

Job Performance of Primary and Secondary School Teachers

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ABSTRACT

Job performance refers to an act of fulfillment of the requirement of a given job i.e. the manner in which an employee carries out his job efficiently at work or accomplishment and discharge of duty. The measurement of job performance or individual performance on the job serves certain organizational as well as individual goals Sharma²². The purpose of the present study was to study the job performance of primary and secondary school teachers, to know the school wise difference in job performance of primary and secondary school teachers and relationship between socio-personal characteristics and their job performance. The study was conducted in the year 2016-17 in Dharwad district of Karnataka. Total 150 primary and secondary rural school teachers were selected for the study. The pre-tested questionnaire was used for data collection. Majority (73.33 %) of the rural school teachers (primary and secondary) were belonged to high job performance followed by medium category and none of them were in low category. In case of school wise difference in job performance of rural school teachers there was a significant difference in job performance of primary and secondary school teachers. Age, education, job experience, trainings attended, achievement motivation and organizational climate showed positive and non significant relationship with job performance of rural school teachers. Job stress also found to be highly significant but negative relationship with job performance. Only job satisfaction showed positive and highly significant relationship with the job performance of rural school teachers.

Key words: Job performance, School, Primary, Secondary, Teachers.

INTRODUCTION

A teacher is an embodiment of honesty, equanimity, justice, nobility and wisdom. Above all he is karmayogi, who believes in purity of thought and action. It is universally agreed that the quality of an educational programme is determined to a large extent by teaching of the teacher. Teacher performance is the most crucial impact in the field of

education. No development has been reached the threshold of the development of new technology which is likely to revolutionize the classroom teaching. Unless capable and committed teachers are in service, the education system cannot utilize them, for becoming a suitable and potential instrument of national development.

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Management of human resources involves several important and complex issues in the form of multidimensional reactions involving employee's perception of the organizational climate, their personality, background, the objective realization of organization culture, leadership system and intergroup relationship. This concept has changed drastically since the days of scientific management. Today the impact of modern behavioral sciences has given new insight and approaches to management of human resources. This new insight highlighted the concept of motivating people in the organization as an important strategy. The main concern in the management of human resource is the improvement in the performance of the people working in the organization with a view of increasing its efficiency through motivation.

One way of enhancing the performance of the employees is to know their level of performance and delineate the factors responsible for it. A number of psychological theories have pointed out that individuals want and seek feedback about their performance to register growth, since it helps them to learn more about themselves¹⁸.

However in many organizations especially under public sector the performance of staff is assessed mostly to fulfill the organizational goals such as promotion, transfer and for determining the training needs. But in developmental organizations the performance of the staff is assessed in order to achieve some targeted objectives. Unless the employees are well informed about their performance and also their strong and weak points, it's very difficult for them to improve their level of performance. This is also considered as important for reinforcing the positive points and overcoming their weakness. Thus measurement of job performance and its feedback plays an important role in efficiency of employees. The objectives of the study are,

1. To analyze the level of job performance of primary and secondary school teachers
2. To know the school wise difference in job performance of primary and secondary school teachers
3. To find out the relationship between socio-personal characteristics and their job performance.

MATERIAL AND METHODS

The study was conducted during 2016-17 in Dharwad district of Karnataka. Dharwad district consists of five talukas viz., Dharwad, Kalghatagi, Hubli, Navalgunda and Kundgol. Dharwad and Kalghatagi talukas were selected keeping in view the availability of time, the cost and convenience of the researcher. List of villages and schools were obtained from the Block Education office of Dharwad district. The villages having more number of schools and schools having more number of teachers were randomly selected. Total one hundred and fifty rural school teachers were selected. Out of the total sample, eighty three primary school teachers and sixty seven secondary school teachers were selected for the study.

The data was collected from rural school teachers with the help of pre tested questionnaire by personal interview technique. A teacher made job performance scale was developed to measure the performance level of the respondents on their respective jobs. The performance scale consisted of fifteen statements which were framed keeping in view the job chart and mandates of rural school teachers. The scale ranged on a five point continuum from excellent, good, satisfactory and poor to very poor with score of 4, 3, 2, 1, 0 respectively with total scores ranges from 0-60. Job performance was classified as low, medium and high levels depending upon total scores.

RESULTS AND DISCUSSION

Table 1: Socio-personal characteristics of rural school teachers

n = 150				
Sl. No.	Characteristics	Category	Frequency	Percentage
1	Age	Young (<35)	23	15.33
		Middle (35-50)	95	63.34
		Old (>50)	32	21.33
2	Gender	Male	55	36.67
		Female	95	63.33
3	Education	SSLC and D.Ed	13	8.67
		PUC and D.Ed	25	16.67
		Degree and D.Ed or B.Ed	54	36.00
		PG and D.Ed or B.Ed	48	32.00
		PG and M.Ed	10	6.66
4	Marital status	Married	136	90.67
		Unmarried	14	9.33
5	Rural urban background	Urban	39	26.00
		Semi-urban	48	32.00
		Rural	63	42.00
6	Total years of experience	<12 years	36	24.00
		12 – 20 years	62	41.33
		>20 years	52	34.67

The data related to the socio-personal characteristics of rural school teachers is shown in Table 1. It indicated that more number (63.34 %) of the respondents belonged to middle age group *i.e.* between 35-50. Looking to the results of education in Table 1, the respondents attain minimum of 18 years to complete SSLC with D.Ed and they attain around 27 years to complete PG with M.Ed. The respondent's age might range from 18 to 27 to complete their educational qualification to become teachers. Hence, most of them belonged to middle age group. Nearly one fourth (21.33 %) of them were in old age group. Since, when an individual works in an organization for more than five years they rarely think of changing the job either because of their attachment to the job or fear of losing the service benefits. About 15.00 per cent (15.33 %) of them belonged to younger age group might be because of their recent recruitment. Similar findings were reported by Manjula¹¹, Krishnamurthy *et al.*⁸, Meena *et al.*¹², Kumar and Kaur⁹ and Akshata².

It was found that more number of the rural school teachers (63.33 %) was female. The reason might be that for females, teaching profession is considered as most safe, suitable and comfortable. Also education department might have followed the procedure

considering women quota in recruitment. The above mentioned findings were not agreed with the findings of Alarima *et al.*³, Agunga *et al.*¹ and Kumar and Kaur⁹. It is evident from the Table 1 that 36.00 per cent of selected respondents were completed degree with additional qualification of D.Ed or B.Ed. The possible reason may be the preference of higher education. People are eager to complete minimum degree and most of them have joined for service after completion of degree with additional qualification of D.Ed or B.Ed. Nearly one third (32.00 %) of them completed post graduation with additional degree of D.Ed or B.Ed for strengthening the career prospects. Along with this education department is also encouraging the teachers by deputing for higher education.

In earlier days for appointment of teachers for primary school the minimum qualification was SSLC with D.Ed. Hence, 8.67 per cent of the teachers might have belonged to the old recruitment procedure. Now a days for recruitment of primary school teachers job, PUC with D,Ed is minimum qualification. So, 16.67 per cent of the teachers completed PUC with D,Ed. Due to preference in higher degree in the recruitment of any job, trend of the new generation has changed to possess higher qualification. Hence, 6.66 per

cent of the respondents were found in the category of PG with M.Ed. The results of the study are in consistent with Janardhana⁷, Vijayalakshmi²³, Manjula¹¹ and Mohan¹⁴.

The findings of the study [Table 1] indicated that almost all the teachers (90.67 %) were married and only 9.33 per cent of them were unmarried. The possible reasons could be attributed to this finding might be our tradition and customs towards getting married at the age of 25-30 years and system of early marriage followed for females. Other possible reason is majority of the teachers were in middle and old age group so, almost all of them were married. The results of the study are in line with the study of Vijayalakshmi²³ and Manjula¹¹.

With regard to the rural urban background of the respondents results showed that 42.00 per cent of them had rural background. The possible reasons might be

that they are from farming families, native of rural, completed their primary and secondary education in rural areas. Whereas, 32.00 and 26.00 per cent of the teachers were had semi-urban and urban background respectively. This might be due to the fact that their parent's job and settlement in taluk places or for their children higher education they settled in cities. This trend is in line with the findings of Menasinaha¹³, Manjula¹¹ and Mohan¹⁴.

It could be observed from the Table 1 that 41.33 per cent of the teachers had 12- 20 years of experience followed by more than 20 years of experience (34.67 %). Since most of the teachers might have joined the service between the age of 18 to 27. Nearly one fourth (24.00 %) of them had less than 11 years of experience because recently they joined the service. Similar findings were found by Manjula¹¹, Mohan¹⁴ and Kurbett¹⁰.

Table 2: Job performance of primary school teachers

n = 150

Categories	Frequency	Percentage
Low	-	-
Medium	15	18.07
High	68	81.93

It was evident from the Table 2 that majority (81.93 %) of the primary school teachers were in high job performance category followed by

medium (18.07 %) and none of them were belonged to low category.

Table 3: Job performance of secondary school teachers

n = 150

Categories	Frequency	Percentage
Low	-	-
Medium	19	28.36
High	48	71.64

It could be seen from the Table 3 that majority (71.64 %) of the secondary school teachers were belonged to high job performance

category followed by medium category (28.36 %) and none of them were in low category.

Table 4: Overall job performance of rural school teachers**n = 150**

Categories	Frequency	Percentage
Low	-	-
Medium	34	22.67
High	116	77.33

The data on level of job performance of rural school teachers is projected in Table 4. Majority (73.33 %) of the teachers was belonged to high job performance followed by medium category (22.67 %) and none of them were in low category. This might be due to that the teachers are well aware and clear about their roles and responsibilities in their job. Majority of them were having more experience in the organization and perceived organizational climate of teachers was from more favourable to favourable. Hence, the

teachers were performing their job well. Other reason might be that trainings attended by them since, education department has made it compulsory for every teacher. This might have helped to perform better in their jobs by improving their teaching skills with recent and advanced development in education. This finding is in conformity with the findings of Mohan¹⁴, Panchaksari *et al.*¹⁷, Mohan *et al.*¹⁵, Anuradha and Sreedevi⁴, Pounraj¹⁹ and Debnath *et al.*⁵.

Table 5: School wise difference in job performance of rural school teachers**n = 150**

Sl. No.	School category	Sample	Mean	't' value
1	Primary school	83	63.87	2.20*
2	Secondary school	67	61	

* Significant at 5 %

In Table 5 the school wise difference (Primary and Secondary) job performance is presented. The mean score of job performance of primary school teacher was found to be high (63.87) followed by secondary school teachers (61) however, t value showed significant difference in job performance of primary and secondary school teachers. This variation between the

two categories of teachers could be because of the difference in available resources and facilities, teaching aids and teaching learning conditions. The difference in trainings provided to them might have contributed significant difference in the job performance of primary and secondary school teachers.

Table 6: Relationship between independent variables and job performance rural school teachers**n = 150**

Sl. No.	Variables	Correlation Co-efficient
1	Age	0.047 NS
2	Education	0.026 NS
3	Job experience	-0.032 NS
4	Training attended	0.091 NS
5	Achievement motivation	0.020 NS
6	Organizational climate	0.020 NS
7	Job stress	-0.315**
8	Job satisfaction	0.582**

NS = Non-significant ** Significant at 1 %

A perusal of the Table 6 showed that variables namely age, education, job experience, trainings attended, achievement motivation and organizational climate showed positive and non-significant relationship with job performance of rural school teachers. Job stress also found to be highly significant but negative relationship with job performance. Only job satisfaction showed positive and highly significant relationship with the job performance of rural school teachers.

There was a significant but negative relationship exists between job stress and job performance. Since, some teachers experience stress when exposed to a particular situation like over workload, over lapping of work, parallel family responsibility, time pressure and working conditions. Other reason might be that female teachers have to face double responsibility one in house and another in job hence, their working capacity in performing the job decreases due to stress and tension. This finding was not in conformity with the findings of Halakatti⁶, Nagnur¹⁶, Rath²¹, Manjula¹¹ and Mohan¹⁴.

In case of job satisfaction of the respondents positive and highly significant relationship with job performance of rural school teachers was exhibited. This could be because of the reason that the teachers who are satisfied have positive feeling towards the organization and profession, they want to contribute something to the organization and perform their job better. This finding has the support of the findings of Purushothama²⁰ and Mohan¹⁴.

CONCLUSION

It is concluded that majority of the primary and secondary school teachers were in high job performance category and there is a difference in job performance of primary and secondary school teachers. Only the job stress had negative and highly significant relationship with job performance. Job satisfaction was found to be positive and highly significant relationship with job performance of rural school teachers.

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