMETHING IMPORTANT

INTERPRETATION:

From the above analysis that 16.5 percentage of respondents strongly agree, 61.5 percentage of respondents agree, 14.3 percentage of respondents neutral, 6.6 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.

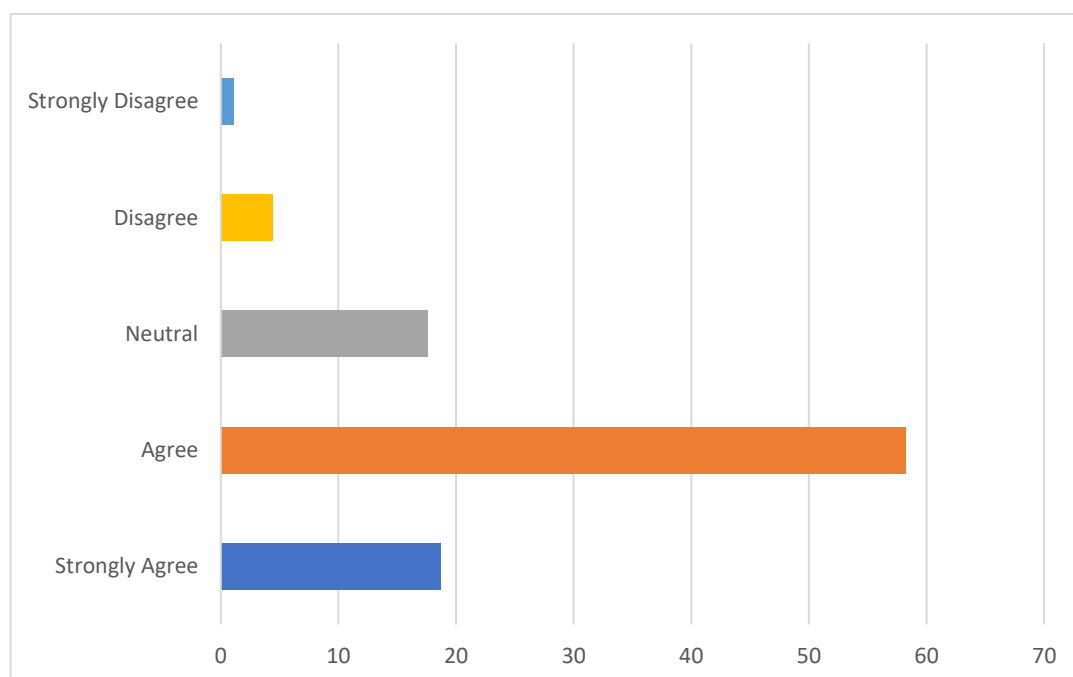


4.1.10.3 WHEN FACED WITH DIFFICULTIES, I LOOK FOR ALTERNATIVE SOLUTIONS

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	17	18.7%
2	Agree	53	58.2%
3	Neutral	16	17.6%
4	Disagree	4	4.4%
5	Strongly Disagree	1	1.1%
	TOTAL	91	100%

INTERPRETATION:

From the above analysis that 18.7 percentage of respondents strongly agree, 58.2 percentage of respondents agree, 17.6 percentage of respondents neutral, 4.4 percentage of respondents disagree, 1.1 percentage of respondents answered it strongly disagree.



4.1.11 360-DEGREE FEEDBACK METHOD

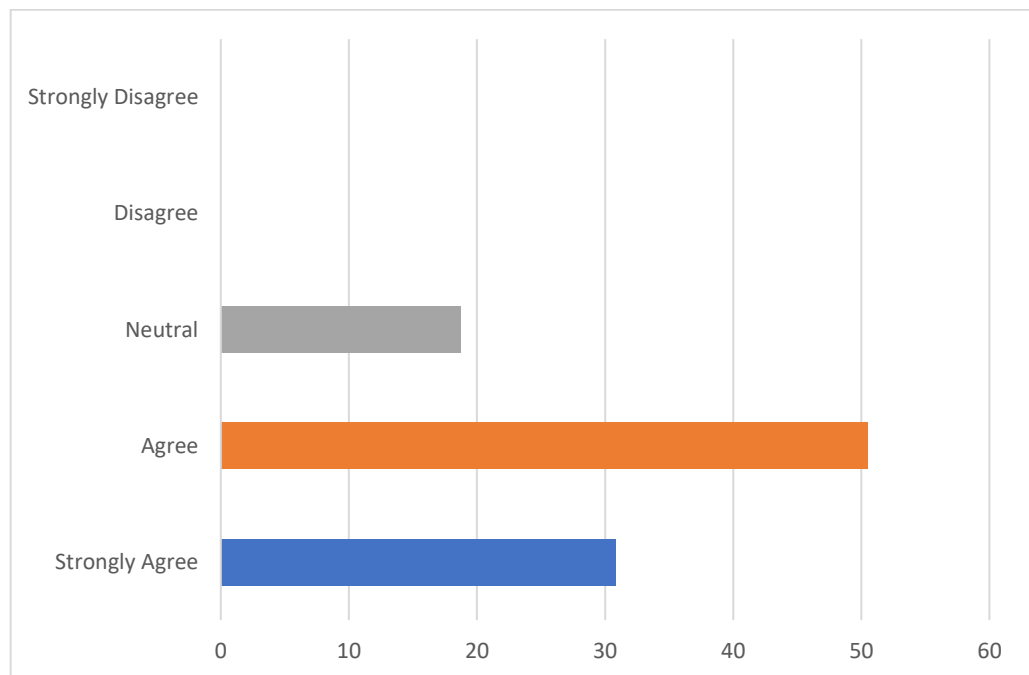
4.1.11.1 I WOULD PREFER MY PERFORMANCE TO BE EVALUATED ADDITIONALLY BY MY COLLEAGUES BECAUSE THEY HAVE RELEVANT PERFORMANCE INFORMATION AND

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	28	30.8%
2	Agree	46	50.5%
3	Neutral	17	18.7%
4	Disagree	-	-
5	Strongly Disagree	-	-
	TOTAL	91	100%

INSIGHT

INTERPRETATION:

From the above analysis that 30.8 percentage of respondents strongly agree, 50.5 percentage of respondents agree, 18.7 percentage of respondents answered neutral.

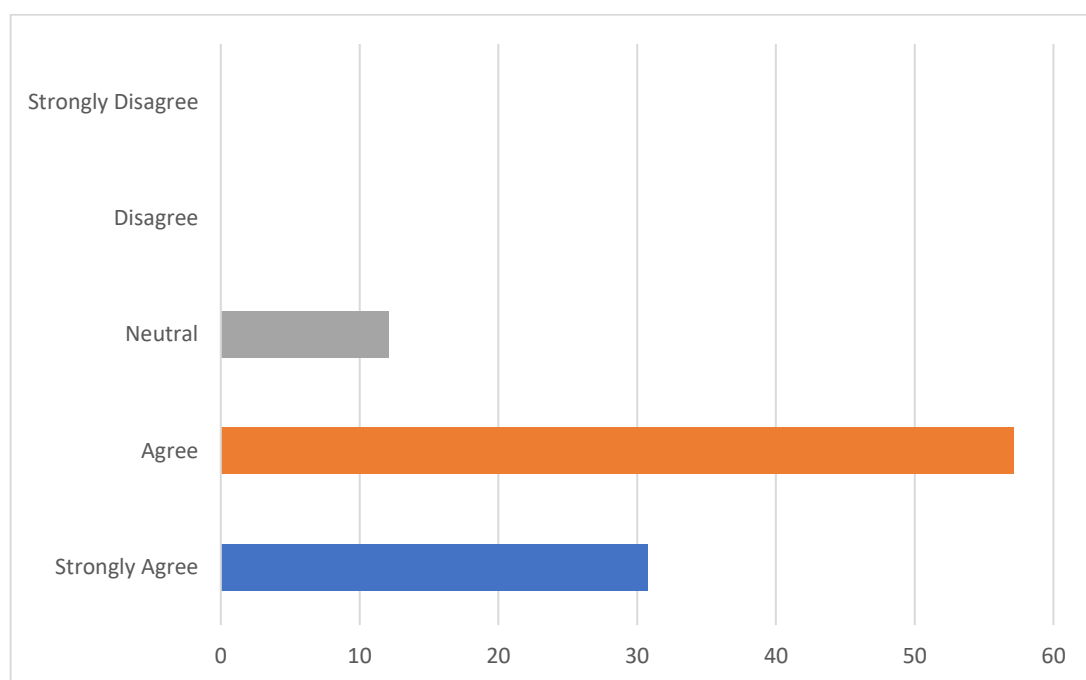


4.1.11.2 APPRAISING MY OWN PERFORMANCE WOULD ENHANCE MY AWARENESS OF MY PERFORMANCE

S.NO	PARTICULAR	NO OF RESPONDENT	PERCENTAGE
1	Strongly Agree	28	30.8%
2	Agree	52	57.1%
3	Neutral	11	12.1%
4	Disagree	-	-
5	Strongly Disagree	-	-
	TOTAL	91	100%

INTERPRETATION:

From the above analysis 30.8 percentage of respondents strongly agree, 57.1 percentage of respondents agree, 12.1 percentage of respondents answered neutral.



4.2 STATISTICAL ANALYSIS

4.2.1 CORRELATION

4.2.1.1 PERFORMANCE AND SELF-APPRAISAL

H0: There is no significant relationship between self-appraisals and employee performance.

H1: There is significant relationship between self-appraisals and employee performance.

Correlation				
			Performance	Packaging
Performance	Correlation Coefficient		1.000	.254**
	Sig. (2-tailed)		.	.005
	N		91	91
Self-appraisal	Correlation Coefficient		.254**	1.000
	Sig. (2-tailed)		.005	.
	N		91	91
**. Correlation is significant at the 0.05 level (2-tailed).				

From the table, it is interpreted that the significance value is 0.05 which is less than 0.05 and less than the critical value 1, So the null hypothesis rejected and alternative hypothesis got accepted. Thus, there is a relationship between performance and self-appraisal.H1 of Hypothesis 1 is supported.

4.2.1.2 PERFORMANCE AND SUPERVISOR APPRAISAL

H0: There is no significant relationship between supervisor appraisal and employee performance.

H1: There is a significant relationship between supervisor appraisal and employee performance.

Correlation				
			Performance	Packaging
Performance	Correlation Coefficient		1.000	.271**
	Sig. (2-tailed)		.	.005
	N		91	91
Self-appraisal	Correlation Coefficient		.271**	1.000
	Sig. (2-tailed)		.005	.
	N		91	91
**. Correlation is significant at the 0.05 level (2-tailed).				

From the table, it is interpreted that the significance value is 0.03 which is less than 0.05 and less than the critical value 1, So the null hypothesis rejected and alternative hypothesis got accepted. Thus, there is a relationship between performance and supervisor appraisal.H1 of Hypothesis 2 is supported.

4.1.2.3 PERFORMANCE AND PEER APPRAISAL

H0: There is no significant relationship between peer appraisal and employee performance.

H1: There is a significant relationship between peer appraisal and employee performance.

Correlation				
			Performance	Packaging
Performance	Correlation Coefficient		1.000	.437**
	Sig. (2-tailed)		.	.001
	N		91	91

Peer appraisal	Correlation Coefficient	.437**	1.000
	Sig. (2-tailed)	.001	.
	N	91	91
**. Correlation is significant at the 0.01 level (2-tailed).			

From the table, it is interpreted that the significance value is 0.01 which is less than 0.05 and less than the critical value 1, So the null hypothesis rejected and alternative hypothesis got accepted. Thus, there is a relationship between performance and peer appraisal. H1 of Hypothesis 3 is supported.

4.1.2.4 PERFORMANCE AND 360-DEGREE FEEDBACK

H0: There is no significant relationship between 360-degree feedback and employee performance

H1: There is a significant relationship between 360-degree feedback and employee performance.

Correlation				
			Performance	Packaging
Performance	Correlation Coefficient		1.000	.602**
	Sig. (2-tailed)		.	.001
	N		91	91
Peer appraisal	Correlation Coefficient		.602**	1.000
	Sig. (2-tailed)		.001	.
	N		91	91
**. Correlation is significant at the 0.01 level (2-tailed).				

- From the table, it is interpreted that the significance value is 0.01 which is less than 0.05 and less than the critical value 1, So the null hypothesis rejected and alternative hypothesis got accepted. Thus, there is a relationship between performance and 360-degree feedback. H1 of Hypothesis 4 is supported.

4.2.2 CHI SQUARE

4.2.2.1 PERFORMANCE AND SELF-APPRAISAL

		Chi-square and df	Fishers Exact Test
	Performance	Pearson	Sig 2 sided
SELF-APPRAISAL	Strongly agree	6.0 and 4.8	.005
	Agree	6.0 and 4.84	.005

- From the table, it is interpreted that the significance value is 0.001, which was less than 0.5, So the null hypothesis rejected and alternative hypothesis got accepted with the chi square value 6.0 and 4.8. Thus, there is an association between performance and self-appraisal.

4.2.2.2 PERFORMANCE AND SUPERVISOR APPRAISAL

		Chi-square and df	Fishers Exact Test
	Performance	Pearson	Sig 2 sided
Supervisor appraisal	Strongly agree	7.5 and 6.5	.001
	Agree	7.5 and 6.5	.001

- From the table, it is interpreted that the significance value is 0.001, Which was less than 0.5. So, the null hypothesis rejected and alternative hypothesis got accepted with the chi square value 7.5 and 6.5. Thus, there is an association between performance and supervisor appraisal.

4.2.2.3 PERFORMANCE AND PEER APPRAISAL

		Chi-square and df	Fishers Exact Test
	Performance	Pearson	Sig 2 sided
Peer appraisal	Strongly agree	5.0 and 5.5	.001
	Agree	5.0 and 5.5	.001

- From the table, it is interpreted that the significance value is 0.001, Which was less than 0.5. So, the null hypothesis rejected and alternative hypothesis got accepted with the chi square value 5.0 and 5.5. Thus, there is an association between performance and peer appraisal.

4.2.2.4 PERFORMANCE AND 360-degree feedback

		Chi-square and df	Fishers Exact Test
	Performance	Pearson	Sig 2 sided
360-degree feedback	Strongly agree	6.0 and 4.8	.001
	Agree	6.0 and 4.84	.001

- From the table, it is interpreted that the significance value is 0.001, Which was less than 0.5. So, the null hypothesis rejected and alternative hypothesis got accepted with the chi square value 6.0 and 4.8. Thus, there is an association between performance and 360-degree feedback.

4.2.3 ANOVA

Performance		Sum of Squares	Mean Square	F
Self-appraisal	Between Groups	1.739	.580	5.108
	Within Groups	56.283	.113	
	Total	58.022		
Supervisor appraisal	Between Groups	1.703	.568	4.935
	Within Groups	57.049	.115	
	Total	58.752		
Peer appraisal	Between Groups	1.783	.594	5.312
	Within Groups	55.505	.112	
	Total	57.288		
360-degree feedback	Between Groups	1.783	.594	5.312
	Within Groups	55.505	.112	
	Total	57.288		

- Results states that, there is a relationship between dependent variable and independent variable because of the strong F value, which was greater than the significance value
- Self-appraisal $5.108 > 0.002$, Supervisor appraisal $4.935 > 0.002$, Peer appraisal $5.312 > 0.001$, 360-degree feedback $5.312 > 0.001$

INFERENCE:

So, the null hypothesis rejected and alternative hypothesis got accepted.

CHAPTER – 5

RESULTS AND DISCUSSION

5.1 FINDINGS

- Majority (58.5%) respondents are age between 25-34.
- Majority (64%) of gender of respondents are female.
- Majority (76.9%) of the respondents are under graduate.
- Majority (62.2%) of the respondent's monthly income is 41,000-50,000.
- Majority (39.6%) of the respondents are years of services between 6-10 years.
- Majority of the respondents (74.7%) strongly agreed that performance appraisal system is needed in an organization.
- Majority of the respondents (56%) agree that satisfied with the existing performance appraisal in organization.
- Majority of the respondents (53.8%) agree that the performance appraisal helps to win cooperation and teamwork.
- Majority of the respondents (50.5%) agree that does performance appraisal process help to raise organization goal.
- Majority of the respondents (59.3%) agree that appraisal system is keeps on the major achievement and failure or success of work.
- Majority of the respondents (56%) agree that does any change arise after appraising the performance of employee.
- Majority of the respondents (45.1%) agree that performance appraisal system increases employee motivation.
- Majority of the respondents (51.6%) agree that the performance appraisal is helpful for improving personnel skill.
- Majority of the respondents (54.9%) agree that the performance appraisal system helps to identify the strength and weakness of the employee.
- Majority of the respondents (48.4%) agree that does performance evaluation serves on the basis of promotion.
- Majority of the respondents (52.7%) agree that does performance evaluation serves on the basis of job satisfaction.
- Majority of the respondents (62.6%) agree that my supervisor gives me feedback that helps me improve my performance.
- Majority of the respondents (59.3%) agree that I feel my work performance is fairly evaluated.
- Majority of the respondents (59.3%) agree that the feedback from my peers was clear and understandable.
- Majority of the respondents (54.9%) agree that my feedback should be useful for revising the paper.

- Majority of the respondents (52.7%) agree that I like to give myself challenges when I take on a new project.
- Majority of the respondents (61.5%) agree that I always worry about what others will think before doing something important.
- Majority of the respondents (58.2%) agree that when faced with difficulties, I look for alternative solutions.
- Majority of the respondents (50.5%) agree that I would prefer my performance to be evaluated additionally by my colleagues because they have relevant performance information and insight.
- Majority of the respondents (57.1%) agree that appraising my own performance would enhance my awareness of my performance.

5.2 SUGGESTIONS AND RECOMMIDATION:

- The industry is found mainly using in a routinistic manner old and unrevised performance appraisal methods. They need to be replaced by more contemporary techniques, but before opting the new technique first of all the purpose of the appraisals should be defined
- The overall experience index from the study that the industry of education administration programs with reference to is performing very well.
- It is better to customise and use different appraisal methods for different groups in the organization. Employees be conveniently categorised into managerial and non-managerial, or as employees with high customer contact and those relatively less in contact.
- The employees should know who is going to evaluate their performances. Under the current practice multiple raters are involved in the process. This may be acceptable, as it reduces the disturbing results of the prejudiced appraisals.
- Performance standards should be developed so that the performances of employees can be compared and good performer and poor performer can be differentiated. Each employee should clearly know the standards and dimensions on which their performances will be evaluated. It will also help self-evaluation of performance by the employee, which will lead to self-satisfaction and appreciation of their performance results.

5.3 CONCLUSION

The objective of this study is to investigate which method of performance appraisal is effective among lecturers and staffs at Blessing school. There are four factors corresponding for the effectiveness of method, which are supervisor appraisal, self-appraisal, peer appraisal and 360-degree feedback, from previous related studies were identified and defined. A questionnaire was used for collecting data and 91 respondents including employees and staffs from Blessing school participated in this study.

The results indicated that supervisor and self-appraisal had significant influence on employee performance among lecturers and staffs respectively. Specifically, supervisor and self-appraisal are correlated to employee performance whereas peer and 360-degree feedback is not correlated to employee performance.

Therefore, this study suggests some recommendations to enhance effective method of employee performance of lecturers and staffs. Blessing must give them more awareness of another method of performance appraisal because another method is useful for them to enhance their skills too. Another two methods which are peer and 360-degree feedback give an important impact for them.

REFERENCES

- Maghsoodi, A. I., Abouhamzeh, G., Khalilzadeh, M., & Zavadskas, E. K. (2018). Ranking and selecting the best performance appraisal method using the MULTIMOORA approach integrated Shannon's entropy. *Frontiers of Business Research in China*, 12(1), 1-21.
- Khanna, M., & Sharma, R. K. (2014). Employees performance appraisal and its techniques: a review. *Asian Journal of Advanced Basic Sciences*, 2(2), 51-58.
- Mason, R., Power, S., Parker-Swift, J. & Baker, E., (2009). 360 degree appraisal: a simple pragmatic solution. *Clinical Governance: An International Journal*, 14(4), 295 – 300.
- Samaduzzaman, M., (2014). Critical Methodology Analysis : 360 degree feedback : its role in employee development . *International Journal of Business and Management Invention*, 2(1), 56 -58
- Padhaya, P.R.; Bhattarai, L.; Acharya, L.N.; Adhikari, S. Performance Appraisal System and Effectiveness of Universities in Nepal. *Int. J. Adv. Res. Innov. Ide. Educ.* 2021, 7, 43–48.
- Ahmed, N.S. Performance Appraisal in Higher Education Institution in the Kurdistan Region: The Case of the University of Sulaimani. Ph.D. Thesis, Cardiff Metropolitan University, Cardiff, UK, 2016.
- Osabiya Babatunde Joseph, Effectiveness of performance appraisal as a tool to measure employee productivity in organisations. *Journal of public administration and governance*, Vol-4, 2014.

Teklegn Girma, The effect of performance appraisal on employee performance, IOSR Journal of business and management, Vol-18, Issue3,2016, Pp 36-44.

Maghsoodi, A. I., Abouhamzeh, G., Khalilzadeh, M., & Zavadskas, E. K. (2018).

Suhaimi Sudin. (2011). Fairness of satisfaction with performance appraisal process.

Shaemi Barzoki Ali. (2012). The Effect of Employees' Performance Appraisal Procedure on their Intrinsic Motivation. *International Journal of Academic Research in Business and Social Sciences*. 2 (12).

Organisation for Economic Cooperation and Development [OECD] (2005). Teacher's matter: Attracting, developing and retaining effective teachers.

OECD (2013b). Teachers for the 21st Century: Using evaluation to improve teaching.

Kennedy, M. (2005). Inside teaching: How classroom life undermines reform. Cambridge, MA: Harvard University Press.

Isore, M. (2009). Teacher evaluation: Current practices in OECD countries and a literature review.

Smith, K. (2009). Transnational teaching experiences: An under-explored territory for transformative professional development. *International Journal for Academic Development*, 14, 111–122.

Sharma, M. (2005). Health education in India: A strengths, weaknesses, opportunities, and threats (SWOT) analysis. *International Electronic Journal of Health Education*, 8, 80–85.

APPENDIX

1. Name of the respondent

2. Gender

Male ☐

Female ☐

3. Age Group

Under 25 ☐

25 – 34 ☐

35 – 44 ☐

45 and above ☐

4. Education Qualification

Graduate ☐

Post graduate ☐

5. Work Experience

Less than 2 years ☐

2-5 years ☐

6 -10 years ☐

10 years and above ☐

6. Performance appraisal system is needed in organization.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

7. Satisfied with the existing performance appraisal in organization.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

8. The performance appraisal helps to win cooperation and teamwork.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

9. Does performance appraisal process help to raise organization goal?

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

10. Appraisal system is keeps on the major achievement and failure or success of work.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

11. Does any change arise after appraising the performance of employee?

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

12. Performance appraisal system increases employee motivation.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

13. The performance appraisal is helpful for improving personnel skill.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

14. The performance appraisal system helps to identify the strength and weakness of the employee.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

15. Does performance evaluation serve on the basis of promotion?

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

16. Does performance evaluation serve on the basis of job satisfaction?

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

17. My supervisor gives me feedback that helps me improve my performance.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

18. I feel my job performance is fairly evaluated.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

19. The feedback from my peers was clear and understandable.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

20. My feedback should be useful for revising the paper.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

21. I like to give myself challenges when I take on a new project.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

22. I always worry about what others will think before doing something important.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

23. When faced with difficulties, I look for alternative solutions.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

24. I would prefer my performance to be evaluated additionally by my colleagues because they have relevant performance information and insight.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		

25. Appraising my own performance would enhance my awareness of my performance.

Strongly Agree	☐	Agree	☐
Neutral	☐	Disagree	☐
Strongly Disagree	☐		