



RELATIONSHIP BETWEEN PERFORMANCE APPRAISAL AND ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL TEACHERS

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Abstract

Broadly speaking, the process of evaluation begins with the establishment of 'performance standard'. At the time of designing a job and formulating a job description, performance standards are usually developed for the position. These standards should be clear and not vague. Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount. Intentional actions are usually considered the prototype of all acts of will. Theoretically, a complete intentional action is conceived of as follows: its first phase is a motivation process, either a brief or a protracted vigorous struggle of motives; a second phase is an act of choice, decision, or intention, terminating this struggle; the third phase is the consummatory intentional action itself, following either immediately or after an interval short or long. The objectives of the study were to enquire the effectiveness of the Performance Appraisal System in the Schools based on the basis of gender, degree and type of school and to enquire the Achievement Motivation of the secondary school teachers based on the basis of gender, degree and type of schools. The population consists of secondary School Teachers teaching in Patna, Bihar and the sample consisted of 257 secondary school teachers. The investigator adopted survey method by using self-constructed and validated Performance Appraisal Scale and Achievement Motivation Scale. The investigator has used Mean, Standard Deviation and t-test to analyze the data. The major findings of the study show that there is a significant difference between the mean scores of secondary school teachers on the basis of gender, degree and type schools in their Performance Appraisal System and Achievement Motivation of secondary school teachers.

Keywords: performance, intentional, vigorous, terminating and performance



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I. INTRODUCTION

True education is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciation and understanding things around us. The keystone in the educational edifice is doubtless the teacher. The progress and prosperity of children on him / her depends much more than any other. Nobody can effectively take his / her place or influence children in the manner and the degree; it is possible, for him / her alone to do.

The human inclination to judge can create serious motivational, ethical and legal problems in the workplace. Without a structured appraisal system, there is little chance of ensuring that the judgments made will be lawful, fair, defensible and accurate. Performance appraisal systems began as simple methods of income justification. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Hence, Performance appraisal can be defined as a structured formal interaction between a subordinate and supervisor that usually takes the form of a periodic interview in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.

Broadly speaking, the process of evaluation begins with the establishment of 'performance standard'. At the time of designing a job and formulating a job description, performance standards are usually developed for the position. These standards should be clear and not vague. These standards should be discussed with the supervisors to find out which different factors are to be incorporated, weights and points to be given for each factor and then these then should be indicated on the Appraisal form, and later on used for appraising the performance of the employee.

Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953)

Intentional actions are usually considered the prototype of all acts of will. Theoretically, a complete intentional action is conceived of as follows: its first phase is a motivation process, either a brief or a protracted vigorous struggle of motives; a second phase is an act of choice, decision, or intention, terminating this struggle; the third phase is the consummator intentional action itself, following either immediately or after an interval short or long. (Lewin,1999)

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory. (Dweck & Elliott, 1983)

II. SIGNIFICANCE OF THE STUDY

Now-a-days progressive society wants an individual to be perfect and good citizen, which comes only by education. Education is the powerful force in bringing about desired changes

in society. Education plays an important role in the development of any nation. Hence, it is required to give top priority for the educational system which is possible through teachers, in whose hands the destiny of our coming generations is placed. Thus, teachers who are shaping our children's future should invariably possess job satisfaction along with other good qualities.

Performance appraisals in the field of education refer to the process of a supervising educator observing and evaluating the performance of a teacher. These supervising educators are usually department heads or administrative faculty--principals or vice principals. Performance appraisals are usually structured in such a way that the teacher being observed receives valuable feedback on both strengths and weaknesses in her teaching approach, allowing her to increase her effectiveness.

Performance appraisal enables the teacher to understand his strengths and weakness. The feedback provided by the Superior motivates the teacher to improve and develop himself. Positive reinforcement and Rewards further motivates the teacher to strive for more and get required recognition from his fellow teachers.

Since the teacher is being observed and monitored for weaknesses as well as supported in fixing those weaknesses teacher performance appraisal can be directly related to the increased effectiveness of teachers. If the appraisal system is approached with a degree of professionalism that is not compromised and if the teacher is supported in making the changes necessary for addressing the area of weakness, performance appraisals can significantly help schools in retaining excellent educators who strive for improvement. This, in turn, benefits the students of that school, with far-reaching ramifications for society.

III. STATEMENT OF THE PROBLEM

Relationship between Performance Appraisal and Achievement Motivation of Secondary School Teachers

IV. OPERATIONAL DEFINITIONS

Relationship : the way in which two or more people or things are connected, or the state of being connected

Performance : how well a person, machine, etc. does a piece of work or an activity

Appraisal : an act of assessing something or someone

Performance Appraisal: The process of obtaining, analyzing and recording information about the relative worth of a teacher.

Achievement: a thing done successfully with effort, skill or courage.

Motivation: an inner state of our mind that activates and directs our behavior.

Secondary: a school intermediate between elementary school and college and college usually offering general.

School: an institution for educating children.

Teacher : A person who teaches, especially in a school.

Secondary School Teacher: a person who teaches at a secondary school.

V. OBJECTIVES OF THE STUDY

1. To find whether there is a significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of their gender.
2. To find whether there is a significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of their degree.
3. To find whether there is a significant difference between in the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis type of Schools.
4. To find whether there is a significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of gender.
5. To find whether there is a significant difference between in the mean scores of secondary school teachers in their Achievement Motivation on the basis of their degree.
6. To find whether there is a significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of type of schools.

VI. TOOL USED

1. The investigator used self designed and validated performance appraisal scale to measure

effectiveness of teaching by performance appraisal system of secondary school teachers.

2. The investigator used self designed and validated achievement motivation scale to measure achievement motivation of secondary school teachers.

VII. METHOD USED

The investigators adapted survey method for the present study.

VIII. POPULATION OF THE STUDY

The population of this study consisted of all the secondary School Teachers Patna, Bihar.

IX. SAMPLE

The sample consisted of 257 secondary school teachers.

X. STATISTICAL TECHNIQUES USED

1. Mean
2. Standard Deviation
3. Critical ratio test ('t' test)

XI. DELIMITATIONS OF THE STUDY

1. The study is limited to one district i.e. Patna educational district only.
2. Sample is only 257 teachers.
3. The population is secondary school teachers.
4. The variables are performance appraisal and achievement motivation.

XII. NULL HYPOTHESES

1. There is no significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of their gender.
2. There is no significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of their degree.
3. There is no significant difference between in the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis type of Schools.
4. There is no significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of their gender.
5. There is no significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of their degree.
6. There is no significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of type of schools.

Null Hypothesis - 1

There is no significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of gender.

Table – 1

Gender	N	Mean	SD	t-value	Remarks
Male	80	97.01	12.139	3.311	S
Female	177	90.20	16.478		

(At 0.01 level of significance, the table value of ‘t’ is 2.58)

It is inferred from the **table 1** that the t-value is 3.311 which is more than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected. It means there is a significant difference between in the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of gender.

Null Hypothesis - 2

There is no significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of their degree.

Table – 2

Degree	N	Mean	SD	t-value	Remarks
Graduate	78	96.10	13.913	2.599	S
Post Graduate	179	90.68	15.984		

(At 0.01 level of significance, the table value of ‘t’ is 2.58)

It is inferred from the **table 2** that the t-value is 2.599 which is more than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected. It means there is a significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis of their degree.

Null Hypothesis - 3

There is no significant difference between in the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis type of Schools.

Table – 3

Type of School	N	Mean	SD	t-value	Remarks
Government	101	96.97	15.077	3.962	S
Private	156	89.31	15.167		

(At 0.01 level of significance, the table value of ‘t’ is 2.58)

It is inferred from the **table 3** that the t-value is 3.962 which is more than the table value 2.58 at 0.01 level of significance. Hence, the null hypothesis is rejected. It means there is a significant difference between the mean scores of secondary school teachers in their teaching by Performance Appraisal System on the basis type of Schools.

Null Hypothesis - 4

There is no significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of their gender.

Table – 4

Gender	N	Mean	SD	t-value	Remarks
Male	80	139.49	12.014	.103	NS
Female	177	139.32	12.444		

(At 0.05 level of significance, the table value of ‘t’ is 1.96)

It is inferred from the **table 4** that the t-value is 0.103 which is more than the table value 1.96 at 0.01 level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of gender.

Null Hypothesis – 5

There is a significant difference between in the mean scores of secondary school teachers in their Achievement Motivation on the basis of their degree.

Table – 5

Degree	N	Mean	SD	t-value	Remarks
Graduation	78	107.46	9.799	0.588	NS
Post Graduation	179	106.65	10.271		

(At 0.05 level of significance, the table value of ‘t’ is 1.96)

It is inferred from the **table 5** that the t-value is 0.588 which is less than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is accepted. It means there is no significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of their degree .

Null Hypothesis - 6

There is a significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of type of schools.

Table – 6

Type of School	N	Mean	SD	t-value	Remarks
Government	101	108.72	10.593	2.346	S
Private	156	105.72	9.649		

(At 0.05 level of significance, the table value of ‘t’ is 1.96)

It is inferred from the **table 6** that the t-value is 2.346 which is more than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected. It means there is a significant difference between the mean scores of secondary school teachers in their Achievement Motivation on the basis of type of schools.

CONCLUSION

From the above study it can clearly be concluded that there is a significant difference between the mean scores of scores of secondary school teachers in their level of effectiveness of the Performance Appraisal System on the basis of their gender, degree and type of school whereas that there is a significant difference between the mean scores of secondary school teachers in their achievement motivation on the basis of type of school. It is also to be noted that there is no significant difference between the mean scores of achievement motivation on the basis of gender and their degree. This could be because achievement motivation typically refers to the level of one’s motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. And every individual wants to excel and gain recognition in the society.

Performance appraisal enables the teacher to understand his strengths and weakness. The feedback provided by the Superior motivates the teacher to improve and develop himself. Positive reinforcement and Rewards further motivates the teacher to strive for more and get required recognition from his fellow teachers.

Based on the above conclusions, the researchers propose some recommendations. First, the schools, in this case, the secondary schools in Patna need to pay attention to the importance of teachers. Therefore, education can run effectively with the high-quality. Second, to improve education in schools, every teacher should be able to realize the quality of education. Third, the value of local knowledge should be used as education and teaching as the value of the noble dedication. It should be a local wisdom for life by making the role of the teacher in a professional role in enhancing the contribution of teachers as an unsung hero in the world of

education. Fourth, the future research is needed to be a scientific study that can be compared with some research that is relevant and specific to the studied variables.

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