



A Study of Role Efficiency of Primary School Teachers

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ABSTRACT:

The purpose of the study was to examine the 'Role efficiency' among primary school teachers. The sample included 124 primary school teachers selected by the random sampling technique. Schools were drawn from 4 zones i.e. East, West, South and North from each zone Government and private schools of Bhopal City. The tools were used for the present study Role efficiency scale of Udai pareek. t-test was applied to determine the significance of difference between Government age below 40 and above 40 years. Major finding of the study were- (1) The private school teachers are slightly better in role efficiency than government school teachers, (2) Untrained teachers are little better in role efficiency than trained teachers, (3) Below 40 teachers are slightly better in role efficiency than above 40 teachers.

Key Words: Role Efficiency, Primary School Teachers.

INTRODUCTION:

Education is the most important invention of mankind. It is a process of growth in which the individual is helped to develop his talents, powers, interest and ambitions.

The teacher has a major role in educational development. Nobody can deny the fact that the role of the teacher is crucial in any teaching learning situation at any level of education. It is the teacher who controls and guides the learning of his students by objectives of the subjects to be taught, planning timings and environment of teaching, deciding Methodology, adopting teaching techniques and finally evaluating the outcomes of teaching. Teaching of all teachers should be effective. But the reality is far from this with the expansion of education many persons do not seem to assume this responsibility. Unfortunately those who enter teaching profession neither choose it as a deliberate choice nor are they selected through scientific procedures. Whatever selection is there it is done on the basis of their knowledge of content only, other factors important for effective teaching are grossly overlooked.

Sinha (1980), studied the impact of teacher education programme on the professional efficiency of the teachers. Major finding of the study were- (1) The trained teachers were better than the untrained teachers in the subject knowledge, teaching preparation, self confidence, voice, pronunciation and facial expression, (2) the trained teachers were better than the untrained teachers about the aims of the lesson, the use of teaching devices presentation, questioning answering and the use of black board and other teaching aids.

Role efficiency has several aspects as under-

(1) Self role integration (2) Proactivity (3) Creativity (4) Confrontation (5) Centrally (6) Influence (7) Personal growth (8) Inter-role linkage (9) Helping Relationship (10) Super Ordination. As the development and direction to be given to the child is in the hands of the teachers, the society expects from them greater role, responsibility and the effectiveness of the teachers depends upon their role and role efficiency.

OBJECTIVE:

1. To find out the difference between primary teachers of Government and Private Schools in role efficiency.
2. To find out the difference of role efficiency of trained and untrained primary school teacher?
3. Whether below 40 and above 40 years Primary school teachers differ in their role efficiency?

SAMPLE:

The subject of the study was 124 teachers of 16 primary schools of Bhopal City. Random sampling technique was used during collection of data, 16 School were taken from 4 Zones i.e. East, West, South and North from each Zone. Government and Private schools were selected randomly.

TOLLS:

The tools were used for the present study-
Role efficiency scale of Udai Pareek.

VARIABLE:

A) Independent variables-

- 1- Nature of School (Government & Private)
- 2- Training of Teacher (Trained and Untrained teachers)
- 3- Age of teacher (above 40 years and below 40 years)

B) Dependant variable - Role efficiency.

ANALYSIS AND INTERPRETATION OF DATA:

The purpose of this investigation is to determine the Role efficiency in primary school teachers of Bhopal City.

In this study comparison between Government and Private Teachers, trained and untrained teachers, below age of 40 years and above 40 years teachers related to Role efficiency in the primary teachers.

Analysis of difference between primary teachers of Government and private, Trained and untrained below age of 50 years and above 40 years in Role efficiencies.

Position	Teachers	Mean	S.D.	t-value
Nature of School	Government (N=61)	22.86	6.94	0.0167
	Private (N=63)	25.73	6.01	
Training of Teacher	Trained	23.19	7.28	0.05
	Untrained	25.780	6.07	
Age of	Below 40 (N=73)	25.520	7.04	0.02

Teacher	Above 40 (N=51)	22.74	7.47	
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Nature of School:- The result shows that private school teachers are little better than Government School Teachers in Role efficiencies. But value 1.98 for 122 Degree of freedom at 0.05 level of significance.

The better efficiency of private school teachers may be due to the administrative strictness and seriousness of teachers.

Training of Teacher:- According to the result the untrained teachers are better than the trained teachers in role efficiencies. But as the obtained t-value 0.05 is less than the table value 1.98 for 122 degree of freedom at 0.05 level.

The lesser role efficiency of trained teachers may be due to lack of seriousness and overconfidence.

Age of teacher:- The result indicated that below 40 years teachers are better in role efficiency that above 40 teachers, but as the obtained t-value 0.02 is less than the table value 1.98 for 122 degree of freedom at 0.05 level of significance.

The better role efficiency of below 40 years teachers may be attributed to their younger age and responsiveness.

The over all finding of this study is teachers working in private schools, untrained and of below 40 are slightly better in role efficiency. Another finding of the study is all the teachers irrespective of their schools, where they are working, training status and age, they are average in their role efficiency.

Major finding of the study:-

1. The private school teachers are slightly better in role efficiency than Government school teachers.
2. Untrained teachers are little better in role efficiency than trained teachers.
3. Below 40 years teacher are slightly better in role than above 40 years teacher.

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