



Trainee Teacher's Work Discipline and its Effect on Their Performance in the High Schools of Cooch Behar District of West Bengal Particularly in Context to School Education Vide NEP 2020

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Abstract:

Pre service Teachers are the future implementers of the teaching and learning process. Teacher trainees' performance is a major factor in capacity building of oneself. This study aims to explore the nature of work discipline inculcated by the Teacher Education Institution through the teacher education program for their effective teacher performance. The sample consisted of 100 teacher trainees and the data were obtained by questionnaire. Suitable statistical analysis carried out. The finding reveals that Teacher trainees are trained through different teacher training activities which help in developing work discipline and have a significant effect on teacher performance. Teacher trainees are necessitated to fulfill the desired expectations as per the demand of NEP 2020 for School Education.

Keywords: *Teacher's Performance, Capacity Building, Work Discipline.*

Introduction:

In any education system there are certain introductory skills need to be performed to ensure disciplined work life. Discipline is an act to comply with and obey all the rules of an organization or educational institution in carrying out the specified work to achieve the expected goals. Work discipline is an act of obedience, and fidelity of a person to written or verbal rules, which are reflected in the act of behavior and actions in an organization. A teacher is anticipated to possess a good performance so as to suitable to induce maximum work. Qualities such as personality, knowledge of a job, level of discipline, honesty paves the way for high performance in work life. Teacher performance is a teacher's success in accordance with the abilities they have in educating and teaching students. There are certain performance criteria namely, discipline, quality in teaching, teamwork, organization.

The National Education Policy recognizes and identifies teachers and faculty as the heart of the learning process. The Policy will empower teachers of India and lists out various reforms for their recruitment, continuous professional development, service conditions, etc. NEP 2020 recognizes that teachers will require training in high-quality content as well as pedagogy.

Need for the Study

According to Barnawi and Mohammad (2014), teacher performance can be interpreted as “a level of success of a teacher in carrying out educational tasks in accordance with responsibilities based on work standards that have been set to achieve educational goals”. The results of the study conducted by Kardata (2018) mentioned problems that often occur regarding teacher performance, where teachers still have not mastered the progress of science and technology. There are still many teachers who only continue the habit of implementing the educational curriculum so that teachers lack creativity in innovating learning activities and exploring learning methods and strategies, teaching materials and new patterns of learning relationships in accordance with the progress of the times and the characteristics of today’s students. This study seeks to find out work discipline have a significant effect on teacher performance.

Hypothesis

H₀₁: There is no significant difference between male and female teacher trainees towards work discipline

H₀₂: There is no significant difference between male and female teacher trainees towards performance

H₀₃: There is no significant difference between work discipline and teacher performance

Methodology:

The study was a descriptive research of the survey type. The population was all teacher trainees in the Teacher Training Institutions (TEIs) from Cooch Behar district of West Bengal.

Sample:

One hundred teacher trainees were purposively and randomly selected from TEIs.

Tool:

The researcher confined to work discipline and performance dimensions, in the preparation of a tool. It is an instrument designed for self-rating of the teacher trainees opinion of the degree to which they feel on the perceptions towards the dimensions. The instrument used for data collection was a questionnaire structured on 4-point modified Likert type rating scale with response options of Strongly agree; Agree; Disagree; Strongly Disagree with the score of 4, 3, 2 and 1 respectively. The instrument was validated by two senior university lecturers who are experts in Teacher Education. . A research instrument is considered to be reliable if the value of Cronbach Alpha > 0.6. In the present study, Cronbach Alpha measures to be 0.681.

Data Analysis:

General Information:

72% of the respondents were male and rest 28% female. The respondents are found to be distributed in 16 different types of method subjects.

Table 1 Information about pre service teachers

Particulars	Option	No. of Responses	%
Sex	Male	72	72.0
	Female	28	28.0

Method Subject opted	Art	2	2.0
	Bengali	5	5.0
	Chemistry	3	3.0
	Economics	3	3.0
	Education	31	31.0
	English	4	4.0
	Fine Arts	2	2.0
	Geography	5	5.0
	History	9	9.0
	Life science	6	6.0
	Mathematics	10	10.0
	Music	5	5.0
	Phy.Science	2	2.0
	Physical edu	6	6.0
	Pol.Science	2	2.0
Sanskrit	5	5.0	

H₀₁: There is no significant difference between male and female teacher trainees towards work discipline

To test the significance between male and female teacher trainees towards work discipline was subjected to 't' test presented in Table 2. The calculated value of 1.3108 is less than the tabulated value of 1.96 at 0.05 level the null hypothesis is accepted. Thus, the statement, there is no significant difference of opinion of male and female teacher trainees towards work discipline is accepted.

Table 2: Mean and SD of male and female teacher trainees towards work discipline

Gender	Sample size	Mean	Standard deviation	Standard error	df	t value	Significance
Male	72	69.01	4.631	0.546	98	1.3108	Not Significant
Female	28	67.79	2.644	0.500			

H₀₂: There is no significant difference between male and female teacher trainees towards performance

To test the significance between male and female teacher trainees towards work discipline was subjected to 't' test presented in Table 3. The calculated value of 0.00 is less than the tabulated value of 1.96 at 0.05 level the null hypothesis is accepted. Thus, the statement, there is no significant difference between male and female teacher trainees towards performance is accepted.

Table 3: Mean and SD of male and female teacher trainees towards work discipline

Gender	Sample size	Mean	Standard deviation	Standard error	df	t value	Significance
Male	72	69.47	3.456	0.407	98	0.00	Not Significant
Female	28	69.32	3.312	0.626			

H₀₃: There is no significant effect between work discipline and teacher performance

In order to prove this linear regression analysis is carried out. Based on the results between work discipline and teacher performance it is found that with a t count of 12.668 and a significance of 0.000 so that the significance value is less than 0.05 (vide table 4). Thus, it shows that teacher trainee work discipline has a positive and significant effect on the performance. The quality of teacher performance is influenced by the work discipline possessed by teacher trainees.

Table 4: Regression analysis of work discipline and teacher performance

Gender	Sum of Squares	df	Mean Square	R	R Square	t count	Significance
Regression	1.312	1	1.312	.034 ^a	.001	12.668	.000
Residual	1143.198	98	11.665				
Total	1144.510	99					

a. Predictors: (Constant), Work Discipline

b. Dependent Variable: Teacher Performance

Findings

1. There is no significant difference of opinion of male and female teacher trainees towards work discipline
2. There is no significant difference between male and female teacher trainees towards performance.
3. Teacher trainees work discipline has a positive and significant effect on the performance.

Conclusion:

Work discipline is an influential factor of teacher's performance (Siregar & Thomas, 2015). Work discipline is an act to comply with all organizational rules in doing work to achieve expected goals. Discipline for teacher's is very important in carrying out the duties and obligations. Researchers, like Krskova & Baumann (2017); Zhumabaeva et al. (2016); Hagger & Hamilton (2019); Simba, Agak & Kabuka (2016); Ehiane (2014); and Mbaluka (2017) found that in addition to improving teacher performance, discipline factor has a significant effect on students' academic performance. Work discipline includes self- control on one's person in carrying out the duty so as to create a condition for fulfilling optimal needs to achieve the objectives in the form of performance and expected work results. Teacher's work discipline contributes significantly in improving teacher's performance.

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