

# Intervention for Reducing Human Performance Gaps at Work place Caused by Apparent and Non-apparent indicators.

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## Abstract

The human performance in the organizational perspective describes about performance improvement and beyond. The performance improvement aims at enhancing workplace culture. The Intervention for reducing human performance gaps may be discussed with the major focus on the human technology initiatives

- Establishing a place where people strive for continuous development.
- Building organizational structures where people can communicate clearly.
- Creating the work place culture where people can share the ideas freely.
- Creating the workplace environments where the unique identity of the people is recognized and individual differences are respected.
- Envisioning a place where the work life is rewarded.
- Fostering a work place where the quality time is created towards the development of better working environment with fun, pride and intellectual development every day.
- Nurturing the workable organizational structures where people can share the rewards both financially and emotionally based on their contribution.

The present study is dedicated to examine the performance gaps among the women teachers at schools and colleges in the state. The possible intervention mechanism may be developed so that the performance gaps are bridged at the respective work places. The research study is designed with 100 women teachers of 50 each of school and college.

**Key words:** *Human performance, Human competence models, Performance improvement, human performance gaps, organizational structures, Individual differences.*

## Introduction

Given the existing state of higher education in India, the poor academic performance is a problem interlinked with the academicians/ teachers and the students. The main concern of the problem may be due to the pedagogy & the syllabus design, curriculum development and even the complete system of educational institutions as well as the problems associated with work life of teachers at the work places. The

problems of poor academic performance may be categorized into three macro groups' **student-related factors, teacher- related factors and family- related factors etc.**

The Radhakrishnan commission (1948-49) emphasized that education is an important instrument to deliver human welfare and development through the cascading of social change. The highest aim of the commission was to ensure betterment of humanity through the essential linkages of development, progress and growth.

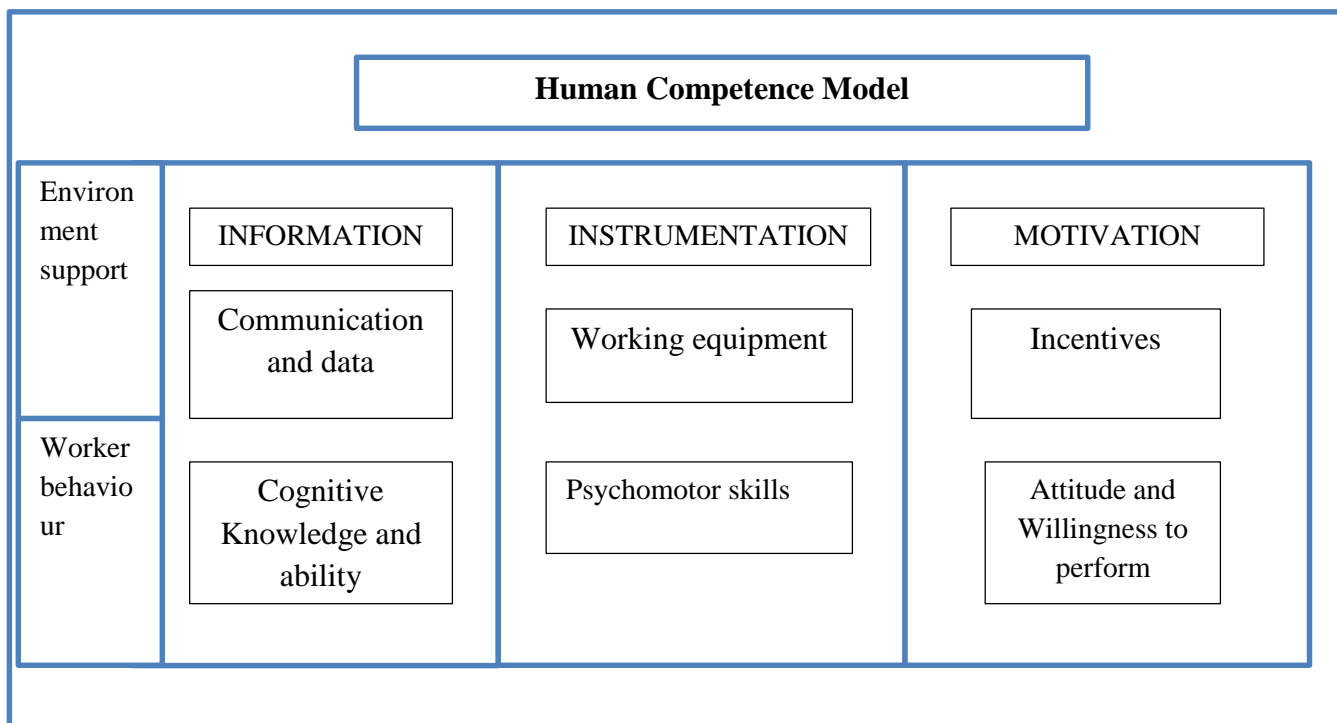
For any educational system or institution to prosper it is more important to understand both teachers and students & to identify the factors that have a bearing impact on the sustainable development of academic performance. Such factors may be categorized into **apparent and non-apparent indicators** like teaching and evaluation methods practiced, stress and emotional factors concerning with the teachers and the teaching learning environment gap between the materials used by the teachers and the needs and expectation from the students of the present era of digital revolution. UGC 11<sup>th</sup> plan (2007-2012) also focused upon the emergence of good quality educational institutions with excellence in terms of creativity and innovation. Yet another important indicator for the improvement of quality in higher education is the initiative for academic and administrative reforms in various universities and college education system. There are diverse opinions the policy makers of higher education in India, however the major gap to be bridged is by achieving a meaningful dialogue between higher education and the industry.

When it comes to school, college and higher education in India the apparent performance gaps may include the problems caused by private tuitions, weakening of students self-directed learning capabilities, students low engagement in classroom teaching. Tuition culture in India is clutching the creative ability of the teacher and students to explore diversity of learning, reasoning and rather it is making education a uni-focal exam oriented and mark card focused activity. The lack of analytical ability and application knowledge is a major challenge in the present system of tuition culture in India. The present study is designed to study performance deviations in the organizational context of teaching and learning initiatives from the perspective of human performance improvement.

### **Human Performance Models**

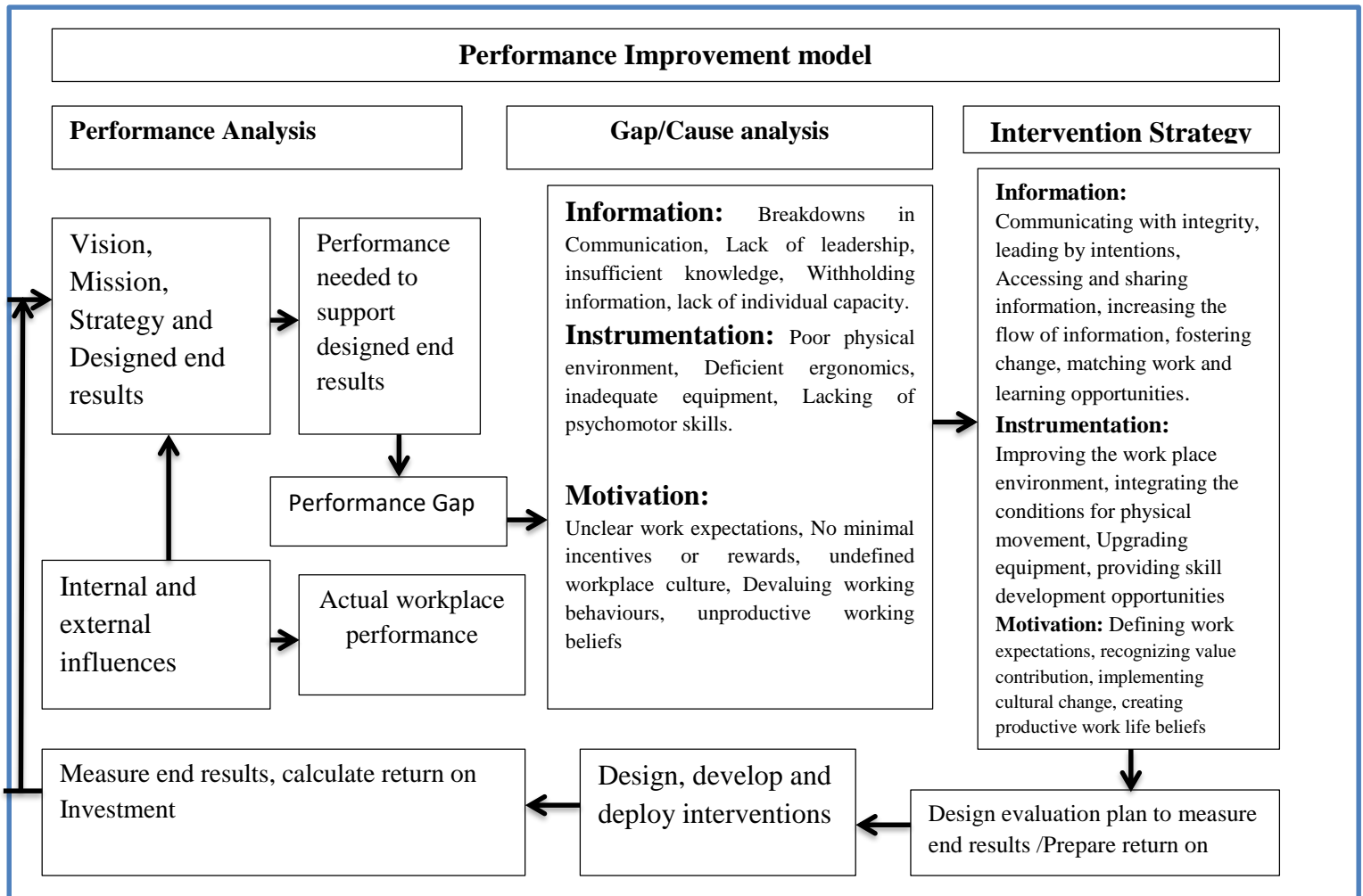
**Gilbert (2007) identified the human performance improvement can be effectively analysed based the performance models like Human competence model and performance improvement model.**

## Human Competence Model



Human Competence model describes that human competence is based on three sub categories for both the environmental support and worker (employee behaviour at the work place). The further sub categories for each of environmental support and employee behaviour are identified as information, instrumentation and motivation. The Human Competence model is specific about hard side of the management where the information communication, working equipment and incentives are given priority; on the other hand soft hand side of the management is connected with cognitive knowledge and ability psychomotor skills to perform required tasks and motivation to perform at the work place. The model advocates that employees have the total power over their behaviour to perform at the at the work place. However any deviations higher or lower the line of reference of any of the sub categories influence the employee performance at the work place.

## Performance Improvement Model



### Performance Improvement Model:

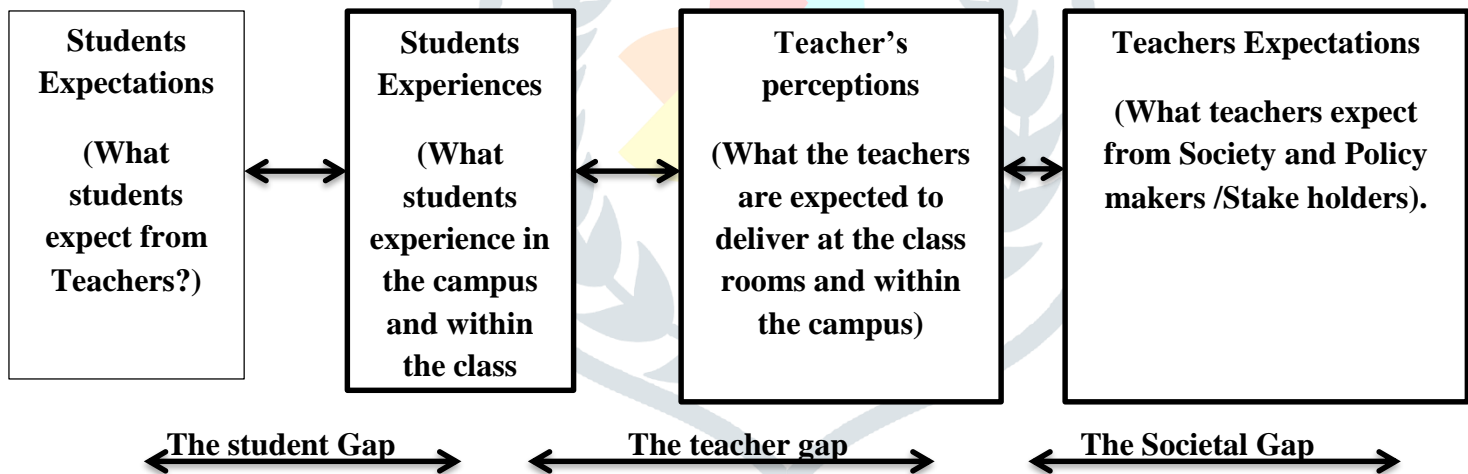
The performance Improvement model is complimentary to the Human Competence Model. Performance Improvement Model focusses on measurable end results. The concern is performance gap regarding the sub categories of information, instrumentation and motivation. The intervention strategies are accordingly designed to bridge the gap between actual performance and performance needed to support the end results. The normal performance deviations may be due to lack of leadership, communication barriers, lack of subject expertise and insufficient knowledge, limitations at the level of individual capacities to deliver at the work place and lack of psychomotor skills to perform & to derive motivation at the work place. The human competence and performance improvement are required to be in line with the vision; mission and organizational strategies linked with work life performance aspects at the organizations.

### Review of Literature

**Bhavna R Shetty (2018)** has conducted gap analysis of students' experience and expectations with special reference to MBA education in India. The learning organizations need an understanding of students' viewpoints on teaching effectiveness within an academic system and to synchronize the experiences of students

with their expectations. The study has made an attempt to gain a deeper understanding of the relationships and gaps of the students entering MBA, their expectations at the end of the first year and teachers perceptions. From the study it is found that high cost of education resulting burden on parents and students with minimum return on investment. Lack of quality of assurance systems and quality faculty members are the major performance gaps experienced by the Management education institutes in India.

**Ramchandra Pramanik (2014)** supports the view of Prof: Radhakrishnan that education is essentially linked with development, progress and thus manifestation of perfection among the individuals in connection with social and economic development. The study observed that Education is one of the crucial areas that cater to the need for long term development of a country. There is no doubt that since independence, Indian education system has been expanded remarkably. But this is not enough to cater to the needs of Indian youth. The whole spectrum is broad enough that extends from *KG to PG* and from Arts to Pure Sciences and from Technology to Professional streams. State interventions are the need of the hour to reserve high share of budgetary allocations for Education in the new millennium including research and industry collaborations. The study concludes that research and education should be interlinked starting kinder garden to PG education. The absolute reason of failure of management institutes in India is the lack of academia –industry gap and employability of MBA students. The study is based on the conceptual model of performance gaps at the workplace.



From the study it is found that a substantial gap for all areas meant that faculty's teaching effectiveness was lower than what students expected. Teachers perception regarding inclusion of cooperative learning strategies in class instructions and having well-articulated norms for classroom behavior did not match with students' actual experiences.

**Senthilkumar et.al (2016)** described Employees Job Satisfaction in Collegiate Education with Special Reference to Arts and Science Colleges at Trichy in Tamilnadu. The study has upheld the role of teachers in achieving the purpose of influencing young minds in the interest of nation building roles. The study clearly focused on the remarks that **"The destiny of India is now being shaped in her classroom"**. But the teachers

as the performers at the class room are staggered due to several issues of job satisfaction, gender discriminations, job security, and bossism of permanent teachers on temporary /Adhoc/ Teachers on contract basis. There are diverse issues relating to the policy of teacher recruitment , as there are less than 40% of the teachers are appointed by the government and larger proportion of teachers are appointed in Self-financed institutions, where the teachers are paid lower salaries and with minimum facilities. The salary is one among the major component of job satisfaction including the effectiveness performance delivery at the class room. Hence the destiny of India is in the clutches of class room performance issues linked, with policy matters of the state. From the study it is found that the salary, working environment, promotional opportunity and interpersonal relationship are the main factors influencing job satisfaction.

### **Research Methodology**

Research design proposed for the study is ‘Descriptive’ type of research. This type of research deals with quality of responses from the respondents about their emotions, attitudes, experience, behavioral, interests, technical skills, personality, self-concept, beliefs and values and expectations. The study is designed with different perspectives both from teachers and students.

Primary data is collected by questionnaire survey method .The questionnaire consisted of questions to analyse the Performance deviations of both apparent and non-apparent indicators, as a gap of what the teachers are delivered to the students and what the students are expected from the teachers. One sample t test, which is followed by one way ANOVA, is conducted to examine and verify the hypothesis of significant differences among the performance gaps between teacher’s performance and student’s expectations. A convenient sample of 50 students and 50 school teachers from Mysore district are considered for the study.

### **Objectives of the study**

1. To study the performance gaps caused by apparent and non-apparent indicators.
2. To suggest measures of interventions to minimize performance gaps caused by apparent and non-apparent indicators.

### **Hypothesis of the study**

**H (0):** There is no significant difference among the performance gaps caused by apparent and non-apparent indicators

**H (1):** There is a significant difference among the performance gaps caused by apparent and non-apparent indicators.

The research study is designed with the major focus of performance gaps caused by caused by apparent and non-apparent indicators. A similar set of apparent and non-apparent indicators are identified for both



students and teachers and the responses are measured based on 5 point likert scale (5:Strongly agree .1:= Strongly disagree ).

## Apparent and non-apparent indicators of performance among Teachers

### Demographic profile of women teachers.

Table 1		
Age in years	Frequency	Percent
Below 30	6	12.0
30-40 years	27	54.0
41-50	15	30.0
Above 50 years	2	4.0
Total	50	100.0
Marital Status		
Single	8	16
Married	42	84
Total	50	100
Number of Children		
No children	13	26.0
Two children	23	46.0
More than two children	14	28.0
Total	50	100.0
Age of Children		
Below 5 years	3	6
6-10 years	8	16
11-15 years	24	48
More than 15 years	15	30
Total	50	100
Family members		
3-4 members	31	62
5 members	8	16
More than 5 members	11	22
Total	50	100
Number of dependent		
No dependents	1	2.0
One dependent	2	4.0
Two dependents	24	48.0
More than two dependents	23	46.0
Total	50	100.0



Educational qualification		
	Frequency	Percent
Under graduate	5	10.0
Post graduate	16	32.0
M phil	12	24.0
Ph.d	17	34.0
Total	50	100.0

<b>Years of service</b>		
Less than 5 years	4	8.0
5-10 years	21	42.0
10-15 years	14	28.0
More than 15 years	11	22.0
Total	50	100.0
<b>Nature of work</b>		
Part time	9	18.0
Full time	41	82.0
Total	50	100.0
<b>Number of dependent</b>		
Public transport	6	12.0
Own vehicle	44	88.0
Total	50	100.0
<b>Monthly salary</b>		
Less than 20, 000 Rs	17	34.0
Rs.20,000-40,000	13	26.0
40, 000 -60, 000 Rs	4	8.0
60,000-80,000 Rs	3	6.0
Above Rs.80,000	13	26.0
Total	50	100.0

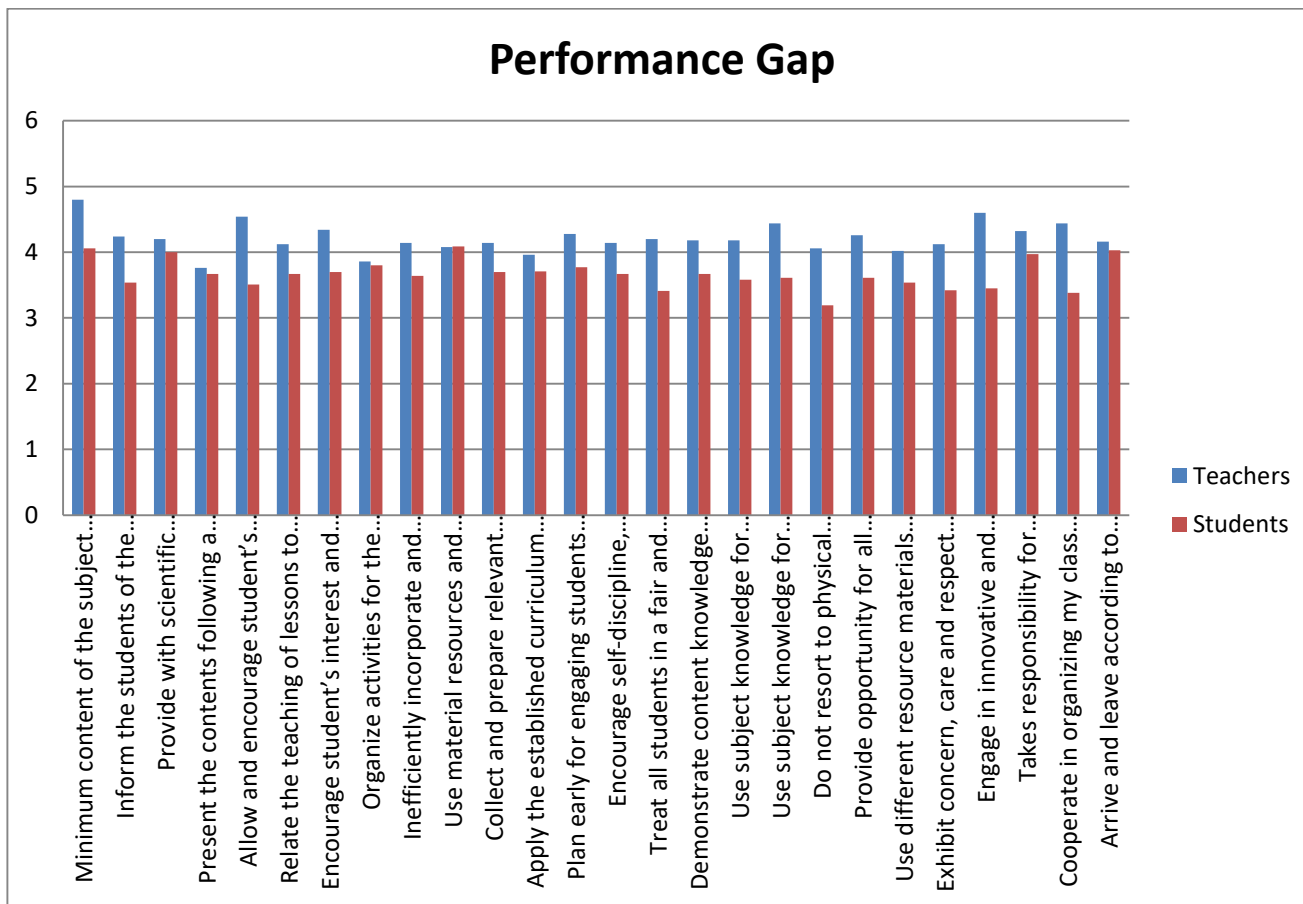
The above table shows demographic profile of the women teachers of the study. The demographic variables like Age in years, Marital Status, Number of Children, Age of Children, Family members, Number of dependent Educational qualification, Years of service, Nature of work, Number of dependent, Monthly salary are tabulated in the form of frequency and percentage.

84% of the respondents of the study are in the age group 30-50 years, 42% of married women. The women teachers of the study area of belong to the families of 3-4 members with minimum of 2 children of age group 6-15 years. The women teachers are found to be supporting the family members and their dependents of minimum two members.

The educational qualification of the respondents is post-graduation (95%), with minimum of work experience of 4 years (96%) and with full time work load (41%).The women teachers are self-sufficient with own transportation (44%) and within the salary bracket of maximum of 40000 Rs/month.



	Teachers		Students (Average age is 18 years)		Gap	P Value
	Mean	SD	Mean	SD		
<b>One-sample statistics</b>						
Minimum content of the subject matter, tailored to the students' knowledge.	4.8	0.63	4.06	1.06	Positive (Teachers)	0.000
Inform the students of the competencies they will be expected to acquire.	4.24	0.47	3.54	1.33	Positive (Teachers)	0.000
Provide with scientific information that allows students to gain a better and deeper understanding of the subject matter.	4.2	0.75	4.00	1.06 4	Positive (Teachers)	0.000
Present the contents following a clear and logical framework, highlighting the important aspects of learning.	3.76	0.55	3.67	1.01 2	Positive (Teachers)	0.000
Allow and encourage student's participation in the class room and promotes interaction during the class hour.	4.54	0.70	3.51	1.09 1	Positive (Teachers)	0.000
Relate the teaching of lessons to the professional environment with relevant examples.	4.12	0.65	3.67	1.19	Positive (Teachers)	0.000
Encourage student's interest and the motivation to learn with active involvement.	4.34	0.79	3.70	1.21	Positive (Teachers)	0.000
Organize activities for the students to actively participate during the course of assignments and learning.	3.86	0.75	3.80	0.87	Positive (Teachers)	0.000
Inefficiently incorporate and employ icts in the class room.	4.14	0.92	3.64	1.19	Positive (Teachers)	0.000
Use material resources and teaching aids that facilitate learning.	4.08	0.75	4.09	0.87	Positive (Teachers)	0.000
Collect and prepare relevant teaching learning materials.	4.14	0.80	3.70	1.29	Positive (Teachers)	0.000
Apply the established curriculum with a certain amount of flexibility for a better class dynamics	3.96	0.69	3.71	1.39	Positive (Teachers)	0.000
Plan early for engaging students in learning activities.	4.28	0.83	3.77	1.28	Positive (Teachers)	0.000
Encourage self-discipline, punctuality and regularity among the students.	4.14	0.67	3.67	1.01	Positive (Teachers)	0.000
Treat all students in a fair and consistent manner.	4.2	0.72	3.41	1.05	Positive (Teachers)	0.000
Demonstrate content knowledge with conceptual clarity using appropriate examples.	4.18	0.71	3.67	1.16	Positive (Teachers)	0.000
Use subject knowledge for making it responsive to the diverse needs of the students.	4.18	0.71	3.58	1.23	Positive (Teachers)	0.000
Use subject knowledge for completing entire syllabus within specified time.	4.44	0.70	3.61	0.98	Positive (Teachers)	0.000
Do not resort to physical punishment and mental harassment of students.	4.06	0.71	3.19	1.38	Positive (Teachers)	0.000
Provide opportunity for all students' participation in discovery, exploration and experimentation with in/ beyond class room setup.	4.26	0.69	3.61	0.95	Positive (Teachers)	0.000
Use different resource materials like teacher guide, source book, ict, etc. Other than textbook for effective transaction.	4.02	0.82	3.54	1.26	Positive (Teachers)	0.000
Exhibit concern, care and respect for the students while communicating verbally/non-verbally.	4.12	0.82	3.42	1.12	Positive (Teachers)	0.000
Engage in innovative and research activities.	4.6	0.48	3.45	1.23	Positive (Teachers)	0.000
Takes responsibility for organizing school functions like morning assembly, cultural programmes, sports and games, celebration of national days etc.	4.32	0.55	3.97	1.07	Positive (Teachers)	0.000
Cooperate in organizing my class activities such as gardening, health and hygiene, mid-day meals.	4.44	0.73	3.38	1.17	Positive (Teachers)	0.000
Arrive and leave according to schedule time.	4.16	0.71	4.03	1.05	Positive (Teachers)	0.000



The above table shows One-sample statistics of the study. Several performance indicators are subjected to the one sample t test, where the descriptive measures are compared with the teacher performance delivery against the perception and reciprocation from the students viewpoint. The performance gap is found positive with the view point of teachers with significant difference with regard to the students perception and feedback. ( $P=0.000, H(0)$ : rejected,  $H(1)$ : Accepted) There is a significant difference among the performance gaps caused by apparent and non-apparent indicators.

From the above table it can be inferred that the performance delivery from the teacher point of view is positive and on the contrary the students are not quite receptive and absorbing the content.

**Conclusion:** From the study it is concluded that the teacher performance and students participation in the process of class room learning is creating the gap of performance deviations which are teacher supportive. Such performance gaps are the concern of this study so that the gaps are well bridged and deviations are reduced to minimum or no such performance gaps, in order that the learning leads to transformational change among the teachers as well as the students. Therefore further probing of the gaps and performance deviations is much essential and has a large scope, encompassing the clear distinction of both apparent and non-apparent indicators.

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