

ADMINISTRATIVE PROFILE FOR IMPROVING THE PERFORMANCE OF TEACHERS IN THE SCHOOL SYSTEM

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ABSTRACT: It has been observed that no organization can exist without human and material resources. In the educational organization, teachers and students are the basic factors for which the school as an organization is established. Therefore, the success of any educational programme in Nigeria greatly depends on the performance of the teachers on their job. The scenario here depicts that, any nation who desires to achieve the set objectives of her educational organization must recognize the teacher factor. It is necessary to reiterate that the central process of quality and quantity in education boarder on the impressive array of teachers' performance spectrum. In lieu of this exposition, the teachers in the school system should be adequately remunerated for vital service and proficiency in their job.

KEYWORDS: Administrative Profile, Performance, Teachers, School System.

INTRODUCTION

Often we hear people talk of falling standard of education or low standard of education in Nigeria. The standard and quality of education rest to a great extent on the teacher. This is because, no education system can rise above the quality of its teachers since nobody can give what he/she does not have. The low quality of education could be attributable to low performance of teachers. This situation is real and presents challenges such as:

- i. What specific factors are responsible for low performance of teachers?
- ii. What should be done to improve their performance? In the light of the above, this paper aims at.
 - a. Examining the concept of performance.
 - b. Discussion on the factors that affect performance of the teachers.
 - c. Identifying ways to improve performance of the teachers so that those who perform poorly could improve for the overall improvement in teaching and learning.

WHAT IS PERFORMANCE?

Moorhead and Griffin (1992: 784), succinctly stated that "performance is the total set of job-related behaviours engaged in by employees". Performance level shows what has been accomplished; what the workers has contributed to the achievement of the objectives of her unit and her organization. Hence, performance has to do with behaviour in organization.

In a school setting, teacher performance means all intervening variables affecting pupils' learning in addition to the competence of She teacher (Encyclopedia of teaching and learning: 1987). Results of both external and internal examinations taken by pupils could indicate the level of performance of the teacher. Onwuegbu (1979: 14), stated that "when a class or a student that is expected to perform well, performs poorly, then the teacher is often at fault". This indicates that test results

do not only reveal the performance of the student, they also reveal the instructor's performance. Performance can be classified into two namely:

1. In role performance
2. Extra-role performance.

IN- ROLE PERFORMANCE: This according to Organ and Bateman (1991: 259) consists of "those functions or contributions that are required by the job description or qualifies contractually, for compensation from the organization's formal reward system". In-role performance is usually what we have in mind when we refer to a person's productivity. For a Professor, in role performance consists of preparing for and teaching classes, advising students during office hours, conducting research and writing paper and various forms of administrative chores specified by the system. For a secondary school teacher, in-role performance includes writing lesson notes, actual teaching in the classroom, making of attendance register of students, keeping record of students, continuous assessment scores etc. Typically, some minimally acceptable level can be specified for in-role performance, and performance beyond the minimum often qualifies for increased reward.

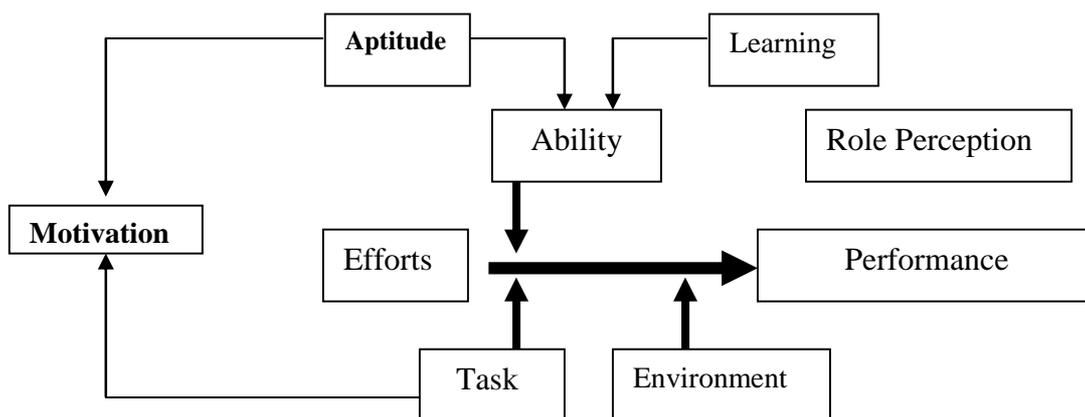
EXTRA-ROLE PERFORMANCE: This consists of functions or contributions that are not required by the system and for which there is no contractual guarantee of increased reward. This role is to a large degree discretionary in so far as the individual is concerned. It consists of types of performance that a person would not be disciplined for not doing and would not be automatically rewarded for doing. For instance, a professor who reads a colleagues manuscript and makes suggestion for improving the performs in this extra-role capacity. However, this paper is concerned with in-role performance of the teacher.

Bateman and Snell (1991: 61), pointed out that "to perform means that once employees are at work, they should work hard to achieve high out put (productivity) and high quality". They went further, to posit that there could be a gap in performance. Performance gap portrays the difference between actual performance and the performance that should or could exist. A gap, typically, implies poor performance or when performance is good but someone realizes that it could be better. Succinctly put, a performance gap is a gap between what is and what could be. For example, the ability to cover half of the scheme of work and the ones they do not cover.

FACTORS THAT DETERMINE PERFORMANCE

A number of factors determine the performance of an individual. They include:

- a. Motivation
- b. Ability
- c. Role perception
- d. Physical environment and
- e. Task. Model of Factors Underlying



Source: Adapted from Organ p. W. and Bateman T.S., Organization Behaviour (1991: 260): Illinois, R.D. Irwin

From the model above, it could be inferred that the variable are not independent of each other. They are interrelated in the sense that one's aptitude and learning lead to ability. Adequate motivation leads to effort. The degree of effort exerted

will depend on the teacher's ability, role, perception, task assigned and the environment. All these put together will determine the level of performance.

MOTIVATION

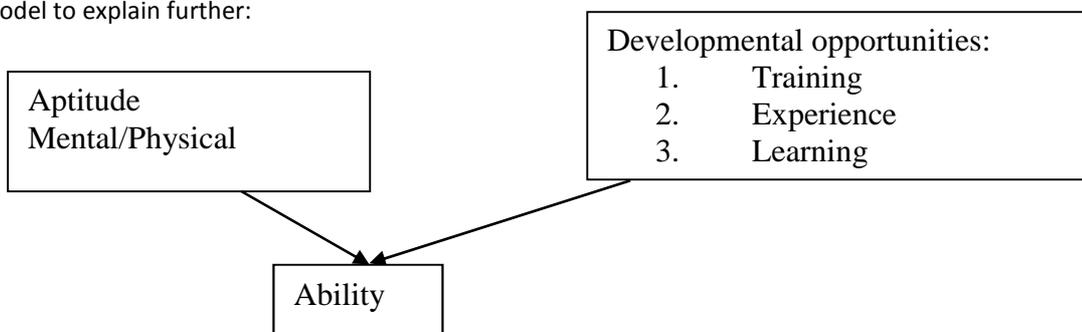
Motivation is defined by Huse and Bowditch (1977: 74), as "the conditions responsible for variation in the intensity, quality, and direction of ongoing behaviour". Most, if not all behaviour is caused by the individual's attempts to satisfy his or her needs. If the organization/school is capable and willing to help him satisfy this needs, the teacher would be motivated to exert effort to work. However, in the olden days, the concept of motivation was simply, how to get more out of people but the old practice changed during the era of scientific management. For instance, famous Hawthorne experiment of the late 1920s and early 1930s set a new course for management in its concept of motivating employees. The conclusion of the study was as follows: human performance in the job situation was not solely a function of the aptitudes or skills that the employee brought to the work place ... that the average worker did indeed think about his job, had various kinds of reactions lo it, and most importantly, believed his feelings affected how hard he worked. (Akanwa: 1998). His feelings in this case is a function of motivation since reward is an instrument of motivation, behaviour that is reinforced by rewards will continue whereas behaviour that is not reinforced by reward will cease, i.e. if (he outcome of the reward is pleasing to the individual, the probability of his repeating his response is apt to be increased. It is on this premise that psychologists maintain that every rational human behaviour has a cause. People behave in a certain way because they are motivated to do so. Motivation consists of a driving force or state of need deficiency, which drives a person to behave in a particular manner. The drive relates to the person's needs. Thus, behaviour is basically goal-oriented. For example, if a teacher is in need of promotion, he will participate in a high productive cycle. The need to find ways of motivating workers has led practitioners into coming up with different motivational theories like- McGreor's theory x and y, Maslow's hierarchy of needs theory, Nigerian hierarchy of needs theory: a modified version of Maslow, job enrichment, Herzberg motivation -hygiene theory, Alderfer's ERG theory, equity theory, expectancy theory etc. From the above explanation, it is axiomatic to note that the basic elements that influence the motivation of individual are beliefs, attitude, values, needs and goals. This is because people behave in accordance with how they perceive their world (Ukeje, Okorie and Nwagbara: 1992).

ABILITY

Ability determines the quality of effort expended on a job. Ability is the result of aptitude and learning. Aptitude refers to individual differences in the facility for learning and mastering a task. According to Organ et al (1991: 266), aptitude represents "a person's potential for performance, his latent ability that may lie fallow until the proper amount of training, experience and motivation transform it into actual performance". A person with greater aptitude for a task will learn the task more easily, make faster progress, and exhibit a higher level of stable performance. Fleishman (1954: 56), listed some kinds of aptitude as abstract reasoning, facility with numbers deductive logic and verbal comprehension and fluency - these are related to intelligence. While eye-hand co-ordinator, reaction time, manual dexterity etc are physical and motor skills. The nature of the activity to be performed determines the type of aptitude required for its effective performance.

It is necessary to provide a person with learning opportunities for him/her to develop the aptitude for relevant activities in real work setting. These opportunities could be in form of training and experience. Ukeje et al (1992: 272), summarized this by stating that "effective performance in the organization depends to a considerable extent on his ability". His ability to perform is influenced by his mental and physical aptitude and the development opportunities in form of training, experience and learning he has been exposed to:

Below is a model to explain further:



Source from Ukeje, B. O. et al (1992) (Educational Administration: Theory and Practice, Owerri: To tan Publishers Ltd),

ROLE PERCEPTION

People may be predisposed (motivated) and eminently qualified to perform a task but their talent and good will are lost unless they know exactly what we expect of them. The teacher has a lot of tasks to accomplish. The overall performance of the teacher depends not only on motivation to perform, his aptitude but also on how he perceives what is expected of him. There are three potential breakdowns in role perception. They are as follows: (a) role ambiguity, (b) role conflict, (c) outright wrong perception. Effective performance will result if the perceptions of the message are congruent with the organization's expectations from the content of the message. Otherwise, the members of the organization are likely to engage in inappropriate behaviours and ineffective performance. The following factors can influence an individual's perception.

- (a) characteristics of the person.
- (b) characteristics of the object
- (c) characteristics of the situation.

PHYSICAL ENVIRONMENT

It is essential to provide individuals a work with required space, and equipment for them to do the job. Davis (1984: 271), indicated that the nature and design of the organization's physical facilities can have a significant influence on the attitudes, motivation and performance of individual members of the organization some of the physical variable are: (a) noise (b) climatic temperature (c) level and quality of illumination (d) amount of physical space (extent of crowding) (e) availability of furniture.

TASK

The way a task is arranged can influence an individual's performance at the work. A simplified task may indeed lower motivation, yet still increase performance. Task simplification does not always adversely affect performance. Although good compensation arrangement such as incentive pay and goals- setting can off-set any negative effect on motivation and in the long run performance.

In summary, individual's in role performance is a function of motivation, the task, ability, the physical environment, and role perceptions. Motivation underlies the effort that person expends on a job. The other factors determine how efficiently effort is translated into performance.

PROFILE FOR IMPROVING THE TEACHER'S PERFORMANCE

Administrators of educational institutions are faced with the problems of teachers who either neglect or handle poorly some part of their jobs. Such problems could be poor classroom instruction, poor record keeping, inability to use instructional materials etc. Whatever the case may be, it is pertinent to note that motivation is a major factor that determines individual's performance level. As a result, efforts should be made to ensure that teachers are motivated. This can be done through, various ways. According to Onyene (2002), they are; commensurate salary, pension, social status, esteem and propensity to rise on the job, professional development. The above factors will lead to highly motivated teachers that will exhibit behaviours in form of willingness to teach, contentment, increase productivity, efficiency, effectiveness and society selflessness. The enumerated factors above are indicators of teacher's high-level performance.

Sequel to this, other conditions that will propel or induce teachers to work effectively in the system is the provision of enough instructional material, adequate facilities and equipment. These include libraries, textbooks, visual and audio-visual aids, staff quarters, dining halls, laboratories, dormitories' etc. Subsequently, in any working environment, good human relationship enhances productivity and job satisfaction. Commenting on the principle of human relations Uwazuruike (1997:20), stated that good relationship with staff encourage sense of belonging among staff ... Administrators who foster good relationship with staff under them often times motivate them to reward high productivity at work." Therefore, good relationship should exist between the school administrator, the teachers and the students.

RECOMMENDATIONS

In order to improve the performance of teacher in the school system, a number of the following proposals need priority attention:

1. The government should provide adequate instructional materials of varying make in schools.
2. Teaching in the school system should be preserved for professionally qualified teachers. This will boost the image and status of teachers.
3. Instructional emphasis with regard to methods must be on pedagogical strategies that enhance creativity, resourcefulness and reflective thinking.
4. Teacher: student ratio should be realistic in the school system.
5. Teachers' should be encouraged to undergo in-service training and to attend seminars, workshops and conferences in order to improve their knowledge and methodology in teaching.
6. Teachers' should be placed on a better salary scale and wage to motivate them for greater achievement.

CONCLUSION

The current trend in the standard of education could be changed if the performance of teachers improves. Improvement in the performance of the teachers could be achieved by motivation, selection of the right cahber of persons to teach, well arrangements of tasks etc. in addition, the physical environment of the teachers' work places should be made conducive for effective teaching and learning.

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