

A STUDY ON THE INFLUENCE OF DEMOGRAPHIC FACTORS ON ROLE EFFICACY OF TEACHING FACULTY IN TECHNICAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

Tential effectiveness to continue to exist and sustain in their profession. The individuals with higher role efficacy tend to perceive lesser stress, nervousness & tensions relating to job. The present study aims to find the influence of demographic factors on role efficacy of teaching faculty working in private technical institutions. Data was collected from a sample of 226 teaching faculty working in full time in private engineering colleges located in Rayalaseema region of Andhra Pradesh State., India using self-administered Role Efficacy instrument developed by Udai Pareek(1997). Descriptive statistics and ANOVA are used to analyse the data and test the hypothesis.

Keywords: Role Efficacy, Role Making, Role Centering, Role Linking.

Introduction

Role efficacy is the impending ability of a person performing a specific role in the organisation. Pareek in his book explains that the job performance of an individual in an enterprise rely upon on his/her managerial abilities and scientific knowledge, potential effectiveness and also the design of the role that he /she occupies in an enterprise. Role efficacy can be considered as the emotional factor addressing role effectiveness. It is the combination of the person and his role that guarantees the individuals' potentiality in an enterprise. He also said that unless an individual has the needful skills, technological abilities and capabilities desired for the role, he can't be more efficient and the design of the role he occupies is equally important for his role effectiveness. If the design of role does not permit him to use his expertise and continuously perceives annoyed inside the role, his efficiency is likely be low.

Role efficacy of a person can be divided into three dimensions they are:

- **Role Making:** Role making efficacy is the active attitude of a person in defining and making his role as he likes to take on.
- **Role Centering:** Role centering is an active mindset towards the role to describe and create the role primary to an enterprise by enhancing its significance.
- **Role Linking:** Role linking efficacy is a positive approach in finding the relation of one's role with other roles in the organization through interaction.

Literature Review

Karve (2006) attempted to study the role efficacy of women executives and reported that women executives had significantly higher efficacy in liking their role with other roles in the organisation. **Vijayasree, L., and Katyayani , J., (2010)** carried out an empirical study on women BPO employees role efficacy and stress. They reported that the role efficacy and stress are negatively associated with each other. They also reported that women employees have higher efficacy in defining and making their role as they like to take up. **Ravinder Kaur and Roshan Kazi (2012)** conducted a study to find the impact of employee's role efficacy on Organizational effectiveness. Statistical analysis of the data

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revealed that the components like integration, creativity, helping relationships and pro-activity of Role Efficacy are the strong predictors of Organizational Effectiveness (OE). **Vij (2013)** carried out a study to examine the impact of role perception and dimensions of role efficacy in keeping the employee motivated. The results revealed that there is a positive impact of role perception and dimensions of role efficacy in keeping the employee motivated. **Saumendra Das and Prasant Kumar Padhy(2015)** carried a study on different employees of educational institutions to find the association between their role efficacy and performance. The result obtained revealed that there is a close association between role efficacy and performance of individual employees. **Umesh Bamel et al., (2017)** identified that all dimensions of role have significant and positive correlation with managerial effectiveness. **S yarina Mahmood et.al., (2021)** aimed at investigating the level of teacher-written feedback self-efficacy among Malaysian secondary school teachers and the influence of teachers' age, gender, qualifications and teaching experiences on their written feedback self-efficacy. This research reveals that secondary schools' English teachers' self-efficacy of teacher-written feedback was mostly unrelated to their demographic factors. **Constance A. Dien et.al (2022)** aims to discuss teaching effectiveness in relation to teacher demographic factors like teachers' age and teachers' gender among Secondary School teachers in Calabar Education Zone of Cross River State, Nigeria. The descriptive statistics, one-way analysis of variance, a post-hoc scheffe & independent t-test were used. The result revealed that teachers' age and gender significantly influence teaching effectiveness.

Objectives and Hypothesis of the Study

Objectives

- To find out the influence of age on role efficacy of faculty.
- To find out the influence of gender on role efficacy of faculty.
- To find out the influence marital status on role efficacy of faculty

Hypothesis

- There is a significant influence of the age on role efficacy of faculty
- There is a significant influence of the gender on role efficacy of faculty
- There is a significant influence of the marital status on role efficacy of faculty

Research Methodology

Sample

Royalaseema Region of Andhra Pradesh state, India, was selected for the study as this region is emerging as the education hub due to more number of industries are being set up recently. The sample of the present study is 226 teaching faculty working in private engineering colleges in the Royalaseema region.

Data Collection

Data were collected from a sample of 226 teaching faculty using self-administered questionnaire. The questionnaire consists of two parts(A&B). The part-A covers the demographic details about the faculty and Part-B covers the Role Efficacy variables.

Measures

Role Efficacy instrument developed by Udai Pareek(1997) is used to measure the three dimensions of role efficacy of faculty. The instrument consists of 20 questions, two for each aspect. There are three options in each question and score changes in these three options. The reliability coefficient (alpha) of this role efficacy scale was 0.75.

Data Analysis

A sample (N) of 226 teaching faculty working in private engineering colleges are participated in the study. Out of the total sample of 226 respondents, 141(62.39%) were males and 85(37.61%) females. Among the 226 respondents 58 (25.66%) belonged to age group of 21-33 yrs, 122 (49.56%) belonged to 31-40yrs, 46(20.36%) respondents were from the age group of 41-50 years, only 10 (4.42%) respondents were of more than 50 years of age. The sample includes the married respondents 190 (84.87%) and unmarried respondents 36(15.93%).Experience wise 5-10 years experienced respondents (42.7%) are more in the sample. Descriptive statistics are calculated to analyse the data. To test the hypothesis of the study one-way ANOVA is used.

Results and Discussion

Table 1: Age and Role Efficacy (RE)

Dimensions of Role Efficacy	N=226										
	21-30 yrs N=135		31-40yrs N=211		41-50yrs N=79		>50yrs N=18		Test of homogeneity of variance	F-value	Sig.
	Mean	SD	Mean	SD	Mean	SD	Mean	SD			
Role Making	6.74	4.02	8.18	4.98	8.94	4.61	9.61	3.05	0.00	5.24	0.00**
Role Centering	2.87	2.96	3.44	2.87	3.71	2.40	3.11	4.28	0.07	1.69	0.04*
Role Linking	6.27	3.12	7.18	3.02	6.70	3.34	6.56	3.65	0.62	2.39	0.38
Role Efficacy Index(REI)	39.98	18.97	47	20.86	48.35	20.63	48.75	21.44	0.19	4.35	0.00**

Note: ** denotes significant at 1% level; * denotes significant at 5% level

From the **Table 1**, it is found that role making efficacy is 7.49 %, 17.48% and 42.58 % high in faculty having above 50 years of age (mean 9.61) with that of 41-50 (mean 8.94), 31-40 (mean 8.18) and 21-30 (mean 6.74) age groups faculty respectively. Role entering is 19.29%, 7.85%, 28.57% high in 41-50 years' age group faculty (mean 3.71) with that of above 50 (mean 3.11), 31-40 (mean 3.44), 21-30 (mean 2.87) age group faculty respectively. Role linking is seen 9.45%, 7.16% and 14.5% more in the age group of 31-40 years (mean 7.18) with that of above 50 (mean 6.56), 41-50 (mean 6.70), 21-30 (mean 6.27) years age group faculty respectively. Comparing the mean scores of three dimensions of role efficacy of different age groups it is observed that Role centering efficacy is low among faculty. Over all role efficacy of above 50 years' age group faculty is 0.93%, 3.72% & 21.94% higher than that of 41-50, 31-40 & 21-30 years' age group of faculty respectively.

The result of one-way ANOVA test revealed that there is a significant variation in role making efficacy of faculty with respect to age since p-value (0.00) is significant at 1% level and F-value is 5.24. It also revealed significant variation in Role centering efficacy of faculty since p-value (0.04) is significant at 5% level. There is also a significant variation in Role Efficacy Index (REI) across different age groups since p-value (0.00) is significant at 1% level and F-value is 4.35. Further result also revealed that there is no significant variation in role linking efficacy of faculty.

Table 2: Gender and Role Efficacy (RE) (N = 226)

Dimensions of Role Efficacy	Male N=281		Female N=162		Test of homogeneity of variance	F-value	Sig.
	Mean	SD	Mean	SD			
Role Making	8.29	4.74	7.31	4.53	0.79	4.51	0.03*
Role Centering	3.09	2.97	3.66	2.74	0.05	3.92	0.05
Role Linking	6.73	3.57	6.89	2.26	0.00	0.28	0.60
Role Efficacy Index (REI)	45.46	21.39	44.68	18.94	0.45	0.15	0.70

Note: ** denotes significant at 1% level; * denotes significant at 5% level

From the **Table 2**, it is observed that role making efficacy of male faculty (mean 8.29) is 13.4 % high in comparison with that of female faculty (mean 7.31). Female faculty role entering efficacy (mean 3.66) is 18.45% higher than that of male (mean 3.09). Role linking is seen 15.21% more in female faculty than male faculty. Comparing the mean scores of three dimensions of role efficacy of male and female faculty it is observed that role centering efficacy is low among them. Role Efficacy index (REI) score wise male faculty have only 1.75% higher score than female.

From one-way ANOVA test it is found that there is a significant variation in role making of faculty with respect to gender since p-value (0.03) is significant at 5% level and F-value is 4.51. There is no significant variation in role centering efficacy of faculty since p-value (0.05) which is insignificant at 5% level and F-value is 3.92. Further it also found that there is no significant variation in role linking and role efficacy index with respect to gender.

From the **Table 3**, it is found that role making efficacy of unmarried faculty (mean 8.49) is 8.43% high in comparison with that of married faculty (mean 7.83). Role centering Efficacy of unmarried faculty (mean 3.50) is seen 7.36% more than that of married (mean 3.26). Role linking is again seen 12.91% more in unmarried than that of married. Comparing the mean scores of three dimensions of role

efficacy with respect to marital status of faculty, it is observed that role centering efficacy is low among both married and unmarried faculty than their role making and role liking efficacy. Role Efficacy index score wise also unmarried faculty have 10% better score than married faculty.

The result of one-way ANOVA test revealed that there is a significant variation in role linking efficacy of faculty with regard to their marital status since p-value (0.04) is significant at 5% level. F-value is 4.44. It also revealed that there is no significant variation in role making and role catering among faculty. Further it results also revealed that there is no significant variation in role efficacy index score with respect respondent's marital status.

Table 3: Marital Status and Role Efficacy(RE) (N= 226)

Dimensions of Role Efficacy	Married N=377		Unmarried N=66		Test of homogeneity of variance	F-value	Sig.
	Mean	SD	Mean	SD			
Role Making	7.83	4.74	8.49	4.29	0.52	1.16	0.28
Role Centering	3.26	2.79	3.50	3.44	0.04	0.41	0.52
Role Linking	6.66	3.17	7.52	2.97	0.35	4.44	0.04*
Role Efficacy Index(REI)	44.46	20.58	49.02	19.84	0.19	2.89	0.09

Note: ** denotes significant at 1% level; * denotes significant at 5% level

Conclusion

- Role efficacy is high among faculty having above 50 years of age. Particularly role making efficacy is seen high among this group. Role efficacy is seen low among faculty having 21-30 years of age group. There is a significant variation in Role Efficacy Index (REI) across different age groups.
- Role efficacy is seen high among male teaching faculty than female. Among various dimensions of role efficacy, role making is high in male faculty whereas role centering and liking are seen high in female faculty. There is a significant variation in role making efficacy of male and female faculty.
- Unmarried faculty have higher role efficacy than married. All dimensions of role efficacy such as role centering, role linking and role making are seen high in unmarried faculty.

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