

# INTRODUCTION



# CHAPTER I

## INTRODUCTION



Education is the most important invention of mankind. It begins at birth and end at his death. It is a process of growth in which the individual is helped to develop his talents, powers, interests and ambitions.

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. She may not decide the goals of education but he/she is the one who is responsible for the accomplishment of these goals. The effectiveness of his/her teaching is judged by the extent to which these goals are realised.

In teaching profession even an average teacher is expected to possess a certain standard of professional, moral and social virtues. 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.

In the field of education and teaching there is now a days an increasing recognition of the need to be effective. What constitutes teaching effectiveness? Who is an effective teacher? What the characteristics associated with teaching effectiveness? How to judge teaching effectiveness?

These are some of the crucial, provocative and recurring questions that have been discussed in many forms. In spite of the concern being shown by political and social leaders , administrators and guardians, no solution to these problems has been arrived at empirically.

The problem is not an easy one. It has been drawing attention of teachers, educators and researchers for a long time - since the beginning of this century, researcher are trying to find the correlates of teaching effectiveness.

The teacher has a major role in educational development whether he/she approach his/her role actively or passiveley. He/she can influence the development of any civilization, nation, culture and community, adversely by opposing innovation of merely remaining passive in the face of growing needs for reform. On the other hand, he can participate actively as an initiator or an interpreter of the plans devised by others. Therefore, the role of teacher is very crucial.

### **Role efficiency of teachers**

The performance of the teachers working in a school depends on his/her own potential effectiveness, teaching



competence, managerial experience, etc. as well as the design of the role that he/she performs in the schools. It is the integration of the two (the teacher and the role) that ensures a teacher's effectiveness. Unless a person has the requisite knowledge, technical competence and the skills required for the role, he cannot be effective. Equally important is how the role, which he occupies in the school is designed. If the role does not allow the teacher to use his competence, and if he/she constantly feels frustrated in the role, his effectiveness is likely to be low.

Personal efficacy would mean potential effectiveness of a teacher in personal and interpersonal situations. Role efficacy of teachers would mean their potential effectiveness in occupying a particular role in an school. Role efficacy can be seen as the psychological factor underlying the role effectiveness. In short, role efficacy is the potential effectiveness of a role.

Role efficacy has several aspects. The more these aspects are present in a role the higher the efficacy of that role is likely to be. These aspects can be classified into three groups or dimensions

### **Dimension 1: Role making**

- 1) **Self role integration** : Every teacher has his strengths, experience, training, special skills, and some unique contribution that he/she may be able to make. The more the role a teacher occupies provides an



opportunity for the use of such special strengths, the higher the efficacy is likely to be.

- 2) **Proactivity** : A teacher who occupies a role, responds to the various expectations that people in the school have from that role. While this certainly gives him/her satisfaction, it also satisfies others in the school .However , if he/she is also expected to take initiative in starting some activity the efficacy will be higher.
- 3) **Creativity** : It is not only initiative which is important for efficacy, . an opportunity to try new and unconventional ways of solving problems or an opportunity to be creative is equally important.

Not only did the satisfaction of teacher in that department go up but delays were considerably reduced and some innovative systems emerged. The opportunity teachers get in being creative and in trying out innovative ideas increased their role efficacy and their performance markedly improves.

- 4) **Confrontation** : In general, if teachers in an organisation avoid problems, or shift the problems to the others, their role efficiency will be low. The tendency to confront problems and find relevant solutions contributes to efficacy.



## **Dimension 2 : Role centering**

- 5) **Centrally** : If a teacher feels that the role he occupies is central in the organization, his role efficacy is likely to be high. Every teachers whould like to feel that his role is important to the organization. If teachers feel that their roles are peripheral i.e. not very important, their potential effectiveness will be low.
- 6) **Influence** : A related concept is that of influence or power. The more influence a teacher is able to exercise in the role, the higher the role efficacy is likely to be.
- 7) **Personal growth** : one Factor which contributes effectively to role efficacy is the Perception that the role provides the individual teacher with an opportunity to grow and develop.



## **Dimension 3 : Role linking**

- 8) **Inter-role linkage** : Linkages of one's role with other roles in the school increases efficacy. If there is a joint effort in understanding problems, finding solutions, etc. the efficacy of the various roles involved is likely to be high.
- 9) **Helping Relationship** : An addition to inter-role linkage, the opportunity for teachers to recieve and give help also increases role efficacy. If teachers performing a particular role feel that they can get help from some source in the school whenever the

need arises, they are likely to have higher role efficacy.

**10) Super Ordination :** A role may have linkages with systems, groups and entities beyond the organization. When a teacher performing a particular role feels that what he/she does is likely to be of value to a larger group, his efficacy is likely to be high. The roles which give opportunities to the role occupants to work for superordinate goals have the highest role efficacy.



## Change Proneness of Teachers

The meaning of change proneness is largely hidden in the two words themselves 'proneness' means 'inclination' or readiness or 'likelihood'. Thus, change proneness means the inclination or readiness one has to change. It indicates a person's mental orientation towards change. In this sense it is a more global concept than either of 'cosmopolitaness' or open-mindedness, used in earlier research studies. It is a composite of several characteristics.

Major challenge of the teachers are to manage change effectively they must have the capacity to adapt quickly in order to adjust better in the school environment after the speed and complexity of change severely test the capability of the teachers to adapt quickly and effectively. If there is no change in the school environment and the teachers, then the ineffectiveness of the school

is very high. Therefore, in order to bring an improvement, all the schools and personnel in schools exist in a changing environment and are themselves constantly changing. To adjust to these changing situations, the teachers should be flexible and adaptive. Also they should be more committed, less resistant to change. Their behaviour to one another should be more open, cordial and helpful. They should involve more and more in participative decision making. Sometimes the teachers resist changes but it should be minimum and they should become effective change agents.

Below are given common behaviour changes expected from the teachers during successful changes in school; They are:

1. Communicating openly
2. Collaborating
3. Taking responsibilities
4. Maintaining a shared vision.
5. Solving problems effectively.
6. Respecting/ Supporting
7. Processing/facilitating interactions
8. Inquiring
9. Experimenting



An effective teacher should always be prone to change and show the above behaviours to contribute positively towards school effectiveness.



## Need and Significance of the study



The role of education as the most important factor in the development of a nation and is universally accepted. Any country therefore accords a high priority to its educational development and ensures its quality to produce the right kind of personnel she needs.

As the changes take place in nature, society, environment, community, idea, simultaneously changes in and around the schools and teachers have to adapted to it. A teacher is not merely a communicator of knowledge, he/she has to be a director of learning, a transmitter of culture and values. The teachers is a person who teaches by behaving in the manner he would like his pupil to behave. If education, today is to be a powerful instrument for social change, the teacher in his turn has to be an agent of change, a social engineer and an architect of the future society. Teacher's work is therefore no longer confined to the class rooms and subject teaching alone. He has to take leadership in the total social and cultural transformation of society.

Teaching efficiency is the ability of the teacher to use the teaching process in such a way that instructional objectives are realised with minimum of effort, expences or waste.

As the development and the direction to be given to the child is in the hands of the teachers, the society expects form them greater role, responsibility and the effectiveness of the tachers depends upon their role change proneness and role efficiency.

## Statement of the problem

The present study therefore attempts. A study of change proveness and role efficiency of primary school teachers.

### OBJECTIVE

1. To find out the defference between primary teachers of Government & Private schools in role efficiency.
2. To <sup>find out the</sup> defference between trained and untrained primary school teachers in role efficieny.
3. To identy difference between primary school teachers of age below 40 and above 40 years in role efficiency.
4. To find out the defference between primary teachers of Government and Private schools of primary school teachers in change proneness.
5. To <sup>find out the</sup> defference between trained and untrained primary school teachers in change proneness.
6. To identify difference between primary school teachers of age below 40 and above 40 year in change proneness.

### HYPOTHESIS

1. Whether Goverment and Private school primary teachers differ in their role efficieny?
2. Is there any difference in role efficieny of trained and untrained primary school teacher?
3. Whether below 40 and above 40 years primary school



teachers differ in their role efficiency?

4. Whether Government & Private primary school teachers differ in change proneness?
5. Is there any difference in change proneness of trained and untrained teachers?
6. Whether below 40 and above 40 year primary school teachers differ in their change proneness?

**Following are some of the limitations of this study**

1. The sample is limited to only 124 teachers of 16 primary schools.
2. The study is confined only to the teachers of Bhopal city.
3. In this study only primary school teachers were included.

