Chapter - III

AIMS AND RELEVANCE
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Polytechnics provide facility for education and training of a large population to become technicians. These technicians are required to develop desired competencies during their education for playing their role in the world of work.

Teachers play a crucial role in education and training of these technicians in polytechnics. According to Awale (1995), it is the engineering teacher who is an orchestrator of the various functions and activities of the technical education process and its delivery and thus form the most significant link between the technical education system and the world of industry, economic development, business and other occupational areas.

Performance of a polytechnic depends largely on teachers effectiveness. Sen (1982) has reported that persons having high role efficacy would be more effective in the organisation. The studies of teachers effectiveness and role efficacy are getting greater importance because of the crucial role of teacher in the optimum utilisation of large investment in polytechnics, greater expectations of industries from these institutions in providing quality technicians, poor performance of students, low motivation to work amongst teachers, inferior instruction, absenteeism, and a general feeling of stress & alienation by teachers.
Determination of polytechnic teachers Role Efficacy value and Personal and Organisational correlates would help in improving teachers' effectiveness. As such, the present study, entitled "Role Efficacy of Polytechnic Teachers: its Relationship with Personal and Organisational Characteristics", assumes greater significance. Research will address the questions: the extent to which personality viz., Eysenckian Personality, Personality Stress-Questionnaire (PSQ) – Behaviour Types contribute to polytechnic teachers' Role Efficacy. The study will also try and ascertain contribution of organizational parameters viz., Motivation in Role, Motivational Climate, Quality of Working Life, Organisational Role Stress and Occupational Stress to polytechnic teachers Role Efficacy.

In addition to this the present status of polytechnic teachers role efficacy and its dimensions, prevailing type of Personality, Personality Stress Questionnaire-Behaviour types, and predominant dimensions of Motivation in Role, Motivational Climate, Quality of Working Life, Organisational Role Stress and Occupational Stress in polytechnics will be determined. It will also try to identify the dimensions of role efficacy needing consideration for increasing its value for polytechnic teachers.

The correlates of role efficacy will be studied for polytechnic teachers in the age group 20 to 57.
Thus, this is a multivariate research with broad spectrum of personal and organisational parameters, their contribution in role efficacy of a specialised population: polytechnic teachers. The result may add meaningful information to redesign/improve role of polytechnic teachers for enhancing their role efficacy. The study is expected to give enough perception into the personality factors related to role efficacy on the one hand and the organisational factors on the other. These could be useful in developing suitable profiles for the selectors as well as right organisational features of selection of teachers and preparation of conducive organisational climate for optimum performance.