

A STUDY OF PERFORMANCE MANAGEMENT TECHNIQUES AND ITS IMPACT ON TEACHING PROFESSION WITH REFERENCE TO CITY OF THANE COLLEGE

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Abstract:

This comprehensive study aims to investigate the prevailing performance techniques in the teaching Profession, analyze their impact on enhancing teaching quality and student's outcome, and propose measures for improving overall teaching performance. The main priority focus of the study is to assess the effectiveness of these techniques in fostering an enriched learning environment. The performance techniques but also identified areas where improvement is needed. A special attention is given to the role of technology, pedagogical innovation, and professional development in shaping effective teaching practices. The current educational system clarifies teaching goals and by attracting and retaining the most productive teachers.

These measures include ongoing teacher training programs, mentorship initiative, and the integration of modern technologies to adopt the evolving educational needs. The proposed measures serve as a roadmap for fostering a culture of continuous improvement, ensuring the teaching profession. This allows for a nuanced understanding of the application and consequences of the teaching in a real- world setting. The main priority to explore these techniques is devoted to teacher effectiveness, job satisfaction, and overall educational excellence in college. Professional development opportunities and goals – setting foster a culture of growth and excellence, ultimately enhancing the overall learning experience for students. By examining the approaches, they contribute to teacher development and students' success. Understanding these techniques are perceived and experienced by teachers provides valuable insights into their effectiveness and potential areas of improvement. The role of feedback mechanisms within the performance management framework. Effective communication channels between administration and teachers are vital for fostering a supportive and collaborative teaching environment. Endorsement of enhancing performance management strategies, ultimately fostering an environment conducive to effective teaching and positive student's outcomes.

Keywords - *Technique, Teaching Profession, Student Outcomes, Performance Development*

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Introduction:

Performance management techniques play a pivotal role in shaping the landscape of the teaching profession, influencing not only individual educator effectiveness but also the broader educational outcomes of students, as educational systems strive for continuous improvement and accountability, the implementation of effective performance strategies becomes imperative. These techniques encompass a range of practices, from goal –setting and feedback mechanisms to professional development opportunities and assessment frameworks.

In the context of teaching, where the quality of instruction directly impacts students learning and development, the efficacy of performance management techniques bears significant consequences. This introduction sets the stage for exploring the multifaceted impact of performance management techniques on the teaching profession,

examining both their potential benefits and challenges within educational

Literature Review

(Shaheen, 2015) Because of this, it is assumed that a teacher with a supportive and upbeat attitude towards his or her job will produce the right kind of students, while a teacher with a negative outlook, regardless of his or her level of subject expertise professional training, may have a negative impact on a student's performance.

(Dylan, 2010, Gunes, 2007, Kilmen & Demirtasil, 2009) The quality of teaching totally depends upon the teacher's attitudes and his sincerity with the profession. It requires various measuring tools to be used for teaching. It enables the teacher to make his effort more comprehensive and deliberately successful.

(Cousins, 1995) The individual teacher characteristics which influence the teacher performance appraisal process are the desire for constructive feedback growth objectives and experience knowledge of self.

(Duke, 1990) Support this finding in that he suggests that the teacher's involvement in the professional growth process is one of the keys of success. He states it is a process in which teacher's must play an active role.

(Duke, 1993) Further suggests that renewing approaches to teacher evaluation may remove some of the barriers to teacher professional growth.

Research Methodology:

For primary data collection on the impact of performance management techniques on the teaching profession, a mixed - method approach would be beneficial. This could involve conducting surveys or questionnaires with teacher's to gather their perspectives on how performance management affects their work. Secondary data collection for these research topics would involve a thorough review of existing literature, academic studies, reports and policy documents related to performance management in education and its impact on the teaching profession.

The methodology adopted for the study is mixed approach that is primary and secondary data. Sample size used for the study is 31. Convenience sampling is adopted to get response. Questionnaire is used for capturing data

Source of Data:

1. Primary data - close ended questionnaire based on five point likert scale.
2. Secondary data - Research papers. Peer reviewed articles, different books and internet content.

Tool of Data Collection: Questionnaire

Sample size - 31

Sample Design -Descriptive

Objective:

- To study prevailing performance techniques in teaching profession.
- To study the impact of such techniques on improving, teaching quality and students outcome.
- To suggest measures to improve the performance of teaching profession.
- To draw the conclusion.

Hypotheses of the Study :

H0 - There is no significance relationship between techniques on improving, teaching quality and students outcome.

H1 – There is significance relationship between techniques on improving, teaching quality and students outcome.

Significance of the Study:

- Performance management in the teaching profession involves setting clear performance goals, embracing a multi-faceted approach, leveraging technology, fostering a growth mindset, and continuous iteration.
- It aims to enhance student engagement, improve teacher-student’s relationship and support continuous professional development.
- By focusing on holistic development and utilizing tools like digital portfolios and real time feedback, performance and real time feedback, performance management can create a culture of growth and improvement in education.
- It shifts the focus from traditional evaluations to a more comprehensive system that supports both individual teacher development and students success.

Analysis data and Data Interpretation:

Fig. 4.1
Correlations

		What is the main objective in assessing teaching techniques?	In proposing measures, what is the primary focus for enhancing teaching profession?
What is the main objective in assessing teaching techniques?	Pearson Correlation	1.000	.826
	Sig. (2-tailed)		.000
	N	14	14
In proposing measures, what is the primary focus for enhancing teaching profession?	Pearson Correlation	.826	1.000
	Sig. (2-tailed)	.000	
	N	14	14

Source: Primary Data

The main objective in assessing teaching techniques is to understand the relationship between teaching practices and student outcomes. The table shows a Pearson correlation of 0.826 between the two variables, indicating a strong positive relationship. This means that as teaching techniques improve, student outcomes also tend to improve.

In proposing measures to enhance the teaching profession, the primary focus is on the primary objective of assessing teaching techniques. The table shows a Pearson correlation of 0.826 between the two variables, indicating a strong positive relationship. This means that measures that improve teaching techniques are likely to enhance the teaching profession.

In summary, the main objective in assessing teaching techniques is to understand the relationship between teaching practices and student outcomes, and the primary focus in proposing measures to enhance the teaching profession is to improve teaching techniques. The correlation of 0.826 between the two variables indicates a strong positive relationship, suggesting that measures that improve teaching techniques are likely to enhance the teaching profession.

Fig.4.2

Correlations

		Years of Experience	What suggestion to be taken to improve teaching performance
Years of Experience	Pearson Correlation	1.000	.513
	Sig. (2-tailed)		.061
	N	14	14
What suggestion to be taken to improve teaching performance?	Pearson Correlation	.513	1.000
	Sig. (2-tailed)	.061	
	N	14	14

Source:- Primary Data

The table provided in the question shows the correlation between years of experience and suggestions to improve teaching performance. The Pearson correlation coefficient between the two variables is 0.513, indicating a moderate positive correlation. This means that teachers with more years of experience are more likely to receive suggestions to improve their teaching performance. However, the significance level of this correlation is 0.061, which is greater than the typical threshold of 0.05, indicating that the correlation is not statistically significant at the 95% confidence level. Therefore, while there is a moderate positive correlation between years of experience and suggestions to improve teaching performance, this correlation is not strong enough to be considered statistically significant.

Correlation analysis is a statistical method used to measure the strength and direction of the relationship between two or more variables. It is a widely used technique in various fields, including finance, healthcare, and education, to understand the relationships between variables and make informed decisions. Correlation analysis

can be applied to different types of data, including numerical, categorical, and ordinal data, and can be used to identify patterns and trends in the data.

Interpretation:

1. Years of Experiences

The Table shows the proportion of teachers in each category relative to the total number of teachers. The data shows that 11.8% of teachers have 0-2 years of experience, 17.6% have 3-5 years, 23.5% have 6-10 years, 29.4% have 11-15 years, and 17.6% have 16+ years of experience.

In summary, the provided data shows the distribution of years of experience among a group of teachers, with the largest group having 11-15 years of experience. The data suggests that the majority of teachers in this group have more than 5 years of experience, which is consistent with research findings. However, the data also suggests that there is a relatively small number of teachers with less than 3 years of experience, which may be a concern for teacher retention and recruitment.

2. What is the main objective in assessing teaching techniques?

The data provided indicates that 80% of the respondents prioritize upgrading college facilities as a key focus area for enhancing teacher satisfaction. This high percentage suggests that there is a strong belief among the respondents that improving the physical environment and resources within the college can significantly impact teacher satisfaction. On the other hand, 13.3% of the respondents prioritize enhancing teacher satisfaction, indicating that a smaller proportion of individuals consider this aspect crucial for overall improvement. Furthermore, the data shows that only 6.7% of the respondents prioritize strengthening community relationships as a key area for improvement. This lower percentage suggests that community relationships may not be perceived as a top priority in the context of enhancing teacher satisfaction and improving student learning within the college setting.

3. What measure is most likely to contribute to improved teaching quality?

The main objective in assessing teaching techniques is to improve students' learning, with 80% of respondents indicating this as their top priority. This is consistent with research that suggests that effective teaching practices are strongly associated with student learning outcomes to improve teaching quality, enhancing professional development is the most likely measure, with 75% of respondents indicating this as their top choice. Professional development can include a range of activities, such as workshops, coaching, mentoring, and peer observation that help teachers improve their knowledge, skills, and practices. Research suggests that professional development can have a positive impact on teaching quality and student learning outcomes

4. In proposing measures, what is the primary focus for enhancing teaching profession?

The Table shows that measure of primary focus on 75% teacher training programs and 18.8% student's disciplines and 6.3% administration policies. In summary, enhancing teacher training programs is the primary focus for enhancing the teaching profession, as it can improve teaching quality, student learning outcomes, and teacher satisfaction. Effective teacher professional development programs should be comprehensive,

evidence-based, and aligned with the needs of teachers and students. Continuous learning is also essential for teachers to maintain and improve their efficiency and avoid burnout..

Findings:

The findings of performance management techniques and their impact on the teaching profession reveals a complex landscape with varying perspectives. Performance management in education aims to ensure that teachers contribute to students' learning and college performance targets while meeting professional standards. It involves setting clear goals, providing regular feedback, and fostering a culture of continuous improvement. However, there are contrasting views on performance management. Some see it as a means of control and surveillance over teachers, emphasizing the need for a more holistic approach beyond test scores to create lifelong learners. Effective performance management should empower teachers, encourage growth mindset, leverage technology, and consider individual and college-wide goals to enhance teaching quality and students outcomes.

The impact of performance management on the teaching profession is multifaceted, influencing how teachers perceive their work, the level of accountability, the focus on continuous improvement, and the need for a supportive and developmental environment.

Conclusion:

The study of performance management techniques and their impact on the teaching profession reveals crucial insights. Firstly, it is evident that effective performance management in education is essential for enhancing student outcomes and fostering a conducive learning environment. The emphasis on continuous improvement, personalized feedback and professional development for professional development for educators is paramount in ensuring the success of students. Moreover, the use of technology to streamline performance management processes and the incorporation of a growth mindset among teachers are key factors in driving positive change in educational

Recommendation and Suggestion:

In a study focusing on performance management and its impact on the teaching profession, several recommendations and suggestions emerge to enhance teaching techniques. Firstly, it is crucial to establish a robust performance management system that aligns with the educational goals and vision, setting clear and measurable objectives for teachers. Utilizing measures and metrics that reflect these goals is essential for tracking progress effectively. Technology should be leveraged to streamline performance management processes, empower teachers through digital tools, and provide real-time feedback mechanisms. Encouraging a growth mindset among educators, where continuous learning and improvement are valued, can significantly impact teaching quality. Regular feedback, coupled with opportunities for professional development, should be integrated into the system to support teachers in enhancing their skills and practices. Involving all stakeholders, including teachers, students, parents, and administrators, in the performance management process through a 360-degree feedback approach can provide a holistic view of teaching effectiveness. Embracing a multi-faceted approach that considers various aspects of teaching performance beyond traditional metrics like test scores can

lead to a more comprehensive evaluation. Lastly, adopting a continuous improvement mindset throughout the system, with a focus on collaboration, communication, and modeling of best practices, can drive ongoing enhancements in teaching techniques and overall educational outcomes

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