

Faculties' Attitude toward Performance Evaluation and Its' Relationship with Job Motivation: 2018

Dr. Yousef Mehdipour

Assistant Professor, Head of Health Information Technology Department, Zahedan University of Medical Sciences, Zahedan, Iran.

ABSTRACT

Introduction: Human factor productivity depends on their health, motivation, morale and commitment. Therefore, the recognition of effective factors can be helpful in increasing job satisfaction of faculties and in motivating them to promote educational and research goals. The overall goal of this research was to investigate the attitude of faculties of Zahedan University of Medical Sciences (ZAUMS) toward their performance evaluation and its relation with job motivation.

Materials and Methods: The present study was a descriptive cross-sectional study. The statistical population were all faculty members of ZAUMS in the academic year 2017-2018 (336 people). Sample of study, based on Morgan table, was 200 faculties that selected as simple random sampling method. Data has been collected by applying the standard questionnaire. Questionnaire has been adopted from the papers of Abdi and Baba Safari's (2011). The content validity of the questionnaire was confirmed by five professors. The reliability of questionnaire confirmed by test-retest method and Cronbach's alpha test (0.79). After data gathering, data analyzed using descriptive statistics and SPSS ver.16 software. Finally, the findings were presented in the form of statistical charts and tables.

Results: In general, most of the faculties had a positive attitude about faculty performance evaluation (FPE) and job motivation. Pearson correlation coefficient showed that there is a significant relationship between faculty performance evaluation and job motivation among ZAUMS faculties.

Conclusion: If performance evaluation carry on according to the defined standards for each organization and far from the relationships, it leads to improved performance and increased job motivation.

KEYWORDS: Faculty; Job Motivation; Performance Evaluation; University.

Date of Submission: 20-02-2019

Date of acceptance: 08-03-2019

I. INTRODUCTION:

The work and duty of universities is a committed, expert, and educated manpower. Human resource surveys show that advanced societies each year, use a large part of their budget and income for training of human resources, To achieve a higher level of growth through changes in the educational system (1,2). However, the best practice for reforming and developing education, if there is no experienced and motivated faculties, will fail (2,3). Therefore, recognizing needs, motivations are not only necessary, but also it is essential to adopt proper policies of appropriate strategies and effective programs (4,5).

Faculties' performance is the major issue in a university. From the students' perspective, the role of the university professor is to guide and perform the teaching process. Aside from this, the students consider that a very important dimension in the performance appraisal of faculty members is availability for students. From the faculty's perspective, their role should be split between teaching, researching and administration inside the university.

Performance evaluation, which is a formal organizational process based on objective goals or mental elements, is a comparison between exist performance and expected performance by comparing the exist status with the optimal situation with the ideal based on predetermined indicators that themselves have certain characteristics(6, 7),and it is a systematic feedback about the performance of employees in order to strengthen and maximize their potential (7,8). Performance appraisal is "comparing the employee's present and past performance to his/her performance standards". Grubb(2007) says performance appraisal is a procedure to evaluate how individual personnel are performing and how they can improve their performance and contribute to overall organizational performance. The different techniques are used for performance appraisal that is can be divided as Traditional (by boss or supervisor) and non-traditional form (assessment center) (10).

The attitude of employees towards their jobs is related to satisfaction, efficiency and effectiveness in work. (10-12). Evaluation of its performance and its relation with job motivation lead to improving performance, recognizing educational needs, providing the basis for rewards and incentives, directing faculties

and helping them to make their performance acceptable, and also lead to Maintaining their position and base in the organization, enhancing effectiveness, productivity, increasing the quality of services, and responding to performance (13).

In the mid twentieth century the foremost significant motivational theories came up, namely Maslow's hierarchy of needs (1943), Herzberg's two-factor theory (1959) and Vroom's expectancy theory (1964). Those researches centered on motivation in general and employee motivation more particularly. In the preceding years different definitions of motivation were defined, eg. Herzberg (1959) defined employee motivation as performing a work related action because you want to.

Abdi et al. (2011) study showed that the results of the evaluation of the performance of most respondents (64%) were somewhat positive and their job motivation was lower for most of them (58%). In general, there is a significant relationship between performance improvement and job motivation (14). Jodat et al. (2013) showed that given the job motivation and the importance of the motivational factors, are suggested for managers to pay more attention to factors such as appreciation and economic problems and working conditions (15). Bahadori et al. (2012) also showed that the organization with the more attention to staff problems and pay-based performance can provide a safety work environment for better employee performance (16).

Streicher et al. (2012) emphasized that performance evaluations that are based on specific policies, not only for evaluations, It may lead to the notion that the rules of justice have not been observed (17, 18). Chen et al. (2010) expressed that when employees feel that they are treated unfairly in evaluations, change their attitudes in the short term and may stop working in the long term (19). Grand and Sliwka (2010) showed that the main goal of many of managers for performance evaluation rather than a real picture of employee performance, is achieving to specific results such as gaining a base or personal position, to maintain a friendly working space, or encouraging employees (20). In general, there are three purpose for evaluating the performance, in administrative goals to determining salaries, in information goals to inform employees from their status and in motivational goals as motivational tools (21, 22).

Faculty Performance Evaluation (FPE) in ZAUMS is accomplished in the end of every semester. A number of countries have a relatively weak evaluation structure and do not benefit from evaluations and teacher appraisal and feedback. For example, one-third or more of teachers work in schools in Austria (35%), Ireland (39%) and Portugal (33%) that had no evaluation in the previous five years. In addition, 13% of teachers did not receive any appraisal or feedback (22, 23). This research can be important in creating an effective workforce, stimulating employees' motivation to carry out their tasks and responsibilities, promoting employees, delegating responsibility, training employees, increasing salaries based on the results of evaluation, and avoiding waste of resources. So, this research aimed to measure the attitudes of ZAUMS faculties about how to evaluate performance and its relation with job motivation. I hope that the results of this research will be used by faculty members and officials.

II. MATERIAL AND METHODS:

The present study was a descriptive cross-sectional study. The three variables include performance improvement, recognition of educational needs, and rewards as performance measurement dimensions were examined. The statistical population were all faculty members of ZAUMS in the academic year 2017-2018 (336 people). Sample of study, based on Morgan table, was 200 faculties that selected as simple random sampling method. For selecting the above mention population researcher used simple random sampling techniques which provide every item of population same and known chances of being nominated. Data has been collected by applying the standard questionnaire. Questionnaire has been adopted from the papers of Abdi and Baba Safari's (2011) (14). In questionnaire general questions are about gender, age, employment status, and education level. For answers used Likert scale of fifth continuum from 1 to 5. 1= strongly agree, 2=agree, 3= uncertain, 4=disagree and 5= strongly disagree in this questionnaire. The questionnaire consists of 75 questions. The content validity of the questionnaire was confirmed by five professors. The reliability of questionnaire confirmed by test-retest method and Cronbach's alpha test (0.79). Since some of the questionnaires may not be completed or incompletely and may not be used in data gathering, accordingly, the researcher distributed 230 questionnaires among faculty members of ZAUMS in a simple random sampling. After data gathering, data analyzed using descriptive statistics and SPSS ver.16 software. Finally, the findings were presented in the form of statistical charts and tables. Regarding the fact that researcher was working in ZAUMS, research was carried out without any limitations.

III. RESULTS:

- Based on research findings, in this study, 61.7% of faculties were male and 38.3% were female. 56.7% had PhD and above degrees and 43.3% had master's degrees, and the highest age group was between 30 and 39 (35%).

- The findings of this research in relation to job motivation showed that two important factors include the ability to act in assigned tasks (73%) and the availability of sufficient opportunities for the development of talent (80%) are lead to an increase in job motivation.
- Only 32% of faculties disagreed with enhancing their competencies, abilities and skills with Job motivation.
- Only 32% of faculties disagreed with performance evaluation Exercise more accurately.
- 71% of faculties agreed that faculty performance evaluation (FPE) led to feedback on their work.
- Results showed that in general, 65% of faculties believe that factors such as work autonomy, organizational climate, development and occupational enrichment, facilities, etc., are highly effective in job motivation.
- Most faculties expressed that there is not rewards or recognition for their efforts (85%). Majority of faculties reported that, in ZAUMS, the most effective faculties do not receive the most recognition.
- Majority of faculties opined that the FPE process should focus on accuracy of the evaluation, and their role should be split between teaching, researching and administration inside the university (92%).
- The results show that only 30% of faculty members have a positive opinion about the current performance evaluation of ZAUMS. And most of the professors stated that there was a need to review and make some changes to the FPE way and process. But in general, they agreed with the regular implementation of the FPE and had a positive opinion (By providing feedback).
- Finally, Results presented that there is a positive relationship between FPE and faculties' performance; and job motivation as a moderator positively affected the relationship between FPE and faculties' performance.

IV. DISCUSSION AND CONCLUSION:

Evaluation is a process for collecting information, in order to determine which goals have been achieved. The results of the present study indicate that most of the faculties have a positive opinion about performance evaluation. while, The results of a Zakari study (2017) showed that staff were reluctant to evaluate performance because they feel that the evaluation is quite formal and does not have a positive effect on them (24).

The staff's view of value depends on the type of work in the workplace. the results of the present study indicated that the rate of job motivation is very high due to job characteristics, which is inline with the study of Ovisipour (25).

The results showed that factors such as appropriate organizational climate, opportunity for job promotion, and salary are very much related to the level of job motivation, these results are in line with results of Ahmadi's research(2).

In this study, two components includes individual characteristics and autonomy are the first priorities in increasing job motivation/incentives, but in the study of Bahadori et al. (2013) organizational climate and salary were the first priorities for increasing job motivation (16).

Regarding the results of this research, it is suggested that the Universities determine the priorities and the minimum goals in key areas such as scientific publication, teaching and community service at the beginning of the academic year and the head of the department discusses the results of the evaluation with the faculty member in order to disclose the shortcomings in the performance and seek to overcome them in the future (annually).

After evaluating the performance of faculties, it is suggested that for faculties who perform well, some specific incentives such as a change in salary; a financial bonus or another kind of monetary reward; opportunities for professional development; and changes in work responsibilities should be considered.

Regarding the results of this research, it is also suggested that research into the factors affecting the teachers' job motivation, use of other motivational theories, and pay more attention to individual differences in performance evaluation, and also comparing job motivation and enhance Performance of professors with other occupations.

ACKNOWLEDGMENTS:

I would like to express my gratitude and appreciation to all the faculties of the Zahedan University of Medical Sciences who have helped me in this research.

REFERENCES:

- [1]. Mostafae MA. (1998). study of exciting student-teacher. Management journal in education; Vol. 5, Issue 1.
- [2]. Ahmadi GR., Sjadi Z. (2001). Study factors effective on the job exciting teachers from the viewpoints students. Journal Isfahan knowledge and search, Summer; Vol. 8, p 55-68
- [3]. Pyaze Z. (1997). Psychology knowledge education. Version AM. Tehran: Propagate college Tehran;
- [4]. Foroughi F, Kharrazi H, Iranfar S, Rezaei M. (2008). Job satisfaction and its affecting factors from the viewpoints of Faculty members of Kermanshah. Uni of Med Sci., Iranian J Med Edu, 7(2): p 335-341.
- [5]. Malekshahi F, Farhadi A, Amini F. (2010). Study Satisfaction of Professors from Lorestan University of Medical Sciences. Journal of scientific research, Lorestan university of Medical Sciences, spring ; 12(1)

- [6]. Giangreco A, Carugati A, Sebastiano A, Al Tamimi H. (2012). War outside, ceasefire: Ananalysis of the performance appraisal system of a public hospital in a zone of conflict. *Evaluation and Program Planning journal*; Vol. 35: p 161-170.
- [7]. Nikpayma N, Aued saeidi J, Azargasht A, Alavi majed H. (2013). Performance evaluation of Nurses . administrator shipgradation healthy; winter;3(1): p 74-83.
- [8]. Akbari Haghighi F, Zeraati H, Karimi S, Arab M, Akbari Mousaabadi M. (2011). The role of training managers and decision making network in evaluating the new appraisal system of government employee in Isfahan hospitals. *Health Information Management,8 (5): 681-689.*
- [9]. Fletcher C.E. (2001). Hospital RNs Job Satisfaction And dissatisfactions. *Journal of Nursing administration 2001*; 31(6),pp: 324-31.
- [10]. Grubb, T. (2007). Performance Appraisal Reappraised: It's Not All Positive. *Journal of Human Resource Education, Vol. 1,(No. 1): 1-22.*
- [11]. Stifen P, Rubins. (1999). *Administration behaviour human*. Translation Parsaeian A, Arabi M. nd1. ChaharMahal Bakhtiari: bookresearchcultural;1999 : 296
- [12]. Kazemiyan A, Noriyan K, Parvin N. (2005). Survey the relationship between job satisfaction and job performance of nurses in ChaharMahal Bakhtiari. *articlelettercollegenursingandmidwiferyGilan,2005 winter ;15(54):39-44.*
- [13]. Taghavi T., Parsayekta Z., Karimnejad A., Mazahery A. (2006). consequence evaluation performance relational motivation from viewpoints nursing .*journal of collegenursingandmidwifery,Tehran Universityof Medical Sciences, winter;12(4): p 39-45*
- [14]. Abdi MR., Abasi Z., Faragi M., Danesh P., Allijanizadeh H., Akbarzade B., (2012). Determination consequence evaluation performance relational to motivation from viewpoints nursing in surgery ward. *Clinicaland continuous quality improvement. 2012.*
- [15]. Jodat S, Farajzadeh Z, Saadatjoo S.AR. (2014). A study of job motivation of nurses working in Valiasr Hospital of Birjand. *Modern Care, Scientific Quarterly of Birjand Nursing and Midwifery Facul; 2014 winter; 10 (4):296-304*
- [16]. Bahadori M., Babaei M., Mehrabian F., (2013). Prioritization Factors Influencing Job Motivation inEmployees of a Military Center Using Analysis Hierarchy Process (AHP). *Iranian Journal of Military Medicine;Winter;14(4): 236-243*
- [17]. Streicher B., Jonas E., Maier G. W., FreyD. (2013). Procedural justice andinnovation: Does procedural justice foster innovative behavior?.*Psychology3(12):1100-1103.*
- [18]. Golparvar M., Javadian Z. (2014). Designationintermediate satisfactionjob valuate connectionpolicy motivation and punitive evaluationperformanceTurkish service in education. *Journal of national new cultural; 2014 Winter;9(4).*
- [19]. Chein M.S., LawlerJ.S., UenJ.F., (2010). Performance-based pay, procedural justice and job performance for R&D professionals: evidence from the Taiwanese high-tech sector. *The International Journal of Human ResourceManagement;2010; 21(12): 2234-2248.*
- [20]. Sliwka D. Grund C., (2007). Individual and job-based determinants ofperformance appraisal: Evidence from Germany. *Discussion Paper Series;IZADP No. 30.*
- [21]. Chang Gloria, (2002). Introduction method 360 degree pro evaluation operation formation service. *Translation Zare skandary GA., 9(36). Article letter mesbah*
- [22]. Javaherizadeh N., Mehrabi G., Bazoband f., (2011). evaluation performance method and feedback 360 degree and relation to satisfaction in personnel of Lorestan University of Medical Sciences.*Journal administratorship expansion and change ; Winter; 4:57-67.*
- [23]. McGregor, Douglas (2002). *The Human Face of the Organization*, Translated by Hossein Vaziri Sabeghi, Tehran: Office of Cultural Research.
- [24]. Zakari, Murtala. *New Performance Measurement Trends: Evidence from Selected Multinational Corporations*. *Journal of World Economic Research*. Vol. 6, No. 4, 2017 pp. 54-58. doi: 10.11648/j.jwer.20170604.12
- [25]. Ovisipor Roxana. (1997). *The Relationship between Leadership Models of Head Nurses with Professional Motivation of Nurses Working in Internal ward of hospitals affiliated to Tehran University of Medical Sciences*. Master Thesis of Sciences in Nursing Management, Tehran: Nursing and midwifery school, Tehran University of Medical Sciences.

Dr. Yousef Mehdipour" *Faculties' Attitudetoward Performance Evaluation and Its' Relationship with Job Motivation: 2018*" " *The International Journal of Engineering and Science (IJES)*, 8.3 (2019): 59-62