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Research Paper

A STUDY OF ROLE PERFORMANCE OF DEGREE COLLEGE LECTURERS

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ABSTRACT

This study aimed at, to study the Role Performance of Degree College Lecturers with reference to moderate variables such as Designation, Age, sex, Qualification, Type of Management, Length of Teaching Experience and Locality of the College. A sample of 120 Lecturers working in the Degree College was selected randomly from Belagavi Division. The nature of the study was Descriptive Survey method. The data were collected and analyzed with the help of Descriptive and Differential analyses i.e. mean S.D and t-test. A significant difference was found among the group of lecturers with respect to Designation, and Length of teaching experience. And a significant difference was not found in the group of lecturers with respect to Sex, Qualification, Locality, Age, and Type of Management. The study reveals that the role performance of the degree college Lecturers must be improved.

KEYWORDS: Education, College Lecturers, research scholars, unemployment,

INTRODUCTION

Education has a special significance in the context of a quasi-traditional or transitional society like India. India is now considered to be one of the most promising economies of the world. While, higher education gives India an edge in the world economy as evident from the availability of the skilled manpower, and research scholars working abroad, unemployment, illiteracy and relative poverty continue to be the major deterrents to realize her potential in human resources

“Higher education is the most urgent to change the attitudes of youths generation” The basic function of higher education is to provide the sources of knowledge to store, open and express. A teacher is a role model for most of the students in our society. The most effective factor in a teacher’s personality is his

behavior that a student has to face. The behavior of a teacher is a composite of knowledge, skills and attitude. The main motivation of teacher towards his profession is his attitude which is developed from learning, training, direct and indirect experiences. Totally the higher education is the gateway of better future.

CONCEPT OF ROLE PERFORMANCE

The functions adopted by an individual at home and in the school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations. This concept relates to how successfully you play your prescribed role. If you think about it, all peoples play the same basic role, but their performance - measured in terms of their relative success or failure in that role.



Role performance is a range of viewpoints, attitudes, understandings, approaches, or expectations that are related to the status and the position of a person or a group of people within the organization. Role performance and its actualization are a combined expression of the individual's psychological dimension and the social-organizational dimension in which he or she acts (Levinson, 1977). Role performance is influenced by many factors, such as formal education, training for the role, childhood experiences, and personality and College Environment and social environment and it also depend on process of socialization.

Dimensions of Role Performance:

Following are the main dimensions of role performance.

1. Self dimension
2. Home dimension
3. Professional dimension
4. Social dimension

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role performance is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

OBJECTIVES OF STUDY

1. To Study the Influence of **Designation** on the role performance of Lecturers working in degree college.
2. To Study the Influence of **Age** on the role performance of Lecturers working in degree college.
3. To Study the Influence of **Gender** (Male and Female) on the role performance of Lecturers working in degree college.
4. To Study the Influence of **Faculties** (Arts, Science and Commerce) on the role performance of Lecturers working in degree college.
5. To Study the Influence of **Qualification** on the role performance of Lecturers working in degree college.
6. To Study the Influence of **Type of Management** on the role performance of Lecturers working in Degree College.

7. To Study the Influence of **Teaching Experience** on the role performance of Lecturers working in degree college.
8. To Study the Influence of **Localities** (Rural and Urban) on the role performance of Lecturers working in degree college.

HYPOTHESES

1. There no significant difference between the role performance of Lecturers working in degree college with respect to **Designation** (Assistant Professor and Associate Professor).
2. There no significant difference between the role performance of Lecturers working in degree college with respect to **Age** (below 25, 26-35, 36-45 and 46+).
3. There no significant difference between the role performance of Lecturers working in degree college with respect to **Gender** (Male and Female).
4. There no significant difference between the role performance of Lecturers working in degree college with respect to **Faculties** (Arts, Science and Commerce)
5. There no significant difference between the role performance of Lecturers working in degree college with respect to **Qualification** (P.G, P.G+M.Phil, P.G+Ph.D).
6. There no significant difference between the role performance of Lecturers working in degree college with respect to **Type of Management** (Govt., Aided and Un-Aided).
7. There no significant difference between the role performance of Lecturers working in degree college with respect to **Teaching Experience** (<10, 11-20, and >20 Years).
8. There no significant difference between the role performance of Lecturers working in degree college with respect to **Localities** (Rural and Urban)

METHODOLOGY

A) Design of the study:

The Descriptive Research Method was adopted for the Study of Role Performance of the Degree College Lecturers. The role Performance Scale was used to collect data regarding main variables of the study.

B) Variables: Following are the Variables of the Study

01) Independent Variables: Role Performance**02) Moderator Variables:**

- Designation (Assistant Professor and Associate Professor).
- Age (below 25, 26-35, 36-45 and 46+).
- Gender (Male and Female).
- Faculties (Arts, Science and Commerce)
- Qualification (P.G, P.G+M.Phil, P.G+Ph.D).
- Type of Management (Govt., Aided and Un-Aided).
- Teaching Experience (<10, 11-20, and >20 Years).
- Localities (Rural and Urban)

C) Sampling Technique: Random Sampling

Technique was followed for collection of data from Degree College Lecturers working in Belagavi division and the size of sample is 120 Lecturers working in Degree College.

D) Tools Used: following tools were used for collection of data

- Lecturers Profile prepared by the Investigator.
- Role Performance Scale developed and Standardized by the Investigator.

RESULTS AND DISCUSSION

Table No. I: Mean, SD and t- value of role Performance of degree College Lecturers with respect to Designation

Designation	Mean	SD	N	t-value	Df	p	sig
Assistant professor	299.5479	15.28347	73	4.544	118	.000	Sig
Associate professor	285.3404	18.74575	47				

The above table indicates that there is a significant difference between assistant professor and Associate Professor of Degree college lecturers with respect to Role Performance. It means that Assistant

Professors (299.54) have shown better Role Performance than the Associate Professors (285.34). It reveals that the designation contribute to the Role performance.

Table No. II: Mean SD and t- value of role Performance of degree College Lecturers with respect to age.

Age	Mean	SD	N	Sum of Squares	Mean Square	Df	F-value	p	sig
Below 25 years	288.0000	11.53256	3	1349.249	449.750	3	1.395	.248	N S
26-35 years	296.1111	16.19196	27	37404.717	322.454	116			
36-45 years	297.2857	16.89174	42	38753.967		119			
>46	290.2708	19.90588	48						
Total	293.9833	18.04615	120						

The above table indicates that there is no significant difference between age group (i.e. Below 25 years, 26-35 years, 36-45 years and >46) of Degree college lecturers with respect to Role Performance. It means that all the age group has similar role performance. However

above 36-45 age group (297.2857) have shown better Role Performance than the below 25 (288.0000), 26-35 years (296.1111), >46 years (290.2708). It reveals that the Age is a factor which contributes to the development of Role performance among Degree College Lecturers.

Table No. III: Mean SD and t- value of role Performance of degree College Lecturers with respect to sex.

Sex	Mean	SD	N	t-value	Df	p	sig
Male	294.9306	17.82412	72	.703	118	.484	NS
Female	292.5625	18.47126	48				

The above table indicates that there is no significant difference between Male and Female with respect to Role Performance. Hence Null Hypotheses is accepted and alternative hypothesis rejected. However

the **Male** (294.9306) Lecturers have shown better Role Performance than the **Female** Lecturers (292.5625). It reveals that the Gender do not contribute much more to the development of Role performance.

Table No. IV: Mean SD and t- value of role Performance of degree College Lecturers with respect to Faculty.

Lecturers	Mean	SD	N	Sum of Squares	Mean Square	Df	F-value	p	sig
Arts	294.6508	17.81550	63	74.860	37.430	3	.113	.893	NS
Science	292.8286	18.18611	35	38679.107	330.591	116			
Commerce	293.9091	19.21782	22	74.860	37.430	119			
Total	293.9833	18.04615	120						

The above table indicates that there is no significant difference between Arts, Science and Commerce Degree college lecturers with respect to Role Performance. Hence Null Hypotheses is accepted and alternative hypothesis rejected. However the Faculty

of **Arts** (294.6508) Lecturers has shown better Role Performance than the **Science** (292.8286) and **Commerce** Lecturers (293.9091). It reveals that the **Faculty** does not contribute much more to the development of Role performance.

Table No. V: Mean SD and t- value of role Performance of degree College Lecturers with respect to qualification.

Qualification	Mean	SD	N	Sum of Squares	Mean Square	Df	F-value	p	sig
PG	292.5106	16.96399	47	630.913	315.457	3	.968	.383	NS
PG plus M.phil	296.4259	17.86807	54	38123.054	325.838	116			
PG plus PhD	290.6842	21.03450	19	38753.967		119			
Total	293.9833	18.04615	120						

The above table indicates that there is no significant difference between P.G, P.G+ M.Phil, and P.G+ Ph.D qualified Degree college lecturers with respect to Role Performance. Hence Null Hypotheses is accepted and alternative hypothesis rejected. However the P.G+

M.Phil, (296.4259) Qualified Lecturers have shown better Role Performance than the P.G (292.5106) and P.G+ Ph.D qualified Lecturers (290.6842). It reveals that the **Qualification** does not contribute much for the development of Role performance.

Table No. VI: Mean, SD and t- value of role Performance of degree College Lecturers with respect to type of Management

Type of Mgt.	Mean	SD	N	Sum of Squares	Mean Square	Df	F-value	p	sig
Government	289.7750	18.19621	40	5852.117	2926.058	2	10.405	.000	NS
Aided	288.3500	17.37748	40	32901.850	281.212	117			
Unaided	303.8250	14.51063	40	38753.967		119			
Total	293.9833	18.04615	120						

The above table indicates that there is no significant difference between the types of management of Degree college lecturers with respect to Role Performance. Hence Null Hypotheses is accepted and alternative hypothesis rejected. However the Un-Aided

College lecturers (303.8250) have shown better Role Performance than the Government (289.7750), and Aided (288.3500), College Lecturers. It reveals that the **Type of Management** do not contributes to the development of Role performance among Degree College Lecturers.

Table No. VII: Mean, SD and t- value of role Performance of degree College Lecturers with respect to teaching experience

teaching experience	Mean	SD	N	Sum of Squares	Mean Square	Df	F-value	p	sig
< 10 years	295.4800	17.34081	50	1985.428	992.714	2	3.159	.046	Sig
11-20 years	297.8333	16.42559	36	36768.539	314.261	117			
> 20 years	287.7059	19.53323	34	38753.967		119			
Total	293.9833	18.04615	120						

The above table indicates that there is a significant difference between the < 10 years, 11-20 years and > 20 years of **Teaching Experience** of Degree college lecturers with respect to Role Performance. Hence Null Hypotheses is rejected and alternative hypothesis accepted. However 11-20 years of Teaching experience

(297.8333) Lecturers have shown better Role Performance than the <10 Years (295.4800), and > 20 Years (287.7059) of Teaching experience of Degree College Lecturers. It reveals that the **Teaching Experience** is a factor which contributes to the development of Role performance among Degree College Lecturers.

Table No. VIII: Mean SD and t- value of role Performance of degree College Lecturers with respect to Locality.

Locality	Mean	SD	N	t-value	Df	p	sig
Rural	293.1500	17.98665	60	-.504	118	.615	N S
Urban	294.8167	18.21853	60				

The above table indicates that there is no significant difference between Rural and Urban Degree college lecturers with respect to Role Performance. Hence Null Hypotheses is accepted and alternative hypothesis rejected. However the Urban (294.8167) Lecturers have shown better Role Performance than the Rural Lecturers (293.1500). It reveals that the **Locality of the College** do not contribute much more to the development of Role performance among the Degree College Lecturers.

Educational Implications: Following are the some of the Educational Implications of this study.

- Role performance of Degree College Lecturers helps in building the pupil's personality, academic life, and career.
- If teachers have an idea about their role performance they can try to guide their pupils properly.
- Teachers may be provided with opportunities to perceive good practices and procedures for better life.
- Professional Training, Excursions, educational tours and such other kinds of activities help Teacher to perform better roll.
- Teachers can identify his/ her role in the home, College and in society.
- Teacher-Pupil relation should become strong.
- Teacher estimate his/her do's and don'ts.
- Teacher comes to understand his/her responsibility in the society.
- Teacher has the idea about his "Role" he/she can perform it in best way.
- Teacher can identify the relation between his/ her role and Role performance; It helps to modify his behaviour.
- Teacher can identify his/her abilities and disabilities from this and modify themselves.
- Role performance helps the Teacher to take up tasks and strive in that direction.

CONCLUSION

Shakespeare has stated that, "All the world's a stage, and all the men and women merely players." Using the same metaphor it can also be said that all group members are actors, each playing a role 'a set of expected behaviour patterns attributed to someone occupying a given position in a social unit.' Role, it can be said is the position a person holds in an organizing as defined by the expectation of significant persons including him, in relation to that position. Everybody is required to play a number of diverse roles in their workplace, and not just one role, for it would have been very simple to understand and perform it to the fullest. Many of these roles are compatible whereas some create conflicts. The issues should be clear to play a number of roles behaviour varies with the role one is playing. This is so because different groups in different situations and setting impose different role requirements on individuals.

The current study's major contribution to the professional literature is in taking into account the opinions of Lecturers on their role as teacher and using this information as a basis for devising a formal role definition, for designing tools that evaluate teacher's performance, and for creating an effective program for professional development. The importance of the model suggested in this study is that it is based on quantitative results, in contrast to most of the studies on the roles, behaviors, and professional development of teacher (Lunenberget al., 2014). Thus it contributes to the international discussion on the work of teacher working in the Degree College.

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