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RELATIONSHIP BETWEEN HUMAN RESOURCE DEVELOPMENT CLIMATE AND PERFORMANCE APPRAISAL OF PRIMARY SCHOOL TEACHERS OF CHITRADURGA DISTRICT

Sudha R. V.



ABSTRACT:

The purpose of the present study was to know the relationship between human resource development climate and performance appraisal of primary schools teachers from Chitradurga district. A total number of 100 teachers were selected for the sample to collect the data by using random sampling technique. Human resource development climate questionnaire and performance appraisal effectiveness scale developed by Rao and Abraham(1990) were administered. Simple correlation technique was adopted to interpretation of the data to know the relationship between independent and dependent variables. The finding of the present study is there is a positive and significant relationship between human resource development climate and performance appraisal of male and female teachers, rural and urban teachers, government and private school teacher, and arts and science background teachers.

KEYWORDS: human resource development climate and performance appraisal, urban teachers.

INTRODUCTION

The emerging trend in modern educational management is clearly towards the adoption of human resource philosophy. With the effective utilization of this approach, organizations benefit from two significant payoffs: increased organizational effectiveness and bona-fide satisfaction of individual employee's needs. Rather than viewing the achievement of the organizational and human needs and of the employees needs as separate and exclusive events, supporters of the human resource philosophy contend that these needs are mutual and compatible. One need not be gained at the expense of the other.

'Human Resource' is a relatively new concept in the field of management and organization. The term, signifying humanistic approach in solving social problems, became popular during the early 1970's and showed that managing people as resources rather than factors of production or simply as human beings with feelings and emotions could result in benefiting richly both the organization and its employees. A number of principles have been evolved to provide the base for a human resource approach.

Human resource development has been a concern not only of national bodies but also of international organizations. Teacher quality plays a vital role in ensuring optimum human resource development. The paper highlights the various endeavours made by the Central and State governments to augment the quality of education, teacher preparation and professional development of teachers. It suggests the employment of a number of strategies to address the issue in the field of school education in general and teacher education in particular. (World Bank 1994)

Performance appraisal is a process of determining how well a worker is performing his job. It provides a

mechanism for identification of merit and deficiencies observed in an employee in relation to his job performance. The object of appraisal is to determine the present state of efficiency of a worker in order to establish the actual need for training. The process of performance appraisal consists of:

- (a) setting standards for performance
- (b) communicating the standard to the employees, measuring the performance, comprising the actual performance with the standard set.

OBJECTIVES

The following objectives were framed for the present study

1. To investigation the relationship between human resource development climate and performance appraisal of male teachers.
2. To investigation the relationship between human resource development climate and performance appraisal of female teachers.
3. To investigation the relationship between human resource development climate and performance appraisal of rural teachers.
4. To investigation the relationship between human resource development climate and performance appraisal of urban teachers.
5. To investigation the relationship between human resource development climate and performance appraisal of teachers working in government schools.
6. To investigation the relationship between human resource development climate and performance appraisal of teachers working in private schools.
7. To investigation the relationship between human resource development climate and performance appraisal of arts teachers.
8. To investigation the relationship between human resource development climate and performance appraisal of science teachers.

HYPOTHESES

The following null hypotheses were set up for the present study

1. There is no relationship between human resource development climate and performance appraisal of male teachers.
2. There is no relationship between human resource development climate and performance appraisal of female teachers.
3. There is no relationship between human resource development climate and performance appraisal of rural teachers.
4. There is no relationship between human resource development climate and performance appraisal of urban teachers.
5. There is no relationship between human resource development climate and performance appraisal of teachers working in government schools.
6. There is no relationship between human resource development climate and performance appraisal of teachers working in private schools.
7. There is no relationship between human resource development climate performance appraisals of arts teachers.
8. There is no relationship between human resource development climate and performance appraisal of science teachers.

METHOD USED

For the present study normative survey method was adopted which is capable of rendering important service, as it determines the present trends and helps to solve current problems in practical way. It can suggest course of future developments and contribute to the advancement of knowledge.

Sample

It represents a total sample of 100 primary school teachers were selected using random sampling technique.

Tools

The following tools were used to collect the data from primary school teachers of Chitradurga district

1. Human resource development climate questionnaire by Rao and Abraham and
2. Performance appraisal effectiveness questionnaire developed by Rao and Abraham(1990)

Data collection

To collect the necessary data for the study printed copies of human resource development climate questionnaire and performance appraisal effectiveness questionnaire respectively. Two scales were administered to different primary school teachers in order to collect the data for finding the relationship of human resource development climate and performance appraisal of teachers from Chitradurga district.

Statistical Analysis

In pursuance of the objectives of the study as well as to test the hypotheses the correlation statistical technique was adopted.

Table–1. Correlation of Mean, SD and ‘t’ Value between human resource development climate and Performance appraisal of Male Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Human resource development climate	172.2500	14.6110	0.4850	4.6862	<0.05	S
Performance appraisal	317.5600	30.1301				
Correlation between human resource development climate and Performance appraisal of Female Teachers						
Human resource development climate	275.1000	12.0835	0.3453	0.4468	0.05	S
Performance appraisal	331.5400	31.5835				

The obtained ‘t’ value is greater than the tabled value at 0.01 level of significance (r=0.4850, t= 4.6862). This shows that there is a positive and significant relationship between human resource development climate and performance appraisal of male teachers. Obtained ‘t’ value is greater than the tabled value at 0.05 level of significance (r=0.3453, t= 0.4468]. It shows that there is a positive and significant relationship between human resource development climate and performance appraisal of female teachers.

Table–2. Correlation of Mean, SD and ‘t’ Value between human resource development climate and Performance appraisal of Rural Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Human resource development climate	172.8529	17.3067	0.6432	4.7869	<0.05	S
Performance appraisal	313.5000	29.0394				
Correlation of Mean, SD and ‘t’ Value between human resource development climate and Performance appraisal of Urban Teachers						
Human resource development climate	171.9394	13.1452	- 0.3090	2.5980	<0.05	S
Performance appraisal	329.6515	30.6837				

The obtained ‘t’ value is greater than the tabled value at 0.01 level of significance ($r = 0.6432$, $t = 4.7869$). This shows that there is a positive and significant relationship between human resource development climate and performance appraisal rural teachers. That the obtained ‘t’ value is greater than the tabled value at 0.05 level of significance ($r = - 0.3090$, $t = 2.5980$). This shows that there is a positive and significant relationship between human resource development climate and performance appraisal of urban teachers.

Table–3. Correlation of Mean, SD and ‘t’ Value between human resource development climate and Performance appraisal of Government School Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Human resource development climate	165.8529	17.3067	0.6454	4.7818	<0.05	S
Performance appraisal	303.5000	20.0394				
Correlation of Mean, SD and ‘t’ Value between human resource development climate and Performance appraisal of Private School Teachers						
Human resource development climate	171.9394	13.1452	0.3190	2.5991	<0.05	S
Performance appraisal	319.6515	30.6837				

The obtained ‘t’ value is greater than the tabled value at 0.05 level of significance ($r = 0.6454$, $t = 4.7818$).

This shows that there is a positive and significant relationship between human resource development climate and performance appraisal of government school teachers. The obtained 't' value is greater than the tabled value at 0.05 level of significance (r= 0.3190, t= 2.5991). This shows that there is a positive and significant relationship between human resource development climate and performance appraisal of private school teachers.

Table-4. Correlation of Mean, SD and 't' Value between human resource development climate and Performance appraisal of Arts Teachers

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Human resource development climate	271.9393	13.1362	0.4089	2.5871	<0.05	S
Performance appraisal	219.6514	40.6836				
Correlation of Mean, SD and 't' Value between human resource development climate and Performance appraisal of Science Teachers						
Human resource development climate	261.7801	25.8328	0.3782	2.8135	<0.05	S
Performance appraisal	326.3510	33.4965				

S=Significant at 0.05 level

The obtained 't' value is greater than the tabled value at 0.05 level of significance (r= 0.4089, t= 2.5871). This shows that there is a positive and significant relationship between human resource development climate and performance appraisal of arts teachers. The obtained 't' value is greater than the tabled value at 0.05 level of significance (r= 0.3782, t= 2.8135). This shows that there is a positive and significant relationship between human resource development climate and performance appraisal of science teachers.

RESULTS OF TABLES 1-4

1. There is a positive and significant relationship between human resource development climate and performance appraisal of male and female teachers. Better the perception of human resource development climate and favourable the performance appraisal of teachers.
2. There is a positive and significant relationship between human resource development climate and performance appraisal of rural and urban teachers. Better the perception of human resource development climate and favourable the performance appraisal of teachers.
3. There is a positive and significant relationship between human resource development climate and performance appraisal of government and private school teachers. Better the perception of human resource development climate and favourable the performance appraisal of teachers.

4. There is a positive and significant relationship between human resource development climate and performance appraisal of arts and science background teachers. Better the perception of human resource development climate and favourable the performance appraisal of teachers.

DISCUSSION AND CONCLUSION

T.N. (1988) studied the human resource development climate among teachers of primary schools found that teachers they have better performance appraisal and closely related with the concept of human resource development. Rama Mohan Babu, V. (1992) studied the human resource development climate performance appraisal human resource development and perception of organizational climate of teachers of primary and secondary schools having better perception of human resource development climate, found that Considering overall of the teachers were human resource development climate. On the basis of the results obtained in the present study the following conclusions were drawn. Male and female, urban and rural, government and private and arts and science primary school teachers found significant and positive correlation in respect of their human resource development and performance appraisal.

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