Chapter - VIII

SUMMARY
SUMMARY

Polytechnics in India employ about 25,000 teachers for educating 1,00,000 diploma engineers with an infrastructure of about Rs. 3,000 crores.

In polytechnics, teachers play a key role in managing learning process of students. Their effectiveness in performance is crucial in developing desired knowledge, skills and attitudes in students. The present product of polytechnic is found lacking by industry for not possessing desired knowledge, skills and attitudes required for playing role of a technician. Many reasons for this are attributable to teachers e.g. lack of competence of teachers in the subject matter and teaching skills; absence of challenge, newness and variety in their job; surfeit administrative and less of academic work, overloading due to shortage of teachers; lack of incentives for good performance; absence of system for providing proper orientation to them related to their duties, responsibilities and expected behaviour, power and authority, autonomy and career prospects and lack of aptitude for teaching.

Teachers' behaviour and poor performance is one of the major reasons for dismal conditions in polytechnics. Sometimes, teachers, inspite of their desired personal and interpersonal characteristics,
competence and experience and appropriate organisational climate demonstrate poor performance at polytechnics. This is reflected in their not taking classes, not preparing proper lessons and poor results of students.

It is probably due to their not putting their best in teaching as they have low work commitment and work motivation. This is reflected many a times in situations like absenteeism from duty without notice, strikes, poor pass percentage of students, poor quality of instruction, a general feeling of alienation, dissatisfaction from job and health problems due to stress among teachers. A proper understanding of teachers' performance and motivation is essential for identifying the true cause of problems and increasing the chances of solving these.

The traditional approaches to solve this problem have been either to "discipline" teachers through punishment or to motivate them through incentives or changing job (job enrichment Programmes). These approaches have limitations.

Organisational roles provide a potential for the integration of teachers with their jobs leading to achievement of organisational/polytechnic goals and fulfillment of personal needs. Determining Role Efficacy (Potential of teachers role to be effective) of teachers...
determination may help in taking steps for its improvement, leading to their better performance and effectiveness.

Considering the importance of polytechnics in terms of number of technician trained, large investment made in infrastructure and equipment, unemployment of pass out students from polytechnics, a large turnover of teachers, there is need of understanding the role efficacy of polytechnic teachers and find out ways of enhancing it.

The present study, entitled "Role Efficacy of Polytechnic Teachers: its Relationship with Personal and Organisational Characteristics", assumes greater significance. Research addressed the questions: the extent to which personality viz., Eysenckian Personality, Personality Stress-Questionnaire (PSQ) – Behaviour Types contribute to Polytechnic Teachers' Role Efficacy. The study also tried and ascertained 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 were determined. It also tried to identify the dimensions of role efficacy needing consideration for increasing its value for polytechnic teachers.

The review of literature was done for the areas of Role Efficacy, Personality, Personal Stress Questionnaire (PSQ)-Behaviour Types, Motivation in Role, Motivational Climate, Quality of Working Life, Organisational Role Stress and Occupational Stress. On the basis of review of literature, the following hypotheses were proposed:

A) ROLE EFFICACY AND PERSONALITY
- Role Efficacy and Eysenckian Dimensions of Personality:
  i) Role Efficacy is expected to be positively related with Extraversion.
  ii) Role Efficacy is expected to be negatively related with Psychoticism.
  iii) Role Efficacy is expected to be negatively related with Neuroticism.

- Role Efficacy and Personality Stress Questionnaire (PSQ) – Behaviour Types:
  Role Efficacy is expected to be positively related with Healthy Orientation of PSQ only.

B) ROLE EFFICACY AND ORGANISATIONAL CORRELATES
- Role Efficacy and Motivation in Role (MAO-R)
i) Role Efficacy is expected to be positively related with Achievement in the role played by teachers.

ii) Role Efficacy is expected to be positively related with Power in the role played by teachers.

iii) Role Efficacy is expected to be positively related with Control in the role played by teachers.

iv) Role Efficacy is expected to be positively related with Affiliation and Extension in the role played by teachers.

- ROLE EFFICACY AND MOTIVATIONAL CLIMATE (MAO-C)

i) Role Efficacy is expected to be positively related with Achievement Motivational Climate of organisation.

ii) Role Efficacy is expected to be positively related with Extension Motivational Climate of organisation.

iii) Role Efficacy is expected to be positively related with Power Motivational Climate of organisation.

v) Role Efficacy is expected to be negatively related with Control Motivational Climate of organisation.

v) Role Efficacy is expected to be positively related with Affiliation Motivational climate.

- ROLE EFFICACY AND QUALITY OF WORKING LIFE:

Role Efficacy is expected to be positively related with a positive perception of Quality of Working Life.

- Role Efficacy and Organisational Role Stress:

Role Efficacy is expected to be negatively related with Organisational Role Stress and its dimensions.

- Role Efficacy and Occupational Stress:

Role Efficacy is expected to be negatively related with occupational stress.
In this study following standardised tools were used:

1. Role Efficacy Scale (RES) (Pareek, 1993)

6. Eysenck's Personality Questionnaire - Revised EPQ-R (Eysenck et al., 1985)


6. Quality of Working Life Inventory (QWL) (Sinha & Sayeed, 1980).

7. Organisational Role Stress Scale (ORS) (Pareek, 1993).

9. Occupational Stress Index Scale (OSI) scale (Srivastava and Singh, 1984).

The sample for the present study comprised of 200 teachers of polytechnics of northern part of India. These teachers were from the states of Punjab, Haryana, Himachal Pradesh, Uttar Pradesh and Union Territory of Chandigarh. The sample has been randomly selected from various polytechnics. Further total sample was divided into two groups. Group I comprised of teachers in the age group ranging from 20 to 38 years, (n=100) while Group II comprised of teachers in the age group ranging from 39 to 57 years (n=100). The mean age of Group I was 30.72 years. Their mean teaching experience was 5.62 years. The
mean age of Group II was 49.06 years. Their mean teaching experience was 23.75 years.

The data for this study was collected by adopting different approaches. Directors of Technical Education of Haryana, Punjab, Himachal Pradesh, U.P., Rajasthan & Chandigarh(UT) were personally contacted and explained the significance of the present study in improving different aspects of Polytechnic System. They were requested to issue instructions to Principal of polytechnics for providing cooperation to the researcher in doing this study. The booklet of tests with detailed information of the purpose of the research study was distributed to the target population. The respondents were administered the tests. They were assured that their identity and information revealed would be kept strictly confidential and used for research only. The subjects were requested to give honest and truthful replies.

The raw data consisted scores on sixty six variables. The scores obtained through administration and scoring of various tools were than tabulated and subjected to various statistical analysis viz., t-ratios; correlational analysis; and regression analysis. Mean, Standard deviation and t-Ratio for Total sample, Group I and Group II is given in Table 1 and 2. In Table 3, 4, and 5, the result of Correlation Analysis is given for total sample, Group I and Group II respectively. Table 6, 7,
and 8 has information relating to the Regression Analysis for total sample, Group I and Group II.

The major findings of the study are:

1. Group II polytechnic teachers perceive greater role efficacy than Group I. Young teachers i.e. Group I experiences greater organisational role stress than Group II.

2. The t-Ratio between the Group I and Group II was significantly different on a number of variables. It justified the expectation that these two groups are different on various correlates of role efficacy.

3. The correlation analysis revealed significant, positive and negative correlation of different variables with role efficacy.

4. Regression equation with role efficacy as dependent variable for total sample, Group I and Group II identify different predictors and their contribution to the role efficacy.

5. For total sample, Group I and Group II polytechnic teachers Role Efficacy has five blocks of common predictors namely; Personality, Personality Stress Questionnaire (PSQ) – Behaviour Types, Motivation in Role and Role Satisfaction, quality of Working Life and Organisational Role Stress. These five blocks
of predictors contribute either positively or negatively to Role Efficacy.

6. Table 9 and 10 shows the results of the study. According to this:

i) The hypothesis that Role efficacy will be positively related to Extraversion and negatively related with Psychoticism and Neuroticism dimensions of Eysenckian Personality was partially upheld for Extraversion and Psychoticism and fully upheld for Neuroticism and Lie Scale.

ii) The hypothesis that Role efficacy will be positively related to the Type-4 behaviour of PSQ Questionnaire, was partially upheld.

iii) The hypothesis that Role efficacy will be positively related to Achievement in Role, Power in Role, Control in Role, Affiliation in Role and Extension in Role, was upheld partially for Achievement in Role, Extension in Role and fully upheld for Control in Role.

iv) It was hypothesised that Role efficacy is positively related with Achievement Motivation Climate, Extension Motivation Climate, Power Motivation Climate, Affiliation Motivation Climate and negatively relating with Control Motivation Climate, did not upheld for Achievement Motivation Climate, upheld for Expert
Influence (Power) Climate, upheld for Extension Motivational Climate and did not upheld for Control Motivation Climate and partially upheld for Affiliation Motivation Climate.

v) It was hypothesised that Role efficacy is positively related with a positive perception of Quality of Working Life. The hypothesis was upheld i.e. Role efficacy is positively related most of the dimension of Quality of Working Life.

vi) It was hypothesised that role efficacy is negatively related with Organisational Role Stress and its dimensions. The result upheld the hypothesis.

vii) It was hypothesised that role efficacy is negatively related with Occupational Stress. This hypothesis was upheld partially.

The above results have revealed that role efficacy of polytechnic teachers is related to personal and organisational variables taken in the study and they contribute to the role efficacy. On the basis of this study, it could be general concluded that the personality, efficiency, efficacy, quality of working life and organisational role stress have an important linkage with polytechnic teachers performance and general well being.