

JOB PERFORMANCE, SOCIAL MATURITY AND LEADERSHIP QUALITY OF POSTGRADUATE TEACHERS: A CORRELATED STUDY ON THEIR PROFILE

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ABSTRACT

Education is the “Key of Prosperity and Peaceful World”, and it has been recognized as a fundamental human right by all the countries as per the declaration of Dhaka Summit and the EFA movement at Jomtien (1990) aimed at the transformation of educational values, structures and procedures in many parts of the world. World Declaration on Education for All (ECEFA, 1990) has emphasized that education should ensure a safer, healthier, more prosperous contribution to social, economic and cultural progress, tolerance and international cooperation. Every person, child, youth and adult must be benefited from educational opportunities designed to meet their basic learning needs. During recent years, phrases like “school improvement”, “education reform”, “enhanced schools”, etc., have emerged as significant concepts. Schools are expected to focus on and deliver the cultural and organizational change needed for all types of permanent improvement.

KEYWORDS: School Teacher, Job Performance, Social Maturity, Leadership Quality

INTRODUCTION

The preamble of the School Education Department of Tamil Nadu State highlighted that Education is a means of passing on the knowledge and qualities accumulated in society from one generation to the next. Education should provide opportunities to enhance children's creativity and aesthetics. Education cultivates the secular understanding that surrounds us. Further education gives children the ability to analyse and understand the situation correctly. It provides innovative quality education to all children in a comfortable, happy environment, free from the burden of beginners and intermediaries and provides an essential infrastructure with safe havens for the welfare of children. UNICEF is committed to ensuring all children in India have access to inclusive and equitable quality education. India has made great strides in improving access to quality education, increasing elementary school enrollment and reducing the number of out-of-school children. Fundamental laws have strengthened these achievements, policies and programmes, such as the Right of Children for Free and Compulsory Education (RTE) Act (2009) and the National Early Childhood Care and Education (ECCE) Policy (2013). however, challenges do remain. An estimated 6.1 million children out of school in 2014 reduced from

13.46 million in 2006. Out of 100 students, 29 per cent of girls and boys drop out of school before completing the entire cycle of elementary education, and often they are the most marginalised children. (Source: SRI-IMRB

Surveys, 2009 and 2014). Around 50 per cent of adolescents do not complete secondary education, while

approximately 20 million children do not attend pre-school. (Source Rapid Survey of Children 2013-2014 MWCD).

Half of the primary school-going children constitutes nearly 50 million children not achieving grade- appropriate learning levels. (Source: National Achievement Survey, NCERT 2017). Furthermore, children's school readiness at age five has been far below expected. Over the first half of the Country Programme, various changes in the operating environment have impacted how the UNICEF India Education Programme will operate moving forward. According to a United Nations report on human resource development in 2020, India is 129th globally. Northern states of India like Uttar Pradesh, Madhya Pradesh and Bihar are lagging far behind in education and health. The mortality rate for children under five is high in these states. Kerala and Tamil Nadu have first and second place in India in the education and health infrastructure. The figures in this report show that growth in these states is more balanced than in the other states due to the greater focus of these two states on community development programs.

RESEARCH PROBLEM

Different courses and supervisors offered widely varying freedom to the scholars selecting the research area. In this case, the present researcher is legitimated and can choose his research topic. The necessity of the current school education scenario, especially the study about P.G. Teachers, is a pathway of young grownups population and role models of pupils. Concepts and thoughts of Social Maturity, Leadership Quality and Job Performance were studied either separately or combined with other aptitudes and attitudes by the many scholars in Tamil Nadu and India and out of the country. Moreover, the study aptitude and philosophy do not interlink between these three elements, especially among the Post Graduate Teachers. Therefore, the research problem or topic selected as "*JOB PERFORMANCE OF POSTGRADUATE TEACHERS RELATED TO THEIR SOCIAL MATURITY AND LEADERSHIP QUALITY.*"

RESEARCH VARIABLES

Technically, a variable is an attribute that can assume different values among the population of events. The term variable means that changed or that which changes or varies it. Independent variables are those that the researcher manipulates to ascertain their relationship to an observed phenomenon. The variable which is measured and which is expected to change as a result of the presence or absence, or magnitude of the independent variable is called the dependent variable. Independent Variable is Job Performance, and Dependent Variable are Social Maturity and Leadership Quality, and also Demographic Variables are like that Teachers'

Qualification, Social group, Salary, Gender, Major Subject, Educational Background, Family Background and Type of School Management etc.,

DELIMITATION OF THE STUDY

Present study delimited among the Post Graduate Teacher working in Higher Seconder Schools of Thirupathur District lone.

OBJECTIVES OF THE STUDY

Investigate if there is any significant difference in Social Maturity, Leadership Quality and Job Performance concerning the Post Graduate Teachers' gender, stream of study, type of school, locality of the school, marital status, type of family, educational background, board of study, teaching experience and monthly income. The present study is relied on the

primary data collected from PG school teachers in Thirupathur District of Tamil Nadu State using survey method and structure questionnaire which is strongly depends on Demographic profile of PG school teachers, Opinion on salary, Religion, Cast, Regular activities, Daily life, Educational Background and school curriculum. The questionnaire also covers aspect like Social maturity, leadership quality, job performance and Job performance evaluation of PG school teachers.

HYPOTHESES OF THE STUDY

The hypothesis is an assumption that is made based on some evidence. This is the initial point of any investigation or research called the research questions into a prediction. It contains components like variables, population and the relation between the variables. A research proposition is a hypothesis used to test the relationship between two or more variables.

The Investigator Formulated the Following Hypotheses to Guide this Study:-

- **HO1:** There is no significant difference between male and female PG teachers in Social Maturity, Leadership Quality and Job Performance.
- **HO2:** There is no significant difference among Language, Science and Humanities PG teachers in Social Maturity, Leadership Quality and Job Performance.
- **HO3:** There is no significant difference among PG teachers working in Government, Government Aided and Private schools in Social Maturity, Leadership Quality and Job Performance.
- **HO4:** There is no significant difference between PG teachers working in urban and rural schools in Social Maturity, Leadership Quality and Job Performance
- **HO5:** There is no significant difference between married and unmarried PG teachers in Social Maturity, Leadership Quality and Job Performance.
- **HO6:** There is no significant difference between PG teachers living in a nuclear and joint family in Social Maturity, Leadership Quality and Job Performance.
- **HO7:** There is no significant difference between PG teachers concerning their educational background in Social Maturity, Leadership Quality and Job Performance.
- **HO8:** There is no significant difference among PG teachers based on their teaching experience in Social Maturity.
- **HO9:** There is no significant difference among PG teachers based on their teaching experience in Leadership Quality.
- **HO10:** There is no significant difference among PG teachers based on their teaching experience in Job Performance.
- **HO11:** There is no significant difference among PG teachers concerning their monthly income in Social Maturity.
- **HO12:** There is no significant difference among PG teachers concerning their monthly income in Leadership Quality.
- **HO13:** There is no significant difference among PG teachers concerning their monthly income in Job

Performance.

Sample Size Determination (Sample Size – 680)

The sample is drawn from infinite population which is very difficult, therefore, the research her adopted Cochran's method for identifying the sample size. The proposed sample of PG school teachers are calculated below:

- $n_0 = z^2pq/e^2$
- $p = 0.5$ and hence $q = 1 - 0.5 = 0.5$; $e = 0.05$; $z = 1.96$
- So, $n_0 = (1.96)^2(0.5)(0.5)/(0.05)^2 = 384.16$ or 384

The identified sample size is significant at 55 level of significance or 95% of confidence level. The sample size for study is 680 signifies higher sample compare to 384 sample as per Cochran's method. Therefore, the sample for current study is very strong representing the population size.

PERSONAL PROFILE OF THE PG SCHOOL TEACHERS

Table 1: Gender of the PG School Teachers

S.no	Gender Group	Frequency	Percent
1.	Male	313	46.0
2.	Female	367	54.0
	Total	680	100.0

Table 1 shows gender profile of the PG school teachers, 54% of the them are male (367) and 46% of the PG school teachers are female (313). Hence, sizable numbers of gender groups are female teachers.

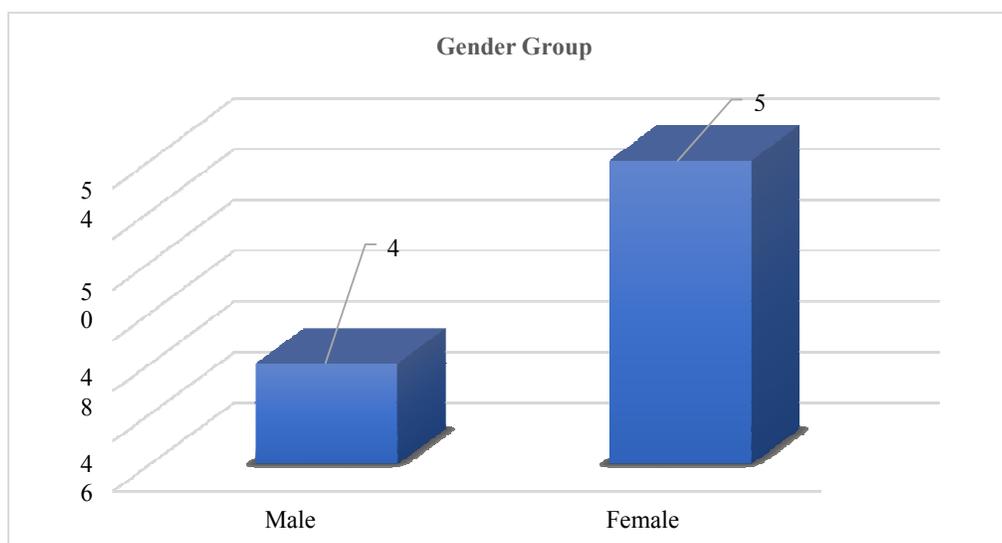


Figure 1: Gender of the Teachers.

Table 2: Subjects Taken by PG school teachers

S.no	Subjects Taken by PG school teachers	Frequency	Percent
1.	Language Teacher	147	21.6
2.	Science Teacher	369	54.3
3.	Humanities Teacher	142	20.9

4.	Vocational/Physical Education	22	3.2
Total		680	100.0

Table 2 shows subject taken by PG school teachers, 54.3% of the PG teachers are teaching science subject (369) followed by 21.6% of teachers are teaching language subjects (147), 20.9% of the teachers are taking humanities subject(142) and rest 3.2% of the teacher taking vocational/physical education(22). Hence majority of the teachers are taking science teachers.

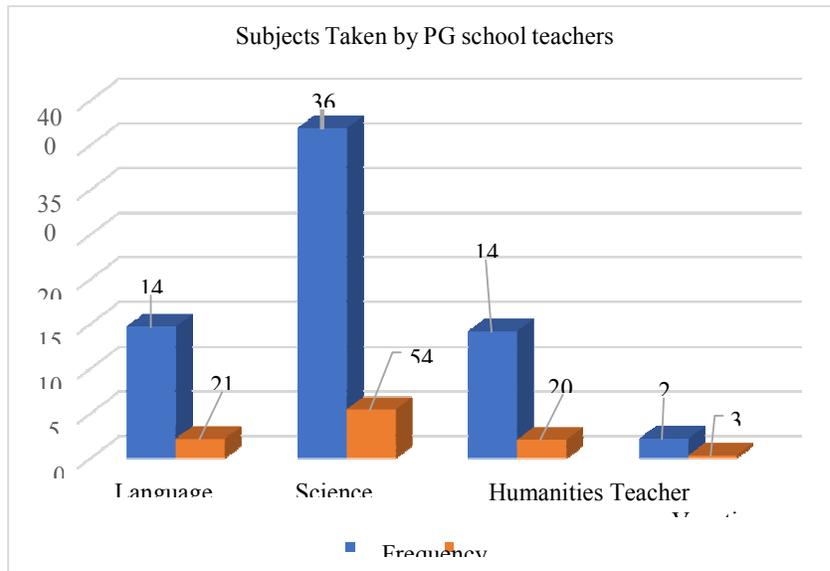


Figure 2: Subject Taken by PG School Teachers

Table 3: Type of School PG school Teachers Working

S.no	Type of School PG school Teachers Working	Frequency	Percent
1.	Government School	505	74.3
2.	Government Aided School	85	12.5
3.	Private Management	90	13.2
Total		680	100.0

Table 3 shows type of school PG teachers are working, 74.3% of the PG teachers are working in Government School (505) followed by 13.2% of them are working in private management(90) and 12.5% of the PG teachers are working in Government aided school (85). Hence sizable numbers of PG school teachers are working in Government schools.

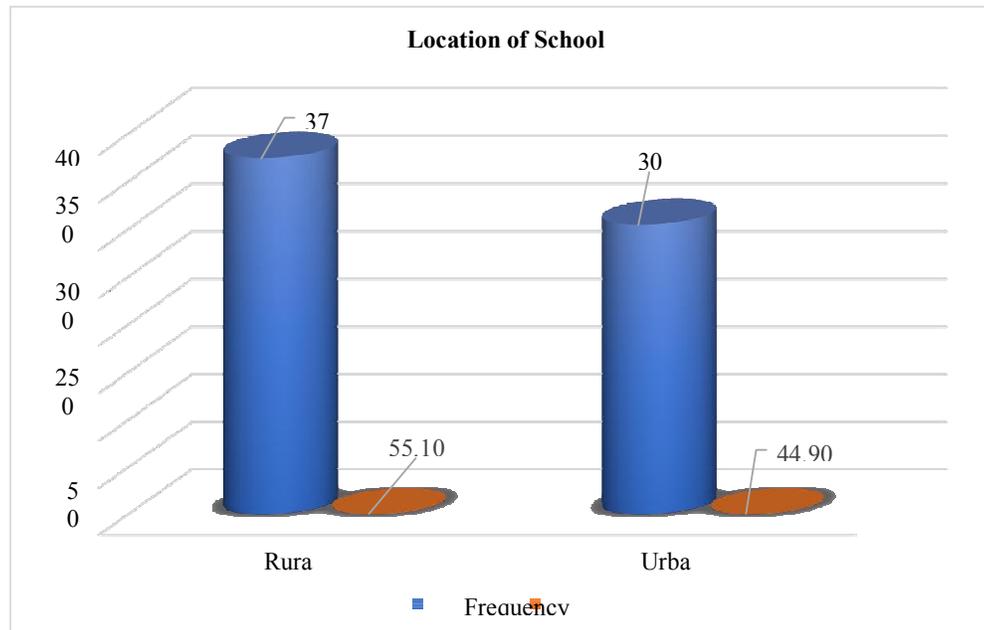


Figure 3: Subject Taken by PG School Teachers

Table 4: Location of the School

S.no	Gender Group	Frequency	Percent
1.	Rural	375	55.1%
2.	Urban	305	44.9%
Total		680	100.0

Table 4 displays location of school where PG teachers are working, 55.1% of the PG teachers are working in rural schools (375) followed by 44.9% of the teachers are working in urban schools (305). Hence, sizable numbers of PG school teachers are working in schools established in rural areas.

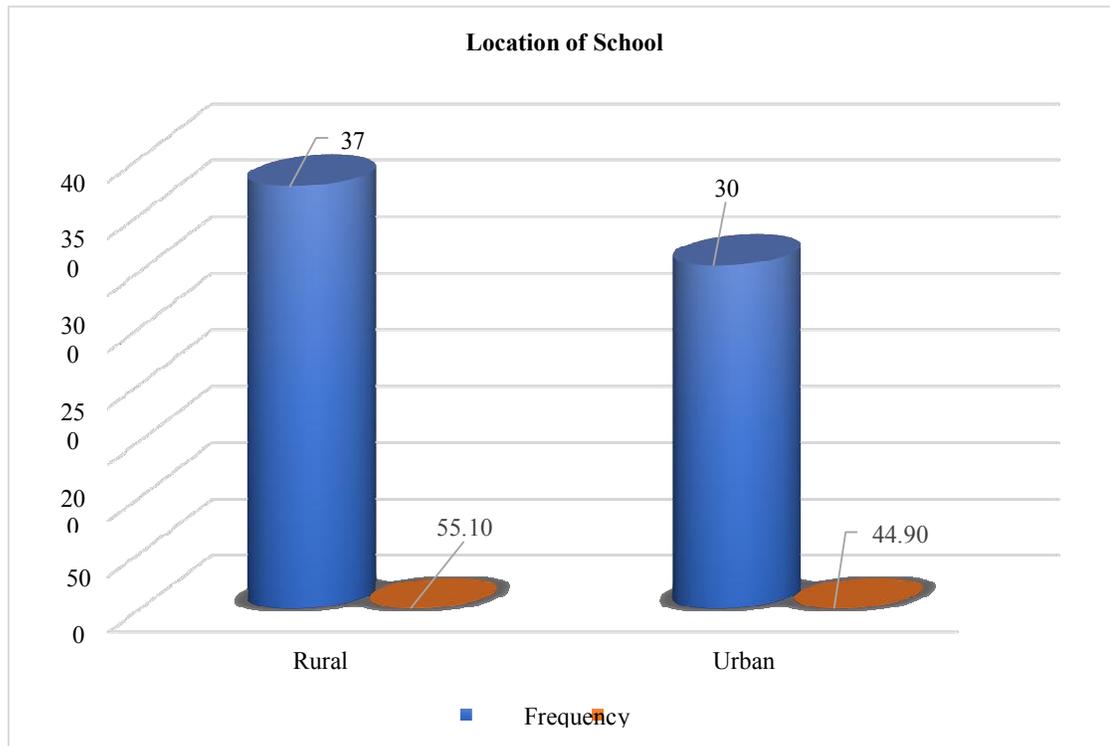


Figure 4: Location of School

Table 5: Annual Income of PG School Teachers

S.no	Annual Income of PG School Teachers	Frequency	Percent
1.	Rs.10,000 to Rs.25,000	91	13.4
2.	Rs.26,000 to Rs.50,000	221	32.5
3.	RS.51,000 to Rs.75,000	186	27.4
4.	Rs.76,000 to Rs.1,00,000	151	22.2
5.	Rs.1,00,000 to Rs.1,50,000	31	4.6
Total		680	100.0

Table 5 shows annual income of the PG school teachers, 32.5% of the PG teachers are earning between Rs.26,000 to Rs.50,000(221) followed by 27.4% of them are earning between Rs.51,000 to Rs.75,000(186), 22.2% of them are earning between Rs.76,000 to Rs.1,00,000(151), 13.4% of them are earning between Rs.10,000 to Rs.25,000(91) and rest 4.6% of them are earning between Rs.1,00,000 to Rs.1,50,000(31). Hence, majority of the PG school teachers are earning between Rs.26, 000 to Rs.50, 000.

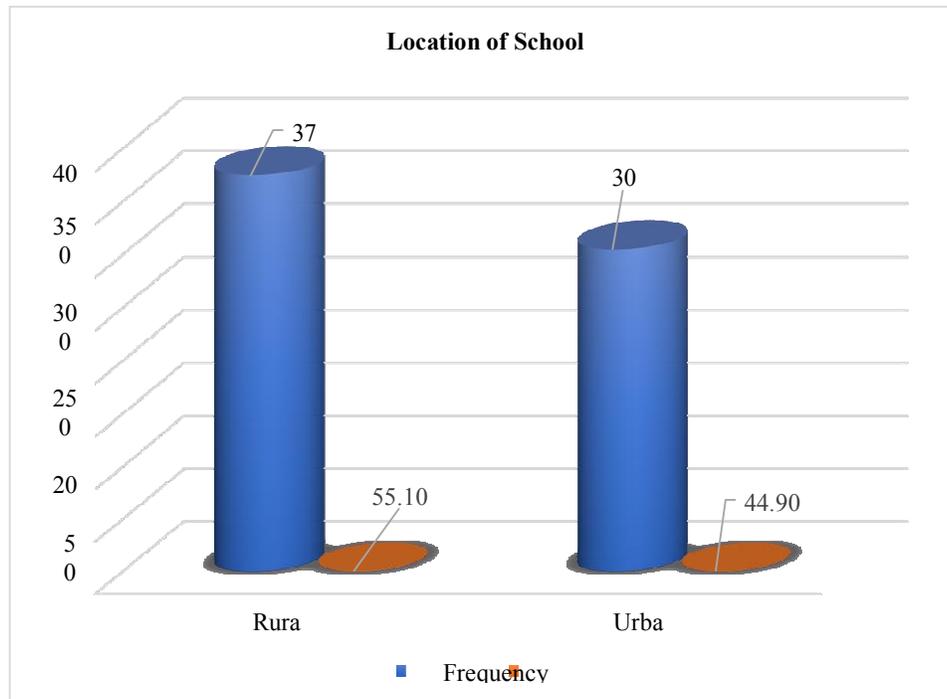


Figure 5: Annual Income of PG School Teachers

Table 6: Salary Satisfaction of the PG school Teachers

S.no	Salary Satisfaction of the PG school Teachers	Frequency	Percent
1.	Sufficient	409	60.1
2.	Insufficient	153	22.5
3.	No Opinion	118	17.4
Total		680	100.0

Table 6 shows opinion of PG school teachers on salary, 60.1% of the PG school teachers are satisfied with their salary (409) followed by 22.5% of them are dissatisfied with their salary (153) and rest 17.4% of them show no opinion on their earnings (118). Hence, sizable numbers of PG school teachers are satisfied with their salary.

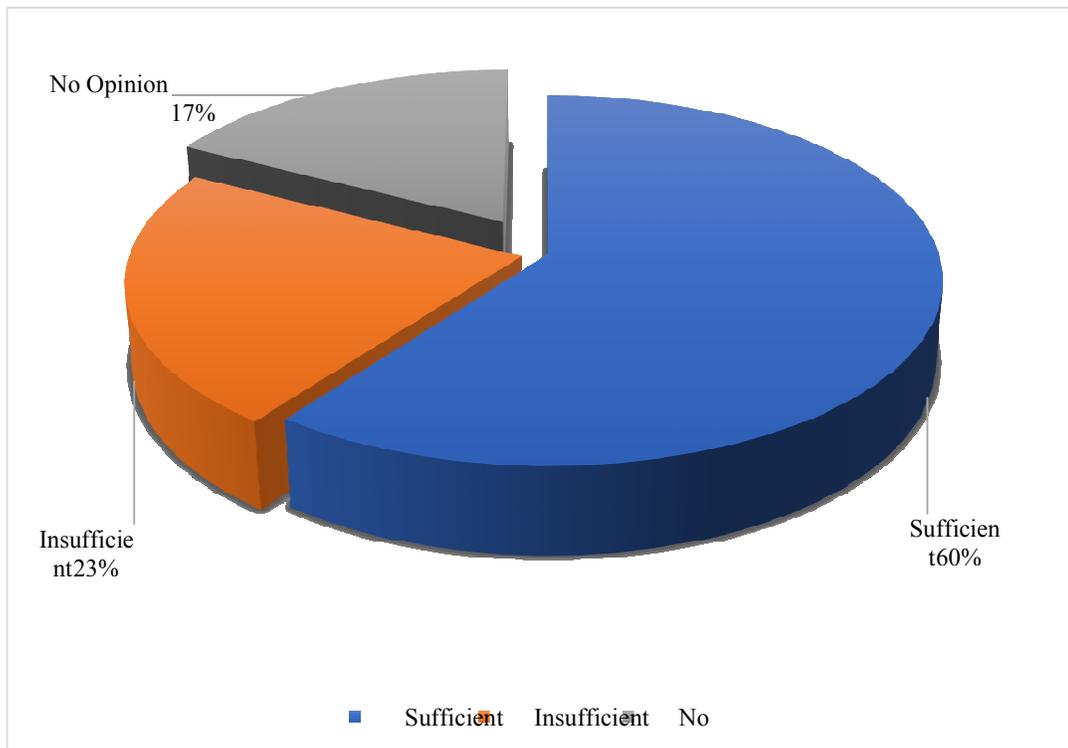


Figure 6: Annual Income of PG School Teachers

Table 7: Mother Language of PG school Teachers

S.no	Mother Language of PG School Teachers	Frequency	Percent
1.	Tamil	621	91.3
2.	Talugu, Maliyalam, Karnada, Urdu	59	8.7
	Total	680	100.0

Table 7 displays mother language of PG school teaches, 91.3% of them are belong to Tamil mother language (621) followed by 8.7% of them are from Talugu, Malayalam, Karnada, Urdu mother language. Hence, majority of PG school teacher’s mother language is Tamil.

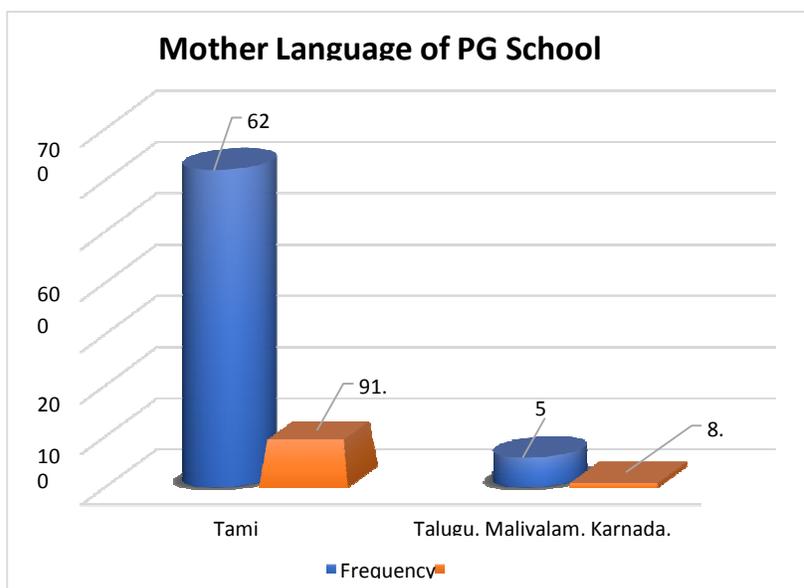


Figure 7: Mother Language of PG School Teachers

Table 8: Religion of PG School Teachers

S.no	Religion of PG School Teachers	Frequency	Percent
1.	Hindu	576	84.7
2.	Muslim	60	8.8
3.	Christian	44	6.5
Total		680	100.0

Table 8 shows religion of PG school teachers, 84.7% of them are from Hindu religion (576) followed by 8.8% are belongs to Muslim religion (60) and 6.5% of them belongs to Christianity religion (44). There for, sizable numbers of PG school teachers are from Hindu religion.

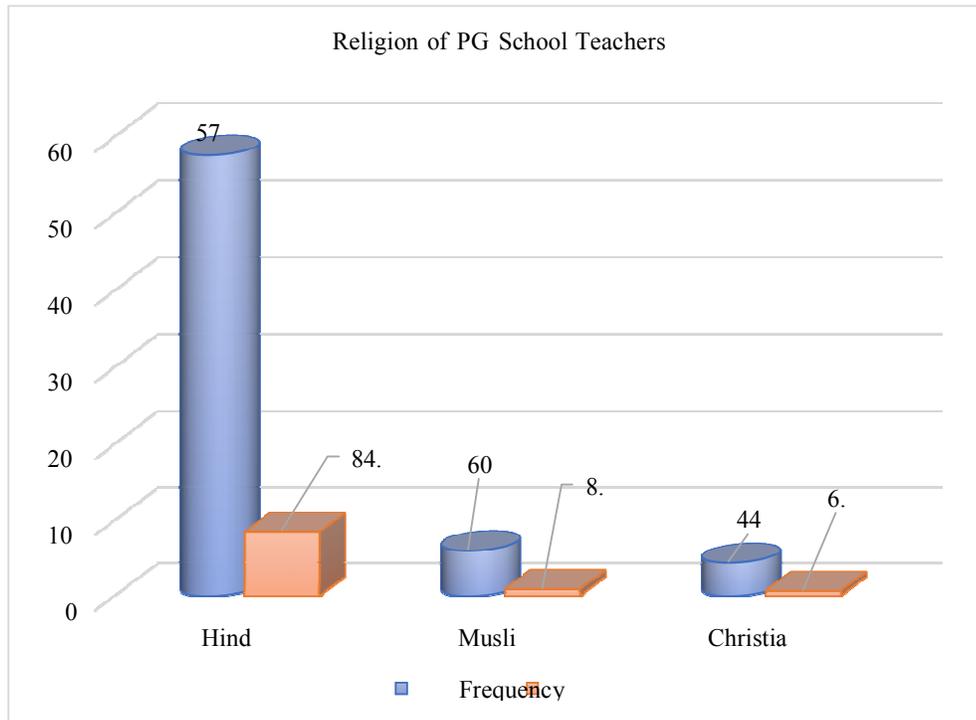


Figure 8: Religion of PG School Teachers

Table 9: Cast of PG school Teachers

S.no	Cast of PG school Teachers	Frequency	Percent
1.	SC/ST	154	22.6
2.	BC/BC(M)	225	33.1
3.	MBC	286	42.1
4.	FC/OC	15	2.2
Total		680	100.0

Table 9 exhibits the cast of the PG school teachers, 42.1% of the PG school teachers are belong to MBC(286) followed by 33.1% of them are BC/BC(M)(225), 22.6% of them are from SC/ST groups (154) and rest 2.2% of them are from FC/OC groups(15). Hence, common numbers of PG school teachers are belong to backward cast.

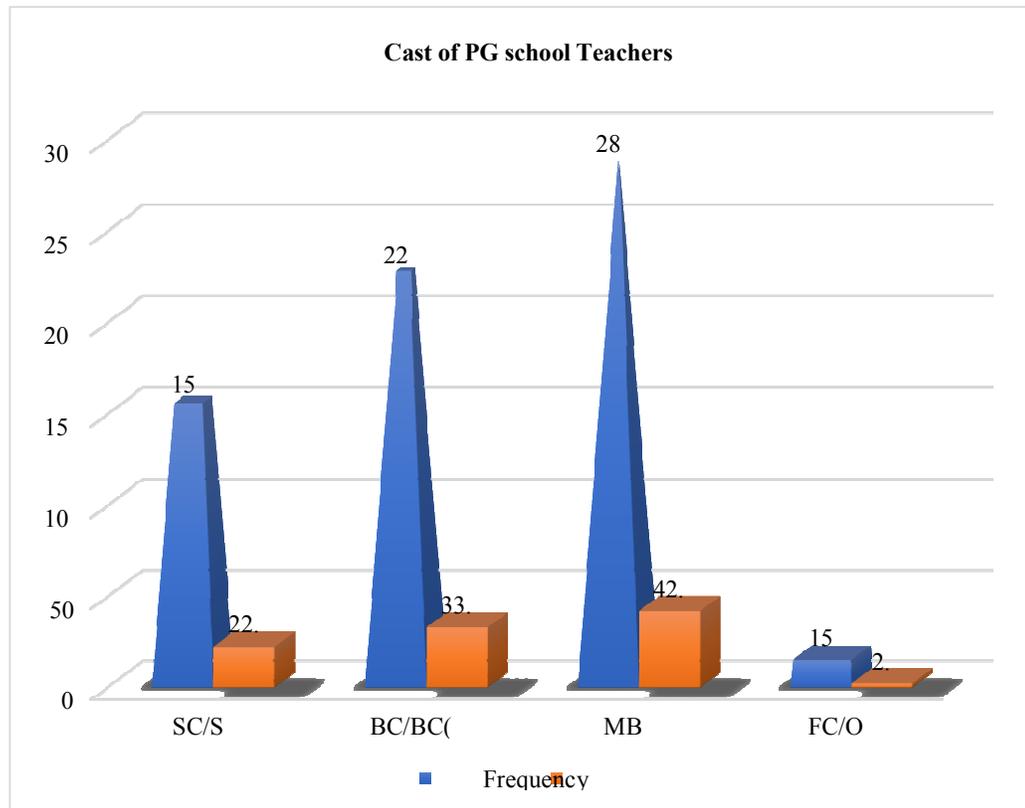


Figure 9: Cast of PG School Teachers

Table 10: Marital Status of PG school teachers

S.no	Marital Status of PG school teachers	Frequency	Percent
1.	Married	656	96.5
2.	Unmarried	24	3.5
Total		680	100.0

Table 10 shows marital status of the PG school teachers, 96.5% of them are married (656) and rest 3.5% of them are unmarried (24). Thus, common numbers of PG school teachers are married.

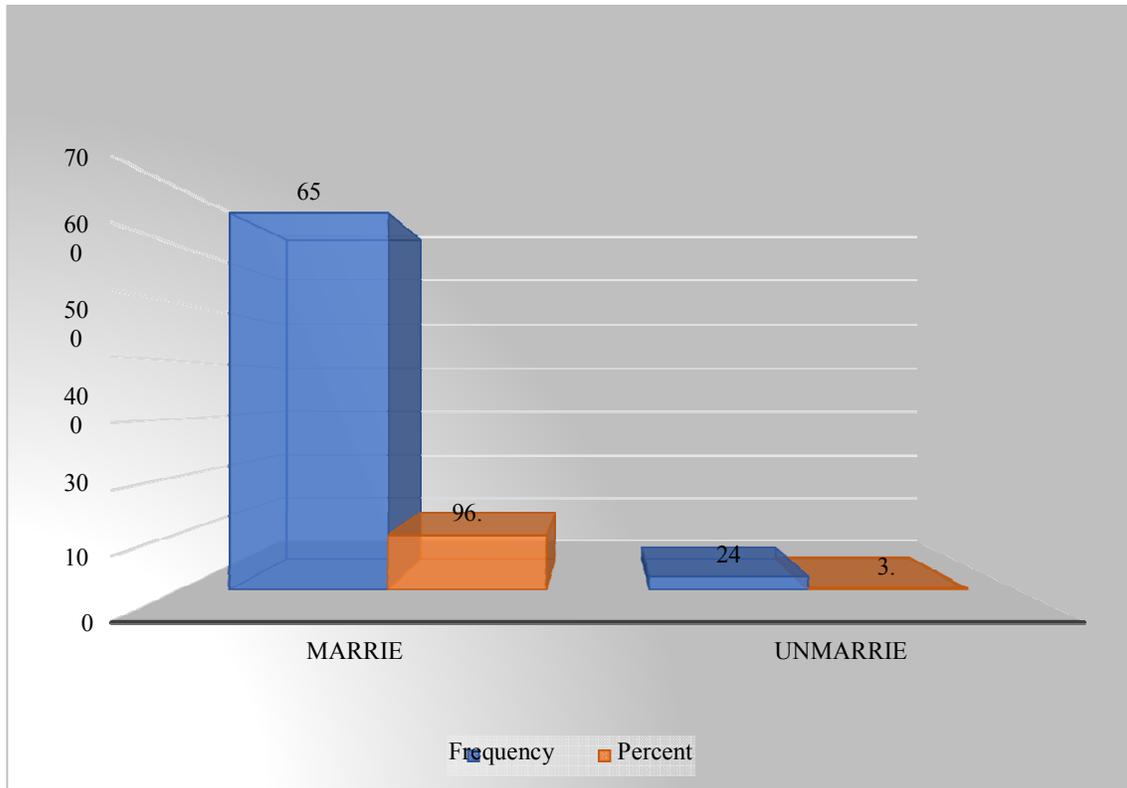


Figure 10: Marital Status of PG school teachers

Table 11: Number of Children having by PG school Teachers

S.no	Number of Children having by PG school Teachers	Frequency	Percent
1.	Male child	170	25.0
2.	Female Child	166	24.4
3.	Male and Female child	273	40.1
4.	None	71	10.4
Total		680	100.0

Table 11 shows number of children having by PG school teachers, 40.1% of the teachers having both male and female child (273) followed by 25% of the teachers are having only male child (170), 24.4% of them are having female child only (166) and 10.4% of the teachers have no child. Hence majority of the PG school teachers are having both male and female child.

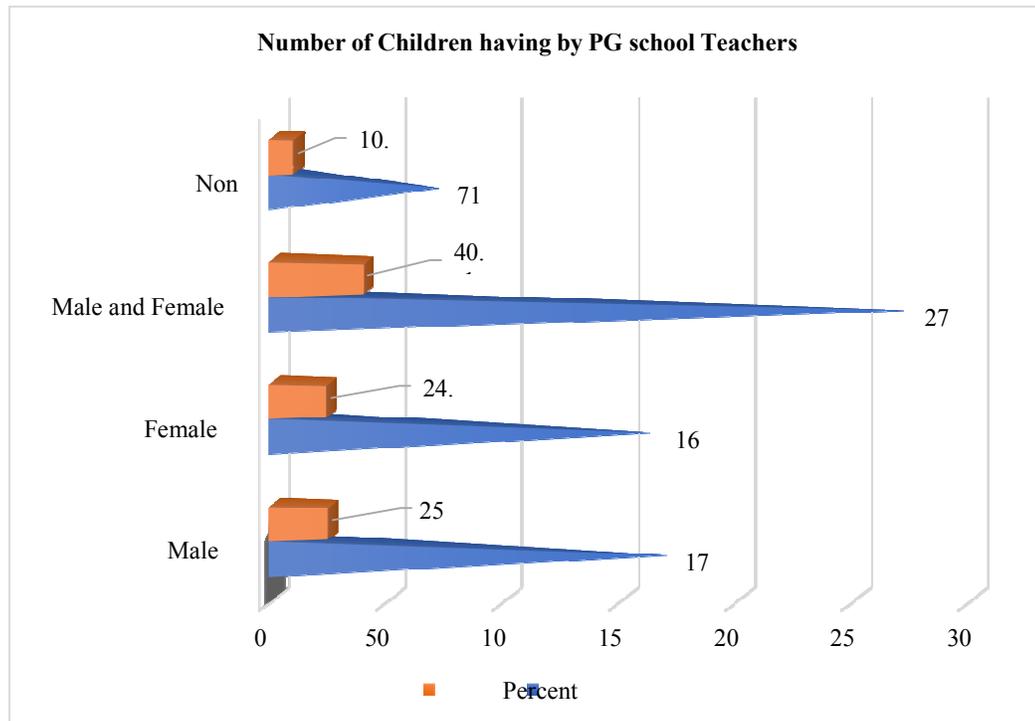


Figure 11: Number of Children Having PG School Teachers

CONCLUSIONS AND FINDINGS

Association between Profile Groups and Activities of PG School Teachers

- The 65.2% of male teachers are taking Science subject to PG school students followed by 45% of female teachers are taking science subjects to PG school students. Hence, majority 54.3% of PG school teaches are taking science subject at school.
- The 76.2% PG language teachers are closely associated with Government school followed by 13.6% are associated with government aided schools. 71.5% of PG science teachers are belong to Government school followed by 16.3% are working in private schools. 82.4% of the Humanities PG school teachers are working Government schools followed by 10.6% of them are working in private schools and 54.5% of PG vocational/physical education teachers are working in Government schools followed by 45.5% of them are working in Government aided schools. Hence, sizable number of PG school teachers are working in government schools.
- 64.4% of the Government school are located at rural locations followed by 35.6% of government school are located at urban area. 58.8% of the government abided school are located in rural area followed by 41.2% of the government school are located at urban area. 100% of the private school are located at urban location. Hence, majority of schools are located in rural area.
- Maximum 40.8% of the PG school teachers working in Government schools are closely associated with income group of Rs.26,000 to Rs.50,000 followed by 35.8% of them are earning between Rs.51,000 to Rs.75,000.

Majority 52.9% of the PG school teachers working in Government aided schools are closely associated with income group of Rs.76,000 to Rs.1,00,000. 94.4% of the PG school teachers working in private school are closely associated with income group of Rs.10,000 to Rs.25,000. Hence sizable number of PG school teachers are earning good amount of salary.

- 66.1% of PG school teachers working in government schools are closely associated with satisfaction from salary, 88.2% of PG school teachers working in government aided school are closely associated with satisfaction from salary and 94.4% of the PG school teachers working in private school are closely associated with not satisfaction from salary. Thus, majority of PG school teachers are satisfied with their salary.
- The PG school teachers working in government school are closely associated with Higher social maturity group. While those are working in government aided schools are closely associated with higher social maturity groups and those are working private management are closely associated with highest social maturity groups.

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