

"ROLE EFFICACY" OF TEACHERS AT POLYTECHNICS AND ITS DEVELOPMENT : A SURVEY

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ABSTRACT

Teachers hold a pivotal position in polytechnics. Their performance in this position is dependent on their personality, competency, experience and organizational climate in the polytechnic. The type and content of role assigned to them also affects their performance and effectiveness. Some teachers extend/modify/change their role in accordance with their personal need, get job satisfaction and thus perform better compared to those who stick to the role assigned to them by higher ups. The paper presents findings of a study undertaken to get opinion of teachers of polytechnic about effectiveness of their organizational role and make suggestions for improvement in it for satisfying their need.

This study was conducted by administering "Role Efficacy Scale" by Pareek (1) and Personal Profile Proforma to a group of 22 teachers of the polytechnic of a State of Northern part of India.

The findings of study offer a new insight into the thinking of teachers about their present role and suggest initiatives needed at management and individual level for making it more effective.

INTRODUCTION

Teachers play a key role in managing learning process of students at polytechnics. Their effectiveness in performance is crucial in developing desired knowledge, skill and attitude in students. The present product of polytechnic is criticised by industry for not possessing desired knowledge, skill and attitude required for playing role of a technician. Many reasons for this, re-

lated to teacher, such as lack of competence of teacher in the subject matter and teaching; absence of challenge, newness and variety in their job; surfeit administrative and less of academic work, overloading due to shortage of teachers; lack of incentive for good performance; absence of system for providing proper orientation to them related to their duties, responsibilities and expected behaviour, power and

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authority, autonomy and career prospects; lack in personal characteristic and aptitude of teaching, are sighted.

Teachers' poor performance is one of the major reasons for dismal conditions in polytechnic. Sometimes, teachers, inspite of desired personal and interpersonal characteristic, competence and experience and required organizational climate demonstrate poor performance at polytechnic. This is reflected in their not taking classes, not preparing proper lessons and not delivering effectively and low result of students. It is probably due to their not putting their best in teaching and low work commitment or work motivation. This many times is reflected in their absenteeism from lecture sessions without any notice.

The organizational role of polytechnic teachers also affects their performance. It is this which links teacher with the polytechnic. Organizational role of polytechnic teachers has not been investigated much in respect of their expectations from role, higher ups expectation from teacher's role and the extent of these are aligned. An increased alignment of these results in improved motivation of teachers for better performance.

Few studies on research based understanding of organizational role, its correlates and predictors of effectiveness has been cited in literature. Also there is lack of clarity in the components of organizational role of teachers, factors affecting it and strategy for improvement.

The present study "Role Efficacy of Teachers at Polytechnics and its Development" aims at determining status of potential effectiveness of

organizational role of polytechnic teachers, characteristics of organizational role requiring improvement and actions required for doing this.

KEY CONCEPTS/DEFINITIONS

Role, Role Efficacy and its aspects as defined in Pareek (1) are as follows :

Role can be defined as the position one occupies in a social system, as defined by the functions he/she performs in response to the expectations of the significant members of the social system and his/her own expectations from that position or office.

Role Efficacy means the potential effectiveness of an individual occupying a particular role in an organization. Role efficacy can be seen as the **psychological factor underlying role effectiveness**. In short role efficacy is potential effectiveness of a role. (To what extent an individual is able to change his role for meeting his own and higher up expectations).

The integration of a person and the role comes about when the role is able to fulfill the needs of the individual, and when the individual is able to contribute to the evolution of the role.

Aspects of Role Efficacy comprises of three dimensions of Role Making, Role Centring and Role Working.

OBJECTIVES OF STUDY

The objectives of the study are :

- * To determine the status of effectiveness of organizational role of teachers in polytechnic in term of Role Efficacy Index.
- * Identify those dimensions of organizational role (out of role

making, role centring and role linking) which need improvement.

- * "To suggest activities initiatives for improvement in effectiveness of organizational role of teachers in polytechnic.
- * To find out relationship of effectiveness of organization role of teacher with their personal dimension such as age, experience, qualification and member of professional society. etc.

METHOD OF STUDY

Instruments :

"Role Efficacy Scale" instruments designed by Pareek (1) was used for this study, A "Personal Profile" questionnaire for getting information related to age, experience, qualification etc. developed by author was also used in this study.

DATA COLLECTION AND ANALYSIS

The above instruments were used for collecting information from 22 teachers of polytechnics of a state in Northern part of India. The information collected was analysed to find out "Role Efficacy Index" of polytechnic teachers and their average value. Aspects of role efficacy dominant or lacking in faculty were also determined.

The outcome of this analysis was presented to faculty members and their comments were sought on finding of the study. Most of them agreed on findings of the study and they came out with suggestions for improving Role Efficacy of polytechnic teachers leading to greater motivation and job performance.

FINDINGS AND RESULTS

- (1) Role Efficacy Index (REI) of teachers of polytechnic is not same; as the value REI for most of teachers is between 50-60%. Thus each teacher perceives his role in different way. It does not 'fully satisfy' his expectation.
- (2) The average value of Role Efficacy Index for teachers is 63.3%. There is need of making efforts for redefining organizational role of teachers and take steps for its improvement.
- (3) Role Centring dimension of Role Efficacy is 35% which is quite low. Thus "role Centring Dimension" of organizational role need urgent attention from managers of polytechnic.
- (4) The Role Making (Average value 65%) and Role linking (Average value 60%) dimensions of Role Efficacy (Potential effectiveness of organizational role) of faculty in polytechnic also need to be improved by faculty and others.
- (5) The variation in Role Efficacy Index of faculty and corresponding age, teaching experience is similar. It shows that increased age, and years of experience in polytechnic leads to greater alignment between expectation of role from higher ups and expectation from role by the faculty i.e. higher Role Efficacy Index.

SUGGESTIONS FOR IMPROVING ROLE EFFICACY

Teachers during discussion, after presentation of outcome of the study,

came out with following suggestions for improving their organizational role effectiveness.

Present role does not provide teachers ample opportunity for utilising their acquired knowledge, skill and experience. At polytechnic level, a plan for identifying abilities of teachers and providing them opportunities for utilising these is the need of time. Initiative from management will make a difference in the orientation of teachers towards their role and result in better performance.

- * Newly recruited faculty feel lost in polytechnic. They do not know much about technician education, polytechnic and expectation of job from them. A planned strategy comprising or orientation an induction programme is required for them, for increasing their integration with the role assigned to them in polytechnic. It also will make them realise importance of their role in nation building. Thus, role ambiguity can be overcome by providing clear-cut direction about role of the teacher.
- * Teachers expressed that there is no one in polytechnic to provide them guidance for becoming effective teacher and tell about their shortcomings. There is need to have a mechanism for providing feedback to teachers about their strength and weakness and effect of their actions on students. Once they become aware of these, they will try to make changes in their behaviour and performance.
- * Teachers are not consulted for assigning roles to them. Thus,

many times they have to do work in which do not feel interested. They spend more time in routine administrative work compared to teaching. It results in poor performance. It will be desirable to allot role to teachers after negotiation/discussion with them, so that they start identifying themselves with the achievement of these roles.

This way they will themselves see their progress in the role and encouraged to change as and when required.

- * Teachers fresh from engineering colleges face difficulty in controlling students, adopting effective instructional strategy, media and student evaluation mechanism. They expressed that their participation in educational technology programmes and activities of professional bodies give them a feeling of association with the profession and motivation to use innovation in working than adopting conventional approaches. Senior teachers need to provide them guidance for becoming effective teacher.
- * Committees consisting of faculty members are formed in the polytechnics to organize various functions. Teachers feel that a proper composition of group of teachers, many times leads to the improvement of motivation of those faculty which otherwise takes less interest in institution activities. All teachers including newly recruited have to be involved in groups/committee for building relationship and understanding of each other.

- * Teachers expressed that there is no incentive and recognition of doing original work or initiating activities in addition to teaching by them. Some system such as providing extra facilities, financial incentive and recognition should be evolved in polytechnic. It will result in higher role efficacy of teachers. A further study of the effect of introducing improvement in the Role Efficacy of faculty through initiatives or actions is need of the time.

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