



An Empirical Study On Performance Management System Of Management Institutes

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Abstract:

Quality is the only parameter which helps the organizations to survive and sustain in global competition. Performance proves the quality so the organizations have to take efforts to maintain the performance, which could be easily possible through Performance Management System (PMS). Now-a-days, there is severe competition in education sector too. As the industry is applying PMS for industrial and individual growth, in the same way we can apply PMS in education sector. It has become essential to develop PMS system in management institutes too.

This paper focuses on parameters of PMS of Management Institutes, here the researcher has made an attempt to study and compare these parameters of Affiliated, Autonomous and Private Management Institutes. These parameters are Planning, Managing, Reviewing and Rewarding.

Key words: *Performance Management System, Planning, Managing, Reviewing, Rewarding.*

1.Introduction

“Performance” proves the value and quality. The value and quality of any human or non-human resources is defined and identified on its performance. Performance refers to the degree of accomplishment of the tasks that make up an employee’s job. It reflects how well an employee is fulfilling the requirements of a job.

To attain an acceptable level of performance, a minimum level of proficiency must exist in each of the performance components. Similarly, the level of proficiency in any one performance component can place an upper boundary on performance.

If employees put forth tremendous efforts and have excellent abilities but lack of clear understanding of their roles, performance will probably be not good. To get the required results and achieve goals performance management is essential. It is the backbone of HR activities in any organization. Performance management practices have the capability to determine the motivational level of employees and could be a powerful vehicle in conversion of employees’ potential into performance. To create performance management strategy following aspects should be considered in the right perspective.

- Compensation
- Reward and recognition techniques
- Setting of performance goals and their appraisals
- Quality of work life
- Facilitation of task execution
- Being aware of pitfalls in assessing people.

To manage the performance in a systematic way an appropriate system is required, which is known as Performance Management System which is instrumental in reviving the fate of companies, institutes and organizations irrespective of their size and economies they belong to. Performance Management System plays an enormous role in improving the productivity and effectiveness of both the employees on the individual level, the company, industry and the society in general.

To get competitive edge in this global competition ‘People Management’ is very essential. Performance management system (PMS) is the heart of any “people management ” process in organization. Performance management systems if properly designed and implemented can change the course of growth and pace of impact of organizations.

With effective Performance Management System, the organizations have been successful

in setting new benchmarks in relation to themselves and the competitors. Effective Performance Management System reflects on the performance, potential, productivity, enthusiasm and attitude of employees and therefore giving the organization a competitive edge over the others with a lasting effect, leading to sustainable competitive advantage.

Increase in productivity and quality of services are quite important for achieving organizational targets. However, this is possible only through a well-qualified workforce. Most of the organizations fail to employ the best of their human resources because of errors in performance evaluation. This results in overlooking the creative, motivated and committed workforce. Organizations have to plan for appraising employee performance on a continuous basis rather than restricting it as an annual event. Thus, the role of performance management system cannot be undermined as organizational productivity is directly proportional to their efficiency. (HRM Review, July 2007 'Performance Management system', by Asma Zaineb and GL Gayathri)

PMS enables a business to sustain profitability and performance of an organization and employees. It provides opportunities for employees' individual development and career growth. It brings all the employees under a single strategic umbrella. Managing this process effectively is not easy. It calls for a high level of co-ordination, channeled information flow and timely review. Whether employees are at single place, or spread across multiple locations, the use of technology can help to simplify the complete process far more effectively. PMS is used as a controlling tool for continuous improvement.

As the industry is applying PMS system for industrial and individual growth, in the same way we can apply PMS in education sector. In this global competition to maintain quality it has become very essential to develop PMS system in management education.

2.Review Of Literature

Higher education institutions are being described as loosely coupled systems (Weick, 1976) or organized anarchies (Cohen and March, 1974) with weak regulation and control mechanisms indicators, which predict low new public management (NPM) impact. On the other hand, the last decade we have seen growing institutional autonomy and so higher education institutions are given more and more responsibility for managing their employees. Yet, management researchers (Dimaggio and Powell, 1983, 1991; Scott, 1995) have emphasized that organizations tend to implement management practices due to institutional factors. In addition, Meyer and Rowan (1977) proposed the decoupling

thesis from their work on educational institutions, which suggested that formally, adopted standards and procedures, were decoupled from the ongoing routines of teaching and administration.

Stanfel (1995) comments on the Student Evaluation of Teachers (SET) test designed by an academic institution and the evaluation process, 'if students' responses are included as part of faculty member's evaluation, they are acting under the assumption that students have carefully read the question, thought back over the semester or quarter and made a thoughtful objective decision about how promptly test feedback was actually given'. In other words, we are assuming that students are actively using the SET instrument as it was intended to be used, that is deliberately, thoughtfully and mindfully.

A study on the "Perception of Quality in Higher Education" by Clare Chaua reveals that the different participants of management education, namely parents, students, faculty members and the employers understand the concept of quality with regards to higher education in different ways. Parents view quality as relating to input, (ranking of school, reputation) and output (employability, academic placement). On the other hand, students saw quality as relating to the educational process (courses and teaching) and outputs. Faculty member perceived quality as relating to the whole education system (input, process, and output). Employers saw quality as primarily related to the output (the skill set that the student brings to the workplace).

Brown (2005) studied various aspects of performance management in England schools. He studied meaning and purposes, education and training, formulation and content of objectives, effects of performance management on professional development.

This study is a sincere attempt to identify the Performance Management System for Autonomous, Private and University affiliated institutes in Shivaji University region.

3.Methodology

To study the Performance Management System (PMS) of management institutes the researcher has tried to define different parameters of PMS.

After defining the parameters the researcher has identified the difference among these parameters.

To conduct the study the researcher have mainly adopted two methods

- Survey method
- Observation Method

- Survey Method – To collect the data directly from the respondents which include students, teachers and directors the researcher has used survey method.

In this survey method the researcher has involved an extensive study which covers wider sample of students and intensive study which covers few samples of Directors and teachers and is tend to dig deeper to get the required information.

- Observation Method – The researcher has adopted observation method for cross verification of the information provided by the respondents.
- The study is confined to the selected Management Institutes in Shivaji University Region.
- This study covers Affiliated, Autonomous and Private Management Institutes only.
- It focuses on the performance management system rather than performance appraisal system.

The data collected through Stratified Random Sampling; of Students, Teachers and Directors. Three different questionnaires were designed which includes both open and closed ended questions. Through these questionnaires researcher has tried to understand the present PMS system in the Institute and the role of Student, Teachers and Management.

		University affiliated	Autonomous	Private	Total
1	Students Sample	113	48	27	188
2	Teachers Sample	14	11	5	34
3	Management Sample	3	1	1	05
---	Total	130	60	33	227

Table 1: Sample Size

Note: Figures indicate the number of respondents.

1. The students questionnaire was classified into 6 parts –
 - Personal details
 - Students Family background,
 - Pre admission awareness about management education

- Perception regarding course contents, teachers, teaching methodology, overall performance of the institute and university is considered.
 - Facilities provided by the institute
 - Activities conducted and personality improvement of the student.
- a. The teachers questionnaire was classified into 9 parts –
- Personal details
 - Workload of a teacher
 - Institutional support
 - Administrative support by the teacher
 - Dealing with students problems
 - Career development
 - Problems faced by the teachers
 - Academic Participation
 - Contribution in institute development
- b. Management questionnaire was classified into 4 parts
- Personal details of the Director
 - Role and relations of Director with Board Members
 - Contribution of Director for institute development
 - Facilities provided by the management to the teachers

4.Results And Discussions

Planning, Managing, Reviewing and Rewarding are the four major parameters of Performance Management System. The researcher has collected data through questionnaire, discussions with Teachers, Students and Directors as well as through observations; and prepared a table after analyzing Directors, Teachers and Students questionnaire and the points are given to each parameter. To simplify the rating, standard rate for each parameter is considered as 1.00; against this all institutes are rated.

Sr.No.	Particulars	Affiliated	Autonomous	Private
I	Planning	%	%	%
1	No. of teachers full time teachers as per requirement	0.5	1	0.38
2	No. of visiting teachers	0.5	0	0.62
3	Preparation of academic calendar	0.79	1	1
4	Activities for teachers performance Improvement	0.93	0.91	1
5	Performance evaluated by superiors, peers, students	0.86	0.82	0.33
---	Average Value	0.72	0.75	0.67
II	Managing			
1	Co-curricular activities for students	0.99	0.98	0.96
2	Events organized by students	0.6	0.37	0.59
3	Facilities to teachers	0.41	0.72	0.2
4	Welfare support	0.43	0.72	0
5	Grievance mechanism	0.5	0.54	0
6	Freedom to teachers	0.64	0.91	0.8
7	Participation in FDP, Seminars, Conferences etc.	0.93	0.91	0.8
---	Average Value	0.64	0.73	0.48
III	Reviewing			
1	Student's personality improvement	0.88	0.75	0.89
2	Teachers evaluation by students	0.54	0.62	0.56
3	Placements of students	0.38	0.23	0.22
4	Performance evaluation of teachers	0.79	0.82	0.56
5	Verification of new idea brought by teacher	0.93	0.91	0.8
6	Time spend for students for guidance	0.86	0.91	0.4
7	Dealing with students problems	0.93	1	1
8	Teaching methods (traditional, modern)	57%,36%	55%, 45%	80%,20%
9	Publications	0.57	0.55	0
10	Paper presentations	0.71	0.64	0.2
11	Satisfaction with personal development of Teacher	0.79	0.91	0
---	Average Value	0.74	0.73	0.46
IV	Rewarding			
1	Promotions & increments	0.21	1	0.2
2	Non-Monetary Rewards for teacher	1	1	0.4
3	Non-Monetary Rewards for Students	1	1	0.5
4	Scholarships for students	0.5	1	0
---	Average Value	0.68	1	0.28

Table2: PMS Parameters & its' Rating

Sr.No.	Particulars	Affiliated	Autonomous	Private
1	Planning	0.72	0.75	0.67
2	Managing	0.64	0.73	0.48
3	Reviewing	0.74	0.73	0.46
4	Rewarding	0.68	1	0.28
5	Total	2.78	3.22	1.89

Table 3: Mean Score of PMS Parameters

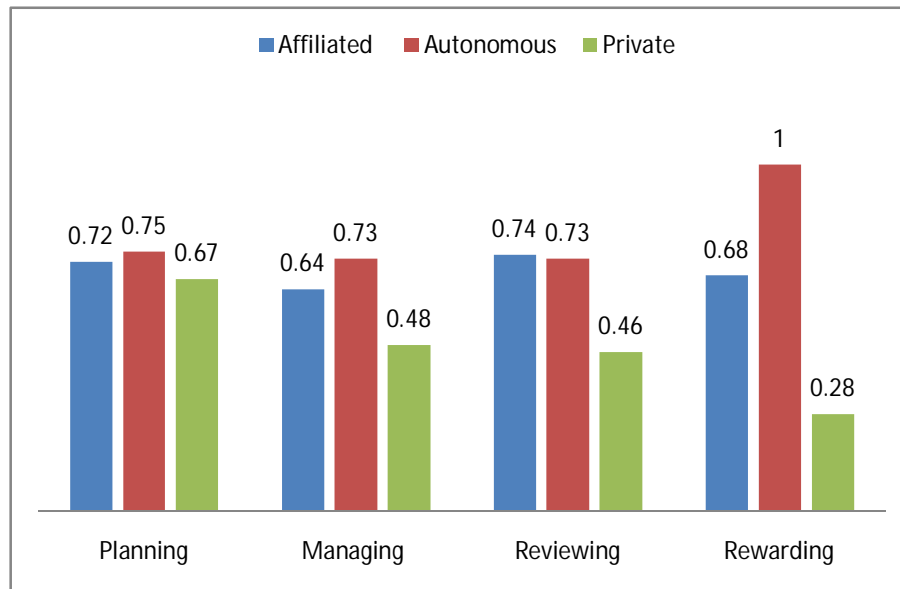


Figure 1: Mean Score of PMS Parameters

If we observe the components of present performance management system, it could be observed that,

4.1.Planning

Affiliated and Autonomous institutes are better in planning than private institute; Private institutes do not have sufficient number of full time teachers, they have more visiting teachers; in private institutes performance evaluation is not up to the mark and is not done by the students, peers and superiors.

4.2.Managing

Autonomous institute is Managed well as compared to Affiliated institutes, Private institute is lacking in various areas of Management like; facilities to the teachers. It does not have Grievance Mechanism and does not provide welfare support to the teachers.

4.3.Reviewing

Autonomous and Affiliated institutes are better in reviewing, whereas private institute is lagging behind here also. Teachers in the private institute do not have publications and the institute does not take any efforts to motivate the teachers.

4.4.Rewarding

Autonomous institute is the best in rewarding, whereas the private institute is very poor in rewarding. Affiliated and private institutes do not have good practice of giving promotions and increments to its teachers. In private institutes, as most of the teachers are working on contract basis teachers do not get increments and promotions. Non-monetary rewards for teachers and students are also not satisfactory in the private institute. It does not have scholarship facility for the students.

5.Conclusion

Planning, Managing, Reviewing and Rewarding are the four major parameters of Performance Management System, which are studied in detail in this paper.

It could be concluded that, autonomous institute has better Performance Management System than the affiliated and private institutes. Private institute is lacking in various sub parameters of Managing, Reviewing and Rewarding.

Affiliated Institutes are also lacking in some of the sub parameters of Managing and Rewarding.

From the overall scores of PMS parameters it is observed that, there is difference of 0.44 points between autonomous and affiliated institutes. There is 1.33 points difference between autonomous and private institutes.

The researcher is of the opinion that, in the light of these findings the institutes (Autonomous, Affiliated and Private institutes) should strive to motivate full time faculty for publication of papers and research articles, consultancy projects etc.; teachers could be motivated through financial ways like, incentives and non financial ways like appreciation and certification. Improved performance, this objective could be achieved by adopting the policy of career advancement for the faculty and administrative staff. These institutes should lay emphasis on research and innovation in pedagogy, which could support in better PMS.

For Better industry–institute interaction signing MOUs (Memorandum of Understanding) with industry could be an initial stage; institutes could get entry in the industry which helps the students to know the practice, students could work with industry for the research purpose; the institute can have faculty exchange program with industry; this would be an exchange of theory and practice. Faculties can conduct training programs for the development of human resources and could support the industry to resolve the problems and industry could support the institutions in designing

curriculum, sharing their experiences with the students regarding the practices followed by which will give practical exposure to the students. It will benefit the institutes and industry as well. Students will get industrial exposure; teachers could help the industry in problem solving through consultation. Such industry – institute interaction would help in streamlining the placements and bringing the industry / organization to the classroom.

As industry is one of the major stakeholders of the institutions, institutes should focus on the requirement of the industry. The institutes have to design and implement PMS for better performance of students, teachers and the administrative staff. Thus, the institutes could serve the industry in better way by strengthening the elements of PMS; Planning, Managing, Reviewing and Rewarding.

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