



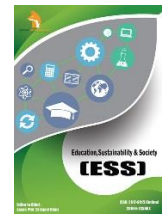
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REVIEW ARTICLE

ASSESSMENT OF TEACHER PERFORMANCE MANAGEMENT IN SECONDARY EDUCATION SYSTEM, CROSS RIVER STATE

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ABSTRACT

The study centered on the assessment of teacher performance management in the secondary Education System, in Cross River State, Nigeria. It was evident that performance management is meant to ensure that the stated aims and objectives of the organization are successfully achieved through timely targeted objectives. The study pinpoints basic areas where performance management is needed by the staff of the organization which is targeted by the end of the academic year, it is an ongoing process. Therefore, to enhance performance management, administrators and managers should strive to organize regular meetings to review objectives and learning opportunities and also establishes a good development plan, review progress, and discuss actions to ensure staff success. The study concludes that prompt and timely performance appraisal promotes effective feedback and serves as basic criteria for a motivational tool that helps identify individual strengths and areas for development. This also ensures and gives staff ample opportunity to share ideas for the growth of the organization at large.

KEYWORDS

Assessment, Performance Management, and Education System

1. INTRODUCTION

Performance management is the process of ensuring that a set of activities and outputs meets an organization's goal in an effective and efficient manner. Performance management can focus on the performance of a whole organization, a department, an employee, or the processes in place to manage a particular task. Tardi defines performance management as a cooperative management tool that helps managers monitor and evaluate employees' work (Tardi, 2022). The goal of performance management is to create an environment where people can perform to the best of their abilities and produce the highest quality work most efficiently and effectively. Performance management is a process that is aimed at ensuring that the overarching goals of a school are met. This is achieved by setting yearly targets for teachers. Generally, teachers are given personal and departmental targets to achieve. The school is expected to ensure that teachers carry out their duties in line with stipulated regulations. The school does this through different measures introduced periodically. Occasional meetings to review the objectives of the institution's long and short-term plans for the school, inspections, and supervision which are all geared towards the management of teaching staff performance in schools.

Tracy stated that regular effective feedback about performance is a motivational tool that assists the school to identify individual strengths and areas of development which are beneficial to the educational institution (Tracy, 2022). Feedback on performance provides teachers the opportunity to exchange views and opinions with the school management. The idea of sending feedback on performance in schools can increase school/teacher motivation and engagement, improve performance and enhance the general quality of school programmes. For schools to get the best from teachers, the general goal of the schools is broken down into specific goals. Deadlines for the completion of goals are set by immediate

supervisors. In this case, teachers work towards the accomplishment of the general goals through the specific goals that are presented before them. While the overall goal of performance management for teachers in their school is to ensure that schools attain the goals and objectives of teaching, learning and community relations that they are established.

It is more worthy that effective performance management for teachers enhances the career progression of professional teachers as well as increases their commitment to the service of teaching, leading to the enhanced academic performance of the learners. School managers should provide opportunities for regular/periodic meetings to be scheduled in school. The opportunities that periodic meetings bring to the school administration assist teachers who are lagging behind their teaching schedule to step up their achievement pace in the accomplishment of their teaching duties. Periodic meetings for teaching personnel in schools also provide support in the form of strategies that should be adopted by teachers in the business of instructional accomplishment. Teaching and learning is the primary goal of the school and this cannot be achieved without teacher knowledge of what they should do in the classroom and how they can go about their instructional procedures

School climate/environment is another consideration by schools in the management of teacher performance. School climate is as motivational as any other incentive for teacher motivation. An open/conducive and friendly work environment enhances effective decision making efficient teacher performance in schools. Teachers feel comfortable making contributions on issues that may assist them in their performance tasks. They do this only when the school environment is friendly and free from coercion. When teachers begin to feel uncomfortable with speaking their minds, their contributions at work place would assume a dishonest dimension. Their thoughts and approaches to goal attainment would

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equally generate negative results. Teachers' performance appraisal remains an intervention that centers on benefiting both the teacher and the school in pursuit of quality education. It is on this premise, therefore, that this paper attempts to carry out an appraisal of the management of teachers' performance in order to ensure that the quality education deserved by the people of Cross River State is received.

2. MANAGEMENT OF TEACHER PERFORMANCE USING SCHOOL PRODUCTIVITY INDICATORS

Achimugu perceived teachers as the fulcrum on which the lever of the educational system rests (Achimugu, 2005). Also, Fadipe posited that, apart from students, teachers are the largest and most critical input of the educational system that influences to a greater extent the quality of educational output (Fadipe, 2003). On the other hand, productivity is a measure of how efficiently a given set of resources is utilized to achieve a given set of objectives over a stipulated period of time. Ebong defined productivity as the efficiency with which inputs are used to produce the desired output (Ebong, 2017). However, the term productivity has two dimensions: efficiency and effectiveness. Efficiency means the level of quality of service obtained from a given number of resources. Whereas effectiveness refers to the extent to which the provider meets the needs and demands of the society – stakeholders. Teacher productivity is perceived as that aspect of teacher evaluation standards that focus on what teachers and schools do towards the attainment of educational goals (Yusuf and Fashiku, 2016). This, however, implies the ability of the teachers and school to get things done more efficiently and effectively in a given period of time not compromising quality.

Therefore, it is wise to say, that the attainment of school goals is dependent on the managerial ability of the school administrators in ensuring the application of appropriate tools that would help improve planning at all levels of the school. These tools should be used objectively to measure the performance of teachers and hold them accountable for their performance as it would definitely lead to improvement of performance at the workplace. It is in light of the above that Armstrong and Barron viewed performance management as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and developing the capabilities of teams and individual contributors (Armstrong and Barron, 1998). Invariably, performance management is more concerned with the improvement of service delivery for the attainment of organizational goals. Performance management is a systematic application that emphasizes the use of all management tools such as reward system, job design, leadership and training together with performance appraisal which is a comprehensive approach to enhance employees' performance for the actualization of organizational goals and objectives (Grobler et al., 2004).

McGilloway reveals that performance management contributes to aligning individual and team performance with the goals of the school or organization (McGilloway, 2005). This would help management to identify staff (teachers) competencies which in turn assist in identifying appropriate training and development needs of staff for enhanced productivity. Armstrong linked performance management to four core primary concerns which included the following: Performance Improvement: This is fundamentally concerned with achieving greater organizational, team, and individual efficiency for the attainment of set goals and objectives (Armstrong, 2001). Employee Development: This facilitates performance improvement of employees, which is not achievable unless there are effective processes of continuous development. This addresses the core competencies of an organization and the capabilities of both teams and individuals.

Satisfying the needs and expectations of the stakeholders involved: This aspect is concerned with treating employees as partners in the enterprise, whose interests are respected and who have a voice on matters that concerns them, whose opinions are sought and listened to. Performance management should respect the needs of both individuals and teams as well as those of the organization and recognize and understand that they may not always coincide. Communication and Involvement: This approach is to create a climate of open continuous dialogue between management and staff, the purpose of which should be to define expectations and share information on the organizations' goals, values and objectives. Performance management is more or less a mechanism used in the monitoring of employee performance in relation to his/her job requirements over a stipulated period of time. It also involves clarifying the expectations; setting of goals; providing on-the-job coaching; filing and retrieving information and then making an appraisal on the basis of such information obtained for the overall success of the organization (Casio, 1993).

3. MEASURING TEACHER APPRAISAL IN SCHOOL USING MANAGEMENT PRINCIPLES

Personnel appraisal is one of the personnel management practices. All organizations, whether big or small have set goals to achieve. To do this, both the human material and financial resources in the organization are engaged to achieve the set goal. Therefore, there is always the need to evaluate individuals in terms of their performance. According to Abiri evaluation is the act, process, or outcome of assessing or appraising something and expressing an opinion on its quality, quantity, or worth (Abiri, 2006). The outcome of such appraisal or judgment is usually expressed in various degrees of such a qualitative term as big or small, satisfactory, unsatisfactory, useful or useless, etc. Personnel appraisal is therefore defined as the process by which personnel is assessed by employers for efficiency and effectiveness in the performance of the assigned role in order to achieve the goals of the enterprises (Peretomade, 1991). Oyedeji described evaluation as the effective assessment of the activities of an individual in the organization, in most cases subordinate (Oyedeji, 1998). However, for an employer to promote an employee there must be a means of productivity measurement that will allow for proper assessment of employees' contribution to the attainment of organizational goals. This is done through personnel appraisal.

4. TEACHER APPRAISAL SYSTEM IN SCHOOL

Teacher appraisal is a formal performance review, conducted by a school-level supervisor to judge individual teacher performance (Looney, 2011). The purpose of teacher appraisal according to a group researchers is to improve teaching and promote learning (Adams et al., 2015). Teacher performance appraisal according to Chukwubikem refers to the process of arriving at judgment about an individual teacher's performance against the background of his work environment and his future potential for the school system (Chukwubikem, 2013). This is because the results obtained from such appraisal may be used to identify specific needs for professional development, or summative for decisions related to promotion, rewards or sanctions. The ultimate aim of performance appraisal is to improve the institution's capabilities of the teacher, which in turn will culminate in the improvement of learning and the performance of the institution. Performance evaluations can serve as an effective tools for improving employee performance and productivity as well as determining employee developmental needs. If implemented properly, regular performance reviews can raise individual self-esteem and deepen the relationship between supervisor and subordinate.

North also indicated that the aim of performance appraisal is to identify the performance gap of teachers with a view to helping them to improve (North, 2010). This gap is the shortfall that occurs when performance does not meet the standard set by the organization as acceptable. Appraisal is viewed as an appropriate way to lead to an improved relationship between remuneration, responsibility and performance (Aksal in Muhia, 2015). Performance Appraisal according to URT is a process of assessing employees' performance (URT, 2013). Also, performance appraisal has been defined as the process of evaluating the performance and assessing the development/training needs of the teachers with a view to finding out what can be done to improve the instructional skills and knowledge of the teacher (Ali and Muhia, 2015). According to Armstrong and Baron, performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor; that usually takes the form of a period of interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Armstrong and Baron, 2005).

5. PRINCIPLES OF TEACHER PERFORMANCE APPRAISAL IN THE SECONDARY EDUCATION SYSTEM

It is based on the importance of performance appraisal that Wright identified the principles that underpin a good performance appraisal (Wright, 2013). The principles are highlighted inter alia:

1. Performance appraisal should be productive for more than just the appraisal process – it must be part of the school's common practices.
2. Performance evaluation must be clear and transparent so that every teacher knows what they should do and why it should be done.
3. Performance evaluation in school has to be consistent in terms of process and procedure, but flexible enough to cater to the individual roles and responsibilities of the teachers

4. Teacher performance evaluation in schools should promote objectivity by making possible fair and equitable discussions which make all the teachers in the process feel confident rather than being witch-hunted.

The successes recorded in any school system may be attributed to the effectiveness of the performance appraisal put in place by the school. This is why the Federal Republic of Nigeria stated that no nation can rise above the quality of its teachers (FRN, 2013).

Secondary education is the education children receive after primary education and before the tertiary stage (FRN, 2004). The major goal of secondary education is to ensure that individuals are prepared for useful living within society and for higher education).

In light of the importance of secondary education, FRN pointed out specific objectives of secondary education such as (FRN, 2013):

- i. Provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religion, or ethnic background
- ii. Offer a diversified curriculum to cater to the differences in talents, opportunities and future roles
- iii. Provide trained manpower in applied science, technology and commerce at sub-professional grades
- iv. Provide entrepreneurial, technical, and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial, and economic development.
- v. Develop and promote Nigerian languages, art and culture in the context of the world's cultural heritage
- vi. Inspire students with a desire for self-improvement and achievement of excellence.
- vii. Foster patriotism, national unity and security education with an emphasis on common ties in spite of our diversity

It must be noted that the above objectives cannot be achieved in vacuum without the involvement of teachers. Teachers are pedagogically trained personnel who possess the wherewithal to communicate and pass effective instructions to students for all-round development at any level of the nation's educational system (Oke and Olakotan, 2017). Similarly, some researchers noted that a teacher is a facilitator of learning; who helps students to realize their full potential educationally, emotionally, and socially in career selection and transition (Okute et al., 2013). To this end, the role of a teacher in ensuring that students realize their full potentials is dependent on so many factors one of which is performance appraisal as seen in this discourse.

6. EFFECTIVENESS OF TEACHER PERFORMANCE IN SCHOOL LEVEL EFFECTIVENESS

According to Cole, there are two categories of personnel appraisal, namely informal and formal (Cole, 1999). Informal appraisal means a process of providing feedback to the employees continually so as to enable the employees to know how well they are performing their job. It is a daily or weekly assessment of the employee. It is an excellent way to encourage desirable performance and discourage undesirable performance in the employee. An informal appraisal is an ad hoc one and it can be determined by intuitive feelings. Formal Appraisal is an assessment of employees' performance in a systematic and planned order. It is more rational and orderly than an informal appraisal. It is not as frequent as informal appraisal. It occurs either quarterly, semi-annually, or annually. Organizational performance is a holistic view of an individual's contribution to the overall results expected of the organization. Over the years, it is traditional for teachers in the public sector in Cross River State to write examinations before being promoted.

School performance management system is very vital for the following reasons:

- i. To ascertain the quality-of-service delivery to pupils or students (as the case may be)
- ii. Create a platform for continuous improvement for the teacher.
- iii. Ensure that a teacher is up-to-date and relevant in the analysis of

academic values to be delivered to the learners.

- iv. Provide a basis to measure a teacher's performance, pupil's academic improvement and achievement of organizational goals.

7. REQUIREMENTS FOR SCHOOL PERFORMANCE MANAGEMENT SYSTEM- JOB DESCRIPTION FOR TEACHERS

Most times it becomes difficult to identify the approach and tools required to measure performance management in schools. At the least, it is pertinent to Carryout out job requirements of teachers. The roles of teachers extend beyond teaching in the classroom, but to other responsibilities such as designing appropriate curriculum, choosing the best approach to deliver the learning, ensuring pupils' proper understanding, the duty of care for the learners under their purview and community service. Teachers' performance can be said to be the ability of the teacher to effectively and efficiently carry out the following duties:

- i. Adequate preparations for the lesson
- ii. Teach the number of periods allocated on the timetable, regularly and punctually;
- iii. Keep the teaching records;
- iv. Sees to the cleanliness of the classrooms and their environment;
- v. Maintains discipline among his students in and outside the class.
- vi. Check and mark notes given to the students regularly.
- vii. Sets, marks, records, class assignments, tests and examination scripts promptly.
- viii. Properly invigilate both internal and external examinations.
- ix. Attends staff, P.T.A. and other meetings regularly, punctually and partakes actively in them.
- x. Marks the attendance register daily and takes note of the absentees.
- xi. Sees to the welfare of every student in the class.

Prepares the continuous assessment booklet and the class master' sheet. Draw periodic Plans ahead for the school session/ year. The competence of a teacher in the school can be measured by the extent upon which his duties are accomplished before the watch of his supervisor who is primarily the school Principal or someone who is appointed by the School Principal to undertake such duties of supervision; it could be the Vice Principal or Heads of respective Departments.

Measurement of the performance of the teacher could take any of the following forms:

- i. Ensure that lesson notes are properly prepared, and lessons fully delivered as planned for the week
- ii. Prepare and submit a weekly activity report
- iii. Promote good morals and culture
- iv. Carry out all other routine duties in line with school provisional requirements, especially while on a specific duty. The measurable system designed to ensure that teachers carry out the above duties is the work of the supervisors for respective teachers in school.

8. IMPORTANCE OF PERSONNEL APPRAISAL TO TEACHERS' PRODUCTIVITY IN SCHOOLS

For any economy to develop, there have to be ways of measuring workers' performance. According to Cole, reasons for carrying out staff appraisal include (Cole, 1999):

1. To boost the performance of the teachers.
2. Take decisions on teacher's promotion, transfer, salary increment, dismissal, etc.
3. To provide feedback for the nation on the state of the educational goals (schools) achievement.
4. To identify the teacher's current level of job performance.
5. To identify teacher strengths and weaknesses.

9. FACTORS AFFECTING TEACHER PERFORMANCE IN CROSS RIVER STATE

The quality of teachers in Cross River State is still low, both in terms of competence, knowledge, and pedagogical expertise. This is due to a large extent to the poor management of the teacher performance system. The Program for International Student Assessment (PISA) survey in 2018 has released that the quality of Cross River State education is still in the 10th lowest category, both in the fields of literacy, science and mathematics. This is due to the disparity and low quality of teachers. The low quality of the teacher will have an impact on various things, including achievement and the learning process for students. Because teachers play an important role in regulating the learning environment that makes students active in learning activities. The influence of the Teacher on the educational system covers both the school environment and the external environment that play host to the school. To create a good education system requires collaboration and mutual support between the principal, teachers, students, the government and society.

Previous studies have shown that one of the factors that influence student learning success is a collaboration between students, teachers, and other parties involved in school activities. In addition, the ability of teachers to be confident, create a comfortable climate for students, maintain interaction and maintain contact with students can increase student involvement in learning. Internally, the quality of a teacher determines student achievement, but teacher quality begins with teacher recruitment which is the business of the government. To buttress the issue of teacher recruitment in Cross River State, over the past decade, Teacher recruitment has been influenced by the politicians in government who are less concerned with the question of whether the products they recruit meet the entry requirement for employment as teachers or not.

Teacher recruitment in the state has rather been reduced to poverty alleviation for the cronies of the politicians in government. The quality of a good teacher will certainly determine how students get knowledge. The competency of a teacher goes linear with the achievements of the student. Teacher competence is a set of skills, knowledge, and behaviors that must be possessed and mastered by teachers in carrying out their professional duties as teaching staff. Internal factors such as teacher psychology should also be considered as their influence on teacher performance. Emotional intelligence and self-efficacy are said to be very significantly related to teacher performance. In Cross River State, Teachers have been exposed to emotional trauma as a result of the refusal of the government in power to promote them since 2015. A few teachers that were promoted cannot get the promotions implemented with financial benefits.

A teacher with high emotional intelligence driven by effective emotional stability and social skills tends to possess better classroom management skills. Self-efficacy and job involvement are also highly correlated with worker performance. Lack of effective school supervision as well as the work of the teachers is another factor working against the effective discharge of the duties of the teachers. The School Principal is a key player in the supervision of instructions as well as personnel in the school system. The quality of school principals appointed to oversee schools in Cross River State since 2015 has been influenced by the powerful politicians who either appoint their cronies or unqualified teachers who are ready to pay for the position of Principal. These unqualified school principals in the record of service, efficiency, professional qualification as well as character lack what it takes for effective supervision to be carried out in school.

School supervision in Cross River State has been reduced to witch-hunting and corrupt practices such as extorting money from teachers. The success of a teacher's performance is certainly determined by the level of intervention of school principals or leadership in schools which is certainly mediated by variables such as self-efficacy, commitment, and job satisfaction. Leadership can be understood in the school environment as a process of influencing teachers and students through teaching and learning, conveying knowledge, skills, values, culture and ideas. The influence of organizational culture in schools can also be a variable that can affect teacher performance in schools. Organizational culture is defined as a system that contains values shared by all members of the organization that distinguishes the organization from other organizations. Tracy stated that work motivation, school principal leadership, and organizational culture were predictors of teacher performance (Tracy, 2022). In addition, teacher performance and school principal leadership are positively correlated and significantly influence teacher performance.

10. CONCLUSION

Teacher performance management in school serves as an effective tool for improving teacher performance in schools as well as enhancing the overall productivity of the educational institution. Effective teacher performance management identifies the development needs of teachers. Therefore, by addressing the needs of the teachers, the needs of the learners are automatically met.

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