

Investigating Performance Appraisal Bias Among Teachers

Mohd Fitri Mansor^{1,*}, Yumna Hasbullah¹, Muhammad Asyraf Mohd Kassim¹, Noor Hidayah Abu²

¹Faculty of Applied & Human Sciences, Universiti Malaysia Perlis, Jalan Alor Star-Kangar, 01000 Kangar, Perlis, Malaysia

² School of Technology Management & Logistic, College of Business, Universiti Utara Malaysia, 06010 Sintok, Kedah, Malaysia

*Corresponding author's email: fitrimansor@unimap.edu.my

ABSTRACT: Performance appraisal bias is a critical issue occurred in an organisation whether in service or manufacturing sectors. Failure to manage the performance appraisal system contributes to the direct and indirect costs for the company. Therefore, this study is crucial to understand the various mistakes in the performance appraisal system in order to ensure the organisation determine the right rewards to the employees and avoid unnecessary manpower costs for the organisation. The aim of this study is to investigate the performance appraisal bias; halo effect, central tendency, recency effect and leniency effect towards performance appraisal bias among teachers. The study employed quantitative approach using survey. The random sampling procedure technique was used to select 200 teachers in the primary school. The findings revealed that halo effect and central tendency contribute to the performance appraisal bias while recency and leniency effects are insignificant effect to the performance appraisal bias among teachers. The study also highlights study's contribution, limitation and recommendation for future research.

Keywords: *Performance appraisal system; bias*

1. INTRODUCTION

Performance evaluation bias is a common issue occurred in an organisation. Affect from this mistake, the organisation need to bear direct and indirect costs [7]. The direct costs need to be borne by organisation are associated with the higher compensation costs i.e. paying wrong rewards to the poor employees. The indirect costs such as wrong decision making related to important personnel decisions i.e. career development, non-financial rewards, training and development activities and so forth. These will affect the incentives system and motivation of the employees.

In Malaysia, the performance management system is broadly planned and implement in the schools to improve the quality of teachers through a process of school-based teacher evaluation [2]. The main purpose of performance evaluation system is to recognise good teaching practices and rewards the employees for job promotion and salary increment. Nevertheless, the achievement tests revealed unsatisfactory learning outcomes among some students and other stakeholders in education fields. It is due to the teachers were treated unfairly in their performance evaluation. Supposedly, the

evaluation process has to be fairly conducted to examine the teacher competence's in carrying out their professional duties and to provide feedback for further improvement in teaching methods.

2. LITERATURE REVIEW

Halo effect bias is the connection of persuade in rating attitude in an organisation when a rater compares ratings for all dimension of performances on the basis of a completely general instinct towards the actual performance [3]. It is most common errors in performance appraisal when an appraiser or Principal generalise one of the teacher's traits and extends it to all other aspects when conducting the evaluation [4]. In the education scenario, this bias occurred when the Principal evaluates the teachers based on the one aspect i.e. personalities, prejudice and working relationship in conducting performance appraisal.

Central tendency bias where the appraisers are refusing to rate the subordinates at very high or very low. The appraisers dislike being too strict with anyone by giving them an extremely low rating, and they may believe that no one ever deserves to get the highest possible rating [4]. [6] stated that the appraisers tend to avoid making extreme judgments of employee performance resulting in rating all employees in the middle part of a scale without any consideration of their actual performance. In short, the appraiser would like to play safe to justify for the rating given to the employees if the rate is very high or very low.

Recency effect error is referring to the appraiser's tendency to allow more recent incidents, either effective or ineffective of employee behaviour to have too much bearing on evaluation of performance. Consequently, the most employee's recent behaviour become a main focus of the evaluation [6]. For instance, the teacher who is usually on time but studently shows up one hour late for work the day before his or her performance appraisal. Consequently, the Principals give bad rating to the said teacher due to the recent late coming to the school. Consequently, this will create the recency error whereby the ratings are generally influenced by recent events that are more remembered by the appraiser. These ratings reflect recent events that can represent a false picture of the individual's job performance.

Leniency effect refers to the appraiser tends to rate all their employees consistently high [5]. Meanwhile based on [1], the error occurs when appraiser considers

everything good in appraisal period. This led to inaccurate of the actual performance appraisal of the employees. The impact of leniency error creates falsely and incorrect rating to the employee's performance compared that the actual of employee's performance.

3. METHOD

This study employed quantitative approach by using survey. To check the items measurement the pilot test has been conducted in order to check value of measurement items for each construct. Based the test, all the values were meet the requirements. The random sampling procedure technique was used to select 200 teachers at the primary school. However, 150 respondents responded to the survey represents 75% of response rate. Upon data collection, the data then analyzed using SPSS. The analysis conducted in this study are Pearson's correlation and regression analysis.

4. RESULT AND DISCUSSION

The correlation analysis conducted to check the correlation among independent variables; halo effect, central tendency, recency effect and leniency effect towards dependent variable i.e., performance appraisal bias. The findings revealed that the highest correlation coefficient values observed for central tendency at 0.927, halo effect at 0.916, recency effect and leniency effects at 0.838 respectively. Hence, all the variables have significant relationship towards performance appraisal bias among the teachers.

Next, the findings for regression analysis; the halo effect has positive relationship towards performance appraisal bias ($\beta=0.304$, $t = 3.280$, $p=0.001$). The central tendency has a positive relationship on bias in performance appraisal ($\beta=0.483$, $t = 5.957$, $p=0.000$). However, the findings indicated that leniency effect insignificant effect the relationship on the performance appraisal bias among teachers ($\beta=0.113$, $t = 1.852$, $p=0.066$). Similarly, the recency effect positive relationship towards bias in performance appraisal evaluation system among teachers was insignificant ($\beta=0.079$, $t=1.215$, $p=0.227$).

The findings revealed that the highest significant construct influence the performance appraisal bias is central tendency because the appraiser tends to avoid making extreme judgments to the teachers' performance resulting in rating all employees in the middle part of a scale without any consideration of their actual performance.

5. CONCLUSION

Summarily, the aim of this study is to investigate the performance appraisal bias among the teachers. Among the mistakes are halo effect, central tendency, leniency effect and recency effect towards performance appraisal bias.

The theoretical contributions, this study contributes to the body of knowledge in enrich the

knowledge of performance evaluation system particularly the performance appraisal bias. It also can be a foundation for future research related to this research field. Meanwhile, the practical contributions this study provides an insight for the Human Resource Practitioners or appraisers to avoid the mistake in conducting the performance evaluation system.

Like other studies, this study also cannot be avoided from some limitations. This study involved the teachers in the primary schools only thus, limit the generalisation of the finding. Again, this study only employed survey and the questionnaires distributes one time to the respondents. To address the above limitations, the future study could investigate other variables related to performance appraisal biasness which not being identified in this study. Furthermore, the mix methods can be employed for the better findings.

REFERENCES

- [1] Aminuddin, M, *Human Resource Management: Principles and Practices*. 4th Ed. Shah Alam: Oxford Fajar., 2018.
- [2] Chan, Y.C.L and Lynn, B.E., "Performance evaluation and the analytic hierarchy process", *Human Resource Management Review*, vol. 12, no. 4, pp. 555-578, 1994.
- [3] Deblieux, M, *Performance appraisal source book: A collection of practical samples*. Alpharetta, GA: Society for Human Resource Management, 2003.
- [4] Fred C. Lunenburg, "Performance Appraisal: Methods and Rating Errors", *International Journal of Scholarly Academic Intellectual Diversity*, vol. 14, no. 1, pp 1-9, 2012.
- [5] Jawahar, I. M, "Correlates of satisfaction with performance appraisal feedback", *Journal of Labor Research*, vol. 27, pp. 213-234, 2006.
- [6] Javidmehr, M & Ebrahimpour, M, "Performance appraisal bias and errors: The influences and consequences," *International Journal of Organisational Leadership*, vol. 4, no. 2015, pp. 286-302, 2015.
- [7] Spence, J. R., & Keeping, L. M, "The road to performance ratings is paved with intentions: A framework for understanding managers' intentions when rating employee performance", *Organisational Psychology Review*, vol. 3, no. 4, pp. 360- 383, 2013.