

A STUDY ON JOB PERFORMANCE OF TEACHERS WORKING IN SELF-FINANCING COLLEGES

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Abstract

The research paper aims at exploring level of job performance of teachers working in Self-financing Colleges and variables associated with their job performance. The data used in the study is primary in nature which has been collected through issue of structured questionnaire. A sample of 682 self-financing College teachers working in Coimbatore district has been selected through snowball sampling technique. Simple percentage analysis, weighted mean score and chi-square test are applied in analysing the gathered data. The study depicts that the teachers have better job performance and the variables like area of residence, age, marital status, number of children in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, designation, total working experience and level of perception are significantly associated with the level of job performance of teachers working in Self-financing Colleges in the district.

Key Words: Job Performance – Self-financing - College Teachers

Introduction:

The most respected profession in the world is teaching and so teachers are the real strength of a nation. Typically, the teachers are playing a direct and crucial role in molding people towards education. Also, the teachers cultivate performance style characteristics to their ways of relating to the world, perceptually as well as cognitively. Hence, the performance of teachers become very essential in the fields of education, which can be divided into seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning, personal, social growth and professional development (**Annierah Maulana Usop et al., 2013**). The performance of teachers mainly depends on the teacher and students' characteristics. The characteristics of teachers include knowledge base, sense of responsibility and inquisitiveness whereas the characteristics of students comprise opportunity to learn and academic work. Also, the performance of teaching depends on the factors namely lesson structure and communication; the learning aspects such as involvement and success and the classroom phenomena such as environment and climate and organization and management (**Chamundeswari, 2013**). If the teachers take care of all these factors, their performance can be enhanced to the optimum level.

Review of Literature

The studies undertaken earlier with regard to job performance of teachers and employee working in different organizations are reviewed in the following paragraph.

Malik Mustafa et al. (2021) in their study disclose that majority of teachers working in private colleges in Omen perceive that their college offers extrinsic variables like advancement, appreciation, incentives, continued education and associated post-education which motivate to achieve their goals by improving their work performance. **Arul Krishnan and Balaji (2019)** in their study reveal that majority of the teachers working B-School in Tamilnadu perceive that their performance is affected by accreditations and ranking processes, lack of infrastructure, minimal corporate interaction and generate unimpressive placements. **Syed Sayeeduddin and Vijayakumar (2018)** in their study disclose that majority of teachers working in private higher secondary school perceive that their attitude towards performance appraisal has significant positive and moderate relation. **Shabir Bhat and Anoop Bari (2016)** in their study observe that majority of teachers working in various colleges of Kashmir Valley reveal that their social adjustment and job

performance do not differ significantly on the basis of gender and there exists a significant positive relationship of social adjustments which lead college teachers towards their better job performance. **Sashikanta Khuntia and Subhodip Adhikary (2015)** in their study shows that majority of teachers working in management colleges in Odisha are dissatisfied with the work pressure and salary package offered to them. **Alamdar Hussain Khan et al. (2012)** in their study find that majority of teachers working in medical institution of Pakistan perceive that pay, promotion, job safety and security, working conditions, job autonomy, relationship with co-workers and supervisor and nature of work affect the job performance of teachers.

Statement of the Problem

The success and failure of educational activities highly depends on teachers' performance as it plays a significant role in students learning and academic achievements. A very good teaching performance usually results when one teaches with passion, competence, effectiveness and dedication to the profession. Thus, the job performance of teachers is highly determined by several factors like teachers' aptitude, attitude, subject knowledge, teaching methodology, personal characteristics, classroom management, mental ability, personality, relations with students, preparation and planning, effectiveness in presenting subject matters, work culture and the like. Apart from these, the socio-economic profile of the teachers and the provision of adequate welfare measures also determine the performance of teachers at the work place. It raises the following questions like: What is the level of job performance of the teachers in Self-financing Colleges? What are the variables that impact the level of job performance of teachers?

Objectives of the Study

The following are the objectives of the study.

- To know the job performance of the teachers working in Self-financing Colleges
- To ascertain the variables that influence the level of job performance of teachers

Research Methodology

The study is mainly based on primary data and the data required for the study have been collected through issue of structured questionnaire. The questionnaire contains questions relating to the personal profile of the sample teachers, their occupational details and the level of job performance. A sample of 682 teachers working in various Self-financing Colleges in Coimbatore district has been selected by adopting snowball sampling technique. The statistical tools like simple percentage analysis, weighted mean score and chi-square test are used to analyse the collected data.

Findings of the Study

The findings of the study are divided into four sections namely, socio-economic profile of the sample Teachers, their occupational details, job performance and the variables associated with their job performance and these sections are presented as like below.

(i) Socio-Economic Profile of Sample Teachers

- Majority of the 383 teachers i.e. (56.16%) are residing in rural area
- Majority of the 410 teachers i.e., 60.12 per cent belong up to 30 years age group
- Majority i.e., 404 (59.24%) teachers are female
- Most of the teachers, 310 (45.45%) are qualified with M.Phil.
- Majority of the 459 teachers i.e., 67.30 per cent are married
- Majority of the teachers i.e., 429 (67.30%) belong to nuclear family
- Majority of the 503 (73.75%) teachers are member in their family
- Most of the teachers i.e., 247 (36.21) have one child in their family
- Majority i.e., 577 (84.60%) teachers have two earning members in their family
- Majority of the teachers, 560 (82.11%) have above two non-earning members in their family
- Most of the 352 (51.61%) teachers have up to three members in their family

- Most of the 237 (34.75%) teachers' earnings per month is up to Rs.15,000
- Most of the 272 (39.88%) teachers' family income lies between Rs.25,001 and Rs.50,000 p.m.
- Most of the 268 (39.30%) teachers' family expenditure lies between Rs.10,001 and Rs.20,000 p.m.

(ii) Occupational Details

- Majority of the teachers, 445 (65.25%) are working in Arts and Science Colleges
- Majority i.e., 436 (63.93%) teachers are working in urban based institution
- Majority of the teachers, 378 (60.47%) are Assistant Professors
- Majority of the teachers i.e., 404 (59.24%) belong to Arts discipline
- Majority of the 384 (56.30%) teachers are working above four hours per day
- Most of the 335 (41.51%) teachers have up to five years of total teaching experience
- Majority of the teachers i.e., 418 (61.29%) have moderate level of perception on various welfare measures offered by their institution

(iii) Job Performance of Teachers working in Self-financing Colleges

To find out the most prominent factor that leads to better job performance of teachers, weighted mean score analyse has been employed

Table 1: Prominent Skills Leading to Job Performance of Teachers - Weighted Mean Score

S. No.	Factors	Mean Score	Average
I. Teaching Skills			
1	I use different methods of teaching	4.34	4.00
2	Most of my students get good marks in my subject	3.97	
3	I teach every student according to his ability	3.83	
4	I come well prepared for teaching in class	3.93	
5	I can also teach difficult lessons with ease	3.92	
6	If any student asks question, I try to satisfy him at every level	3.93	
7	I never do injustice while evaluating the answer scripts	4.04	
II. Management Skills			
1	Apart from teaching I fulfil other responsibilities very nicely	4.21	3.93
2	I never let co-curricular activities to affect my class teaching	3.87	
3	I don't let my domestic affairs to interfere in my duty	3.87	
4	If someone changes my responsibilities then I adjust myself	3.79	
5	I try my level best to improve my performance	3.97	
6	I never let off my classes for any reason	3.88	
III. Discipline and Regularity			
1	I am punctual to the college	4.52	4.10
2	I come to college regularly	4.11	
3	When present at college I attain my class on time	4.05	
4	I don't do irrelevant activity in my period	3.89	
5	I fulfil my assigned activities on time	4.00	

S. No.	Factors	Mean Score	Average
6	I complete my syllabus on time	4.05	
7	I maintain discipline in my class	4.06	
IV. Interpersonal Relations			
1	Apart from teaching I try to solve any problem of the student	4.19	4.02
2	I enjoy good relations with my colleagues	4.07	
3	I co-operate with my colleagues in any work	3.95	
4	I consult my colleagues in solving of my class problems	3.91	
5	I motivate my students to participate in co-curricular activities	4.04	
6	For the welfare of my students, I contact their parents	3.94	
7	I help the head in solving the problems of the Department / Institution	4.01	

From the above table, it is found that among the various job performance metrics considered, the mean score value, based on teaching skill is found high with 'I use different methods of teaching' i.e., 4.34 whereas it is found low with 'I teach every student according to his ability'.

The mean score value, based on teachers' job performance on Management Skills, is found high with 'Apart from teaching I fulfil other responsibilities very nicely' i.e., 4.21 while it is found low with 'If someone changes my responsibilities then I adjust myself'.

Also, it is found that the mean score value, based on teachers' job performance on discipline and regularity, is found high with 'I am punctual to the college' i.e., 4.52 while it is found low with 'I don't do irrelevant activity in my period'.

Further, it is observed that the mean score value, based on teachers' job performance on interpersonal relations, is found high with 'Apart from teaching I try to solve any problem of the student' i.e., 4.19 while it is found low with 'I consult my colleagues in solving of my class problems'.

Finally, the overall weighted mean score depicts that among the various job performance metrics considered, the high mean value is found with 'discipline and regularity' i.e., 4.10 than the mean score value of interpersonal relations (4.02), teaching skills (4.00) and management skills (3.93), which signifies that the teachers' job performance is high with 'discipline and regularity' in their institution.

(iv) Select Variables and Level of Job Performance of Teachers

This section deals with the computation of level of job performance of teachers working Self-financing Colleges and the variables influencing their level of job performance. The analysis has been done by employing Chi-square test.

(a) Level of Performance

The job performance of teachers working in Self-financing Colleges has been measured by assigning scores to job performance related questions. Twenty-seven such questions are included in the questionnaire. Answers to the questions have been rated on five-point scale. Thus, the maximum score a teacher would get is 135. Scores obtained by each teacher is divided by 135 and multiplied by 100 to convert it into an index. This index is named as '**Job performance index**'. Based on the job performance index, the teachers are divided into three groups as teachers with low, medium and high level of job performance. In order to classify the teachers into three such groups, quartiles have been made use of. Accordingly, the teachers with job performance ranging up to 66.31 are termed as teachers with low level of job performance; those with the job performance index between 66.32 and 88.46 are termed as the teachers with medium level of job performance and those teachers with the job performance index above 88.47 are called as teachers with high level of job performance. The

mean level of job performance of the sample teachers is 77.39 and their standard deviation is 11.08. Of the 682 teachers, 121 (17.74%) have low level of job performance; 458 (67.16%) have moderate level of job performance and the remaining 103 (15.10%) have high level of job performance.

(b) Variables Considered for Measuring Level of Job Performance of Teachers

Twenty-one variables namely area of residence, age, gender, educational qualification, marital status, type of family, status in the family, number of children in the family, number of earning members in the family, number of non-earning members in the family, size of the family, monthly income, family income per month, family expenditure per month, nature of institution, location of institution, nature of discipline, designation, working hours per day, period of total teaching experience and level of perception on various welfare measures adopted by the educational institution have been selected. Chi-square test has been applied to examine the association between each of these variables and level of job performance of teachers. Levels of significance chosen are one and five per cent.

(c) Select Variables and Level of Job Performance of Teachers

To examine the association between the select variables and level of job performance of teachers, the Chi-square test has been employed.

Ho: There is no association between the select variables and level of job performance of College Teachers

**Table-2: Select Variables and Level of Job Performance of College Teachers
- Chi-square Test**

Selected Variables	d.f.	Calculated χ^2 value	Table Value	
			5 % Level	1% Level
Area of residence	4	34.880**	9.488	13.277
Age	4	14.550**	9.488	13.277
Gender	2	3.814	5.991	9.210
Educational qualification	4	4.885	9.488	13.277
Marital status	2	6.198*	5.991	9.210
Type of family	2	0.424	5.991	9.210
Status in the family	2	0.320	5.991	9.210
Number of children in the family	6	14.592*	12.592	16.812
Number of earning members in the family	4	6.705	9.488	13.277
Number of non-earning members in the family	4	19.903**	9.488	13.277
Size of the family	4	26.450**	9.488	13.277
Monthly income	8	63.954**	15.507	20.090
Family income per month	6	36.400**	12.592	16.812
Family expenditure per month	6	25.179**	12.592	16.812
Nature of institution	4	6.323	9.488	13.277
Location of institution	2	3.919	5.991	9.210
Nature of discipline	6	10.034	12.592	16.812
Designation	8	23.968**	15.507	20.090
Working hours per day	2	3.836	5.991	9.210
Total working experience	4	11.606 *	9.488	13.277
Level of perception	4	58.034	9.488	13.277

* Significant at five per cent level

** Significant at one per cent level

The table above shows that out of the twenty-one variables, eleven variables are found to be significant with job performance of the teachers. Of which, area of residence, age, number of non-earning members in the family, size of the family, monthly income, family income per month, family

expenditure per month, designation and level of job performance of teachers are found to be highly significant at one per cent level whereas marital status, number of children in the family and period of teaching experience are found to be significant with job performance of teachers at five per cent level.

Conclusion

Teaching is a very noble profession and so the teachers are always a boon to the society. The present study aims to investigate the job performance of teachers working in Self-financing Colleges in Coimbatore district. The study depicts that majority of the teachers perceive that they are feeling better with the various skills that lead to job performance and among these 'discipline and regularity' is the major factor that leads to better job performance of teachers than other factors. Hence, the Government and all the Self-financing Colleges shall try to concentrate in enhancing the job performance of teachers by considering all other factors specifically the management skills and the teaching skills by providing adequate welfare measures which include both monetary and non-monetary benefits and also the timely appreciation of teachers for their achievements and contributions. Moreover, the satisfied teachers are the real cradle to develop and maintain high level of performance and morale which will help them in advancing teaching-learning process and ultimately makes them more efficient and effective to produce more competitive learners.

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