



Job performance among primary school teachers: an Assessment

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Abstract:

The present study has been carried out to examine the job performance among primary school teachers, to about the difference between male and female teachers in respect of job performance and to find out the difference between rural and urban teachers in respect of job performance. Descriptive Survey research design has been applied in the current study. Population for the current study comprised of the primary school teachers working the district of Paschim Medinipur, West Bengal. Out of the existing population the researcher has selected a sample of 150 primary school teachers by following the purposive sampling method for collecting the primary data. A teacher made job performance scale was developed to measure the performance level of the respondents on their respective jobs. Collected data were tabulated and analyzed in the SPSS version 20 by applying the descriptive statistics and t test. The study reveals that Primary school teachers have higher job performance. Male primary teachers do not differ from the female primary school teachers in respect of their job performance. There is no significant difference between rural and urban teachers in respect of their job performance.

Keywords: Primary School, Female Teachers, Job Performance, Technology, Classroom Teaching.

Introduction:

Truthfulness, calmness, fairness, dignity, and knowledge are qualities that a teacher exemplifies. Primarily, he is a karmayogi, someone who upholds the ideals of non-interference in all affairs. Everyone agrees that a teacher's instruction is the single most important factor in determining an educational program's excellence. (Achanta, & Reddy, 2014) When it comes to education, nothing matters more than how well teachers do their jobs. The creation of new technologies that will revolutionize classroom education has not progressed over the threshold. Education cannot make use of students to become an appropriate and potentially effective tool of national development unless there are qualified and dedicated educators working in the field. (Basu, 2009)

Effective teachers significantly impact student learning outcomes. Their ability to convey information, engage students, and create a positive learning environment directly influences how well students grasp concepts and achieve academic goals. (Anuradha, et.al., 2018) Teachers at the primary level must manage diverse classrooms, balancing individual needs, behavioral challenges, and academic progress. Strong classroom management skills ensure a productive and supportive learning environment. Primary school teachers play a key role in implementing the curriculum effectively. They translate educational goals into

daily lessons that cater to different learning styles and abilities, ensuring comprehensive understanding among students. Effective teachers at the primary level often engage parents and the community in their students' education. Building strong relationships fosters support for learning both inside and outside the classroom. Continual professional development is essential for teachers to stay current with educational trends, teaching methods, and subject knowledge. (Bindu,2007) Teachers who actively pursue professional growth tend to enhance their teaching practices and adapt to evolving educational standards. Traits such as empathy, patience, creativity, and adaptability are valuable in primary level teaching. These qualities help teachers connect with students, address individual needs, and create a positive and inclusive classroom environment. (Mehta, 2012) Effective teachers use various assessment methods to gauge student understanding and provide constructive feedback. They use assessment data to adjust teaching strategies and support students who need additional assistance. Collaborating with colleagues, administrators, and support staff is crucial for teachers' professional growth and the overall success of the school. Sharing best practices, resources, and experiences enhances teaching quality and student outcomes. In summary, the job performance of teachers at the primary level encompasses a wide range of responsibilities that directly impact student learning and development. Effective teachers combine subject knowledge with pedagogical skills, personal attributes, and a commitment to continuous improvement to create a positive educational experience for their students.

Literature review:

Research on teacher job performance underscores various factors that contribute to effective teaching in primary schools. Studies highlight the importance of pedagogical skills, subject knowledge, classroom management techniques, and teacher-student relationships in influencing student achievement (Smith, 2018; Jones & Brown, 2020). Additionally, professional development opportunities and support from school administrators are crucial for teacher growth and retention (Johnson et al., 2019; Lee & Kim, 2021). Understanding these factors helps in identifying strategies to enhance teacher effectiveness and improve educational quality at the primary level.

Chaithra V. K. and Uma S. Hiremath (2018) sought to investigate how well elementary and secondary school teachers performed on the job, how their performance varied by school, and what role teachers' socio-personal traits had in this. Primary and secondary school instructors performed significantly differently on the job, according to the research. There was a positive and non-significant association between the work performance of rural school teachers and age, education, job experience, trainings attended, success motivation, and organizational atmosphere. There was a significantly substantial negative correlation between occupational stress and performance on the job. Teachers in remote areas only demonstrated a favourable and statistically significant correlation between work satisfaction and performance on the job.

Significance of the study:

Effective teaching is strongly correlated with student achievement. By understanding the factors that influence job performance among primary school teachers, educational stakeholders can implement strategies to enhance teaching effectiveness and improve academic outcomes for students. Assessing job performance helps educational institutions allocate resources effectively. By identifying areas where teachers may need additional support or professional development, schools can optimize resource allocation to promote continuous improvement in teaching quality. Findings from studies on job performance among primary school teachers can inform educational policies and initiatives. Policymakers can use this information to develop evidence-based strategies that support teacher development, enhance educational standards, and promote overall school effectiveness. Research on job performance provides insights into the professional development needs of primary school teachers. It can guide the design of training programs and workshops that address specific challenges or gaps identified in teaching practices, fostering ongoing growth and skill enhancement among educators. Assessing job performance among teachers can also inform

leadership practices within schools. School administrators can use this information to implement effective leadership strategies that support and empower teachers, creating a positive school culture conducive to teaching and learning. Understanding teacher job performance can strengthen relationships with the community and parents. Transparent assessment and improvement efforts can build trust and support for educational initiatives, fostering a collaborative environment focused on student success (Panda,2009). Studying job performance among primary school teachers is essential for improving educational quality, enhancing student achievement, guiding resource allocation and policy development, supporting professional development, optimizing school leadership, and promoting community engagement. It ultimately contributes to creating a more effective and inclusive educational system that benefits all stakeholders involved in primary education.

Objectives: The present study has been carried out for the following objectives-

- To examine the job performance among primary school teachers.
- To about the difference between male and female teachers in respect of job performance.
- To find out the difference between rural and urban teachers in respect of job performance

Methodology:

Research Design: Descriptive Survey research design has been applied in the current study.

Population and Sample: Population for the current study comprised of the primary school teachers working the district of Paschim Medinipur, West Bengal. Out of the existing population the researcher has selected a sample of 150 primary school teachers by following the purposive sampling method for collecting the primary data.

Tools: In order to gauge how well people were doing their jobs, a teacher-made work performance scale was created. School teachers' job descriptions and responsibilities informed the development of the fifteen statements that made up the performance scale. Total scores may be anywhere from 0 to 60 on the five-point scale that went from very good to very bad, with individual scores of 4, 3, 2, 1, and 0 corresponding to each of the four categories.

Statistical Techniques: Collected data were tabulated and analyzed in the SPSS version 20 by applying the descriptive statistics and t test.

Data Analysis and Interpretation:

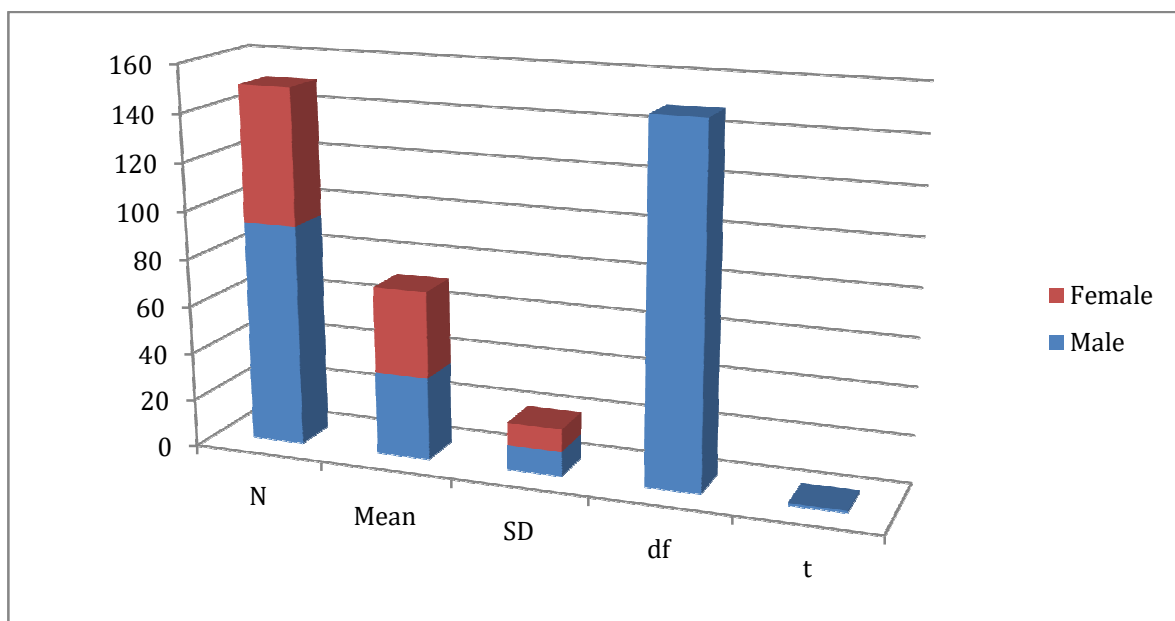
Table 1: Descriptive Statistics of Job Performance among Primary School Teachers

Parameters	Values
N	150
Minimum	18
Maximum	56
Mean	35.86
Range	38
Median	35
Standard Deviation	9.96
SEM	0.81
Skewness	0.16
Kurtosis	2.10

The dataset consists of 150 observations ranging from 18 to 56. The data has a mean of 35.86 and a median of 35, indicating a roughly symmetric distribution with a slight right skewness. The standard deviation of 9.96 shows moderate variability in the dataset. According to the normal distribution, the kurtosis is 2.10, which means that there is significant peakedness. With a standard error of the mean (SEM) of 0.81, it may be inferred that there will be a variation of around 0.81 units between the sample mean and the real population mean. As the mean number is greater than the data sheet's midpoint, it's evident that elementary school instructors are doing a better job.

Table 2: Difference of Job Performance between Male and Female Teachers

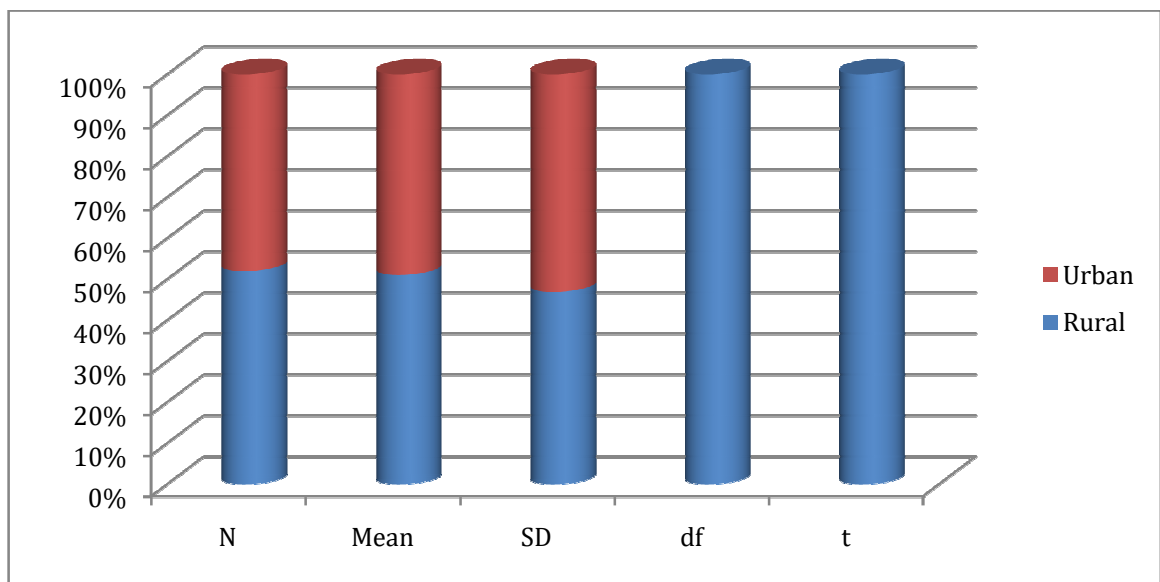
Group	N	Mean	SD	df	t
Male	93	34.58	10.24	148	0.92
Female	57	36.12	9.45		



On average, the Female group (Mean = 36.12) appears to have a slightly higher score than the Male group (Mean = 34.58). It seems that there is little variation in the means of the male and female groups, as shown by the t-value of 0.92. We utilize a t-distribution table critical value comparison or a p-value to find out whether this difference is statistically significant. We are unable to reject the null hypothesis that the Male and Female groups' means are not different since a t-value of 0.92 suggests that the difference is not statistically significant at the customary levels (e.g., $\alpha = 0.05$).

Table 3: Difference of Job Performance between Male and Female Teachers

Group	N	Mean	SD	df	t
Rural	78	35.58	9.24	148	0.90
Urban	72	34.12	10.45		



The Rural group (Mean = 35.58) has a slightly higher average job performance score compared to the Urban group (Mean = 34.12). The t-value of 0.90 suggests that the difference in means between the Rural and Urban groups is relatively small. To determine if this difference is statistically significant, we compare the t-value to a critical value from a t-distribution table or use a p-value. A t-value of 0.90 indicates that the difference is not statistically significant at the conventional levels (e.g., $\alpha = 0.05$), meaning we fail to reject the null hypothesis that there is no difference between the means of the Rural and Urban groups.

Findings:

- ✓ Primary school teachers have higher job performance
- ✓ Male primary teachers do not differ from the female primary school teachers in respect of their job performance.
- ✓ There is no significant difference between rural and urban teachers in respect of their job performance.

Conclusion:

The job performance of school teachers encompasses a range of competencies and responsibilities that directly impact student learning and educational success. By focusing on teaching effectiveness, professional development, classroom management, and fostering positive relationships, teachers contribute significantly to creating a stimulating and nurturing learning environment that promotes academic achievement and prepares students for future success.

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