

## FACTORS CONTRIBUTING IN PERFORMANCE OF TEACHER EDUCATORS

Dr. Renuka K Shewkani\*

### **Abstract:**

Having worked in a variety of position in different committees in B.Ed college for twenty years researcher have come to realize that the way people perform is conditioned more by the environment & the way they are treated than by the presence or lack of particular competencies. There is a large diversity in our institutions, we need to adopt a differentiated strategy & adopt those measures that are most suitable for a particular situation to improve individual performance of teacher educators. The following factors contributing on performance are environment, conditions, personal desires, and personal state & personal competencies are taken into condition

**Keywords:** Performance, teacher educator,

\* **Asst. Prof. Seva Sadan's College of Education, Ulhasnagar-3**

**Introduction:**

What are the factors that motivate different people to perform at their very best in the working world? Could their level of education, the kind of job they are doing or perhaps the prospect of future benefits in their chosen career plan affect their attitude towards their work efficiency? Employee performance management is closely associated with human behaviour. This study lends itself to various motivational theories. Taylor (1911) propounded a scientific management approach to work motivation. According to this approach, human beings can be motivated toward peak performance through material rewards and economic incentives.

Ever since India initiated planned socio-economic development, the country has been facing the problem of low productivity. Many factors account for this phenomenon, some of which are technical in nature. The others are referred to as the human factors, which have emerged as the most vital factor influencing productivity.

Performance can be improved in two ways. Good employees can be attracted, who could perform the task in a dependable manner and arise their creativity in their job performance. On the other hand, the organisation should give them a working culture, a climate that enhances their growth and fulfils their expectations. It has been empirically proved in many Indian and Western organisations that conducive work climate; employee-centred climate and achievement-oriented-climate ultimately improve performance. Two important factors are aptitude & skill. Aptitude refers to a person's natural ability to perform a task & should not confuse with skill, which is their ability to learn to do a task. If an employee is lacking either aptitude or skill their performance could suffer.

According to Drucker (1955), every employee has a crystallised and complex set of needs, values, ways of perceiving the world and his personality which he brings with him to his work place. He is thus not a 'raw mould'. He tries to fit his psychological make-up with the climate of the organisation. The fact that his psychological characteristics influence his behaviour suggests that his job behaviour and his motivation for job performance will also be influenced by these characteristics. That is, in hiring a worker, one always hires the whole man, and this explains why human effectiveness in work is essential for improvement in performance and output of an organisation. Managements are therefore making efforts to understand the motivation and job

behaviour of the new work force. The recent revolution in behavioural sciences has focussed upon man's needs and values fostering better performance so as to maximise both human satisfaction and productivity.

The factors contributing on performance are environment, conditions, personal desires, and personal state & personal competencies.

**Environment:** The working environment has a great impact on people's performance. There are different aspects of the environment which should be careful considered when designing "high performance" setting. You should have enough space to work in comfort with the services of lighting, heating & conditioning & privacy if you need it. The facilities & equipment that you need should be within easy reach. The support you need from colleagues & management should be available in terms of help & advice when you need it.

**Conditions:** The conditions in which people are expected to perform are often so poor that it is amazing they are able to achieve even the lowest level, but somehow they do.

Freedom to perform in a way best suited to each of us is a rare commodity given by heads of institutions. Providing learning & coaching on a continuous basis to staff members is an essential precondition for high performance. People grow & benefit from constant attention to their learning & to their performance. Challenging working opportunities in a supportive environment will provide people with the conditions they need to expand their capabilities & confidence.

**Personal desires:** Self satisfaction is of paramount importance to all performers. Paradoxically it is often much harder to satisfy yourself than other people. If people feel that they belong to a group or team they are more likely to cooperate & help others in their group.

**Personal state:** Our personal state changes from moment to moment. It is affected by climate, the atmosphere, what is happening to us in our lives, relationship, whether we are happy or sad, tired or energetic, what is happening to people close to us, & many other aspects of our daily living. It is impossible to ignore the effect of our personal state on our performance. Our physical state & psychological has the most apparent effect.

**Personal competencies:** Competencies for the job are those attributes that have been defined as necessary to do the job. People have a vast range of competencies that they have learned during

their lives from all of their experiences, but which are not always fully acknowledged by organization. The focus becomes 'competencies for the job'. Competencies for life are often ignored when looking at performance. Our capabilities are how well use our competencies & experience in what we do. It means that you can apply your abilities in a wide variety of different situations & use your initiative in a confident way.

### Statement of the problem:

A study of factors contributing in performance of teacher educators

### Objectives: -

1. To study factors contributing on performance of Teacher Educators working in B.Ed colleges.
2. To compare the factors contributing on performance of Teacher Educators working in aided & unaided B.Ed colleges.

**Methodology:** In the present study, survey method was used & appropriate samples were selected. The tools used for data collection is rating scale.

**Sample design:** Random & purposive type of sampling was used to select the sample from population from Ulhasnagar to Mumbai region. samples size was 150 (teacher educator).

**Analysis of Data:** After the collection of data, appropriate statistical techniques were employed for describing the data, two types of analysis i.e. descriptive & inferential frequency distribution, percentage, 't' test, used for present study.

**Descriptive analysis of Variables:** Following factors are affecting are on performance of teacher educators.

### Environment

1. 48 % teacher educator strongly agreed that performance increases when there is cordial relation among staff members.
2. 38% teacher educator agreed that performance of teacher educators declines when colleagues do not help them in organizing different co-curricular activities.

3. 29% teacher educator agreed that teacher educators engage classes when their colleagues are not well.
4. 36% teacher educator agreed that teacher educators who supports their colleagues financially whenever it is needed.
5. 52% teacher educator agreed that teacher educators who agreed that performance improve as college environment supports their effort towards curricular activities.
6. 27% teacher educator agreed that teacher educators who do not celebrate any festivals & family gathering together.
7. 49% teacher educator agreed that performance is enhanced as College provides internet facility to them.
8. 42% teacher educator agreed that College Library have revised & updated books & journals.
9. 32% teacher educator agreed that their performance is affected due to lack of resources.
10. 33% teacher educator agreed that who say performance is less due to lack of infrastructure facility in college.

#### **Conditions**

11. 40% teacher educator agreed that their performance is affected due to excess workload.
12. 45% teacher educator agreed that their performance improves as they get opportunity to explore their potentialities.
13. 36% teacher educator agreed that performance hinders as they get less freedom.
14. 42% teacher educator agreed that too many rules hamper performance.
15. 49% teacher educator agreed that to achieve high performance they need to know clearly what is expected from them.
16. 51% teacher educator agreed that there is positive impact on team's performance.

#### **Personal desire**

17. 41% teacher educator agreed that Incentive schemes increases their performance in college.
18. 43% teacher educator agreed that there is positive effect of holidays on performance of any individual.

19. 43% teacher educator agreed that their performance will increase if they will get reward for good work.
20. 33% teacher educator agreed that their performance is often overlooked by Principal.
21. 29% teacher educator disagreed that who says if they will get more salary, their performance will improve.
22. 9% teacher educator disagreed that they feel isolated & rejected in Institution.
23. 46% teacher educator agreed that they need constant support & encouragement from Principal.
24. 47% teacher educator agreed that they always get opportunity to grow & develop in institution.
25. 27% teacher educator agreed that they are always being appreciated for being good at learning new task in my college.

#### **Personal state**

26. 37% teacher educator disagreed that their performance declines due to ill health.
27. 56% teacher educator agreed that there is positive impact of psychological state of mind on performance.
28. 31% teacher educator disagreed that that performance hinders due to pressure from senior staff members of college.
29. 51% teacher educator agreed that performance is associated with confidence & self esteem.
30. 47% teacher educator agreed that their performance is good because of job satisfaction.

#### **Personal competence**

31. 37% teacher educator agreed that improving competency does not necessarily lead to improved performance.
32. 52% teacher educator agreed that they can use their abilities in different situation /task in college.
33. 31% teacher educator disagreed that performance declines as their experiences are not fully acknowledge by organization.
34. 47% teacher educator agreed that performance is associated with enjoyment in work.

35. 45% teacher educator disagreed that performance declines if person is not competent enough for job.

**Academic performance**

36. 46% teacher educator agreed that as per UGC norms they take lectures & tutorials.

37. 37% teacher educator agreed that that they don't like examination relate work.

38. 48% teacher educator agreed that their performance improves as they have published research work in journals / periodicals.

39. 32% teacher educator agreed that they have never published research work in books.

40. 33% teacher educator agreed that they have written chapters / articles in books to improve knowledge thus performance.

41. 54% teacher educator agreed that their performance increases by carrying out minor research work.

42. 34% teacher educator agreed that they have never been invited for guest / Resource person in other colleges.

43. 41% teacher educator agreed that their performance increases by carrying out major research.

44. 44% teacher educator agreed that they have presented papers in seminar / conferences which increase their performance.

45. 44% teacher educator strongly agreed that they use innovative teaching learning methodologies in B.Ed classroom to ensure better learning.

46. 40% teacher educator strongly agreed that they don't participate in professional development activities (seminar, conference, training courses, member of association).

47. 29% teacher educator agreed that their performance declines as they have not published books with ISBN/ISSN.

48. 48% teacher educator agreed that they have completed refresher course which effects positively on their performance.

**Testing null hypothesis**

**H<sub>0</sub>:** There is no significant difference between factors contributing on performance of Teacher Educators working in aided & unaided B.Ed colleges.

**H<sub>1</sub>:** There is significant difference between factors contributing on performance of Teacher Educators working in aided & unaided B.Ed colleges.

**Table :** The following table shows Mean, standard deviation & t test of Aided B.Ed colleges & Unaided B.Ed colleges

Variable	B.Ed College	N	Mean	SD	t test
Environment	Aided	40	29	28	0.0183
	Unaided	40	27	23	
Conditions	Aided	40	30	30	0.33
	Unaided	40	29	29	
Personal desire	Aided	40	28	27	0.0056
	Unaided	40	28	26	
Personal state	Aided	40	29	29	0.0251
	Unaided	40	27	27	
Personal competence	Aided	40	28	28	0.045
	Unaided	40	28	25	
Academic performance	Aided	40	31	31	0.004
	Unaided	40	27	23	



factors	Aided	40	1162	493	0.220
	Unaided	40	1103	428	

### Variables studied for aided & unaided B.Ed Colleges

#### Interpretation: -

Tabulated  $t = 2.58$  at 0.01 level

$t = 1.96$  at 0.05 level

Obtained value for each factor is less than the tabulated value. For factors contributing on performance of teacher Educators obtained value  $t = 0.220$  is less than tabulated value at 0.01 & 0.05 level therefore there is no significant difference at 0.01 & 0.05 level. Hence null hypothesis (equal probability) is accepted.

#### Conclusion:

Performance has become the key instrument used by policy makers to improve the education system to raise levels of attainment & to increase the accountability of teachers.

Current performance practices may reduce real learning in schools & may most adversely affect those pupils already at risk of educational failure. Performance has the potential to contribute to social inclusion.

In the present study more than fifty percentage teacher Educators agreed that factors contributing in performance are cordial relation among staff members, college environment, internet facility, knowledge of task, positive impact on team's performance, impact of psychological state of mind, confidence & self esteem, job satisfaction, use of abilities in different task, enjoyment in work, effect of minor research, completion of refresher course.

It is also observed from findings that there is no significant difference between factors contributing on performance of Teacher Educators working in aided & unaided B.Ed colleges.

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