



Role Structure of Rural and Urban High School Teachers of Western Uttar Pradesh

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ABSTRACT

This study attempts to assess the Role Structure in relation to locality among High School Teachers of Western Uttar Pradesh. A sample of 300 teachers was randomly selected from different Govt. Aided Schools of Western Uttar Pradesh. They were administered Role Structure Questionnaire developed by Dr. Parva Vig. It was constructed around eight dimensions of Role Structure. Mean, S.D., and t-test were used to analyze the data. Results show that the rural and urban high school teachers differed significantly on total role structure and its all dimensions.

KEYWORDS :

Introduction

India is a socialist, democratic, republic country and the success of democracy mostly depend on its citizens. Again democracy and illiteracy can't pull together. It is because of this reason that unless and until the people become educated and politically conscious they cannot cast their valuable political right properly. Hence, in order to restore democracy in India and to improve the social livelihood, proper education is very essential. In fact, a child of today will be an architect of country and vigilant guard of democracy of tomorrow. Human behaviour in an organization is influenced or directed by several physical, social and psychological factors. One of the key concept to understand the integration of the individual with an organization is the role assigned to him within the overall structure of the organization. It is through this role that the individual interacts and gets integrated with the system. Teachers play an active role in designing the curriculum. Taking in to consideration the importance of secondary education, the teacher should be a skilled artist to sketch the education of the child. So the role and responsibility of teachers towards teaching profession is very important and necessary both in case of male and female teachers.

The concepts of role-structure have socio-psychological connotations. The different dimensions of role-structure have witness studies with emphasis on one or the other dimensions. (1) Professional commitment (Singh, 1972; Chitnis, 1979; Ramana, 1992; and Grossborg, 1973) (2) Professional aspiration and achievement (Ramana, 1992; and Yudkowsky, 1997) (3) Morale (Singh, 1972; Filial, 1973; and Anne, 1981) (4) Authoritarianism (Biddle, 1987) (5) Relation with role-set members (Susan, 1986) (6) Attitude, behavior and communication (Steven, 1988; and Reaz, 1998;) (7) Professional and Social awareness (Wilson, 1962; Chitnis, 1973; and Kundu, 1998). So far as the role-structure of the teachers of secondary schools are concerned it is very important to know their professional commitment towards their work, their professional aspiration, morale, effect of authoritarianism on them, attitude behavior and communication skill, relationship with other colleagues in the school and their professional and social awareness which affects teaching learning process and achievement level of students to a great extent. The researchers conducted the studies in respect to role-structure of teachers at different levels, but no study had been done earlier at secondary level in western U.P. So it was felt that there was need to work on role-structure of high school teachers.

Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. These considerations have led the investigator to use the Descriptive Survey method of research for the present study.

Population

The population in the present study was defined as the High School Teachers of Government aided schools of Western U.P.

Sample

For the present study, 300 high school teachers of Government aided schools of Western U.P. were taken from both rural and urban areas. For this purpose, stratified random sampling technique was used.

Tool Used

For data collection in the present study, Role-Structure Questionnaire. By Dr. Prava Vig (1999) was used. This is a close-ended questionnaire, which covered various parameters of the study.

Results

To study the nature of total Role Structure and its all dimensions of all the rural (105) and urban (195) high school teachers, mean and standard deviation (S.D.) and t-test were calculated. The results are presented in Table-1, 2, & 3.

Table - 1

Statistics showing the Role Structure of rural high school teachers (N = 105)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	7.06	3.36	0	9
Professional aspiration and achievement	5.02	3.13	0	9
Job satisfaction	7.43	3.98	0	9
Morale	5.06	2.13	0	9
Authoritarianism	5.01	2.08	0	9
Relation with role- set members	5.03	2.31	0	8
Professional and social awareness	5.16	1.39	0	8
Attitude, behavior and communication	6.19	2.07	0	11
Total Role Structure	46.68	5.49	0	72

It is revealed from table-1 that the mean value for total role structure of high school teachers was found to be 46.68 while the maximum score may be 72. Hence, it may be interpreted that all the rural high school teachers were found to have average level of role structure. When the mean values for its all dimensions - Professional commitment, Professional aspiration and achievement, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication were observed, it was reported that the mean values were 7.06, 5.02, 7.43, 5.06, 5.01, 5.03, 5.16, and 6.19 respectively. It indicates that the teachers have a great deal of professional commitment but average level of professional aspiration and achievement. It shows that the rural high school teachers have good level of dedication towards their profession but they are moderately aspired about their profession.

Table - 2

Statistics showing the Role Structure of urban high

school teachers (N=195)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	5.73	3.06	0	9
Professional aspiration and achievement	6.93	3.86	0	9
Job satisfaction	5.97	1.97	0	9
Morale	7.33	2.93	0	9
Authoritarianism	6.17	2.19	0	9
Relation with role- set members	6.33	1.99	0	8
Professional and social awareness	6.62	2.13	0	8
Attitude, behavior and communication	7.83	2.63	0	11
Total Role Structure	53.41	5.81	0	72

It is revealed from table- 2 that the mean value for total role structure of urban high school teachers was found to be 53.41 while the maximum score may be 72. Hence, it may be interpreted that all the urban high school teachers were found to have very high level of role structure and also more than that of rural high school teachers. When the mean values for its all dimensions - Professional commitment, Professional aspiration and achievement, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication were observed , it was reported that the mean values were 5.73, 6.93, 5.97, 7.33, 6.17, 6.33, 6.62, and 7.83 respectively. It indicates that the urban teachers have a great deal of professional commitment, as well as great professional aspiration and achievement. It shows that the urban high school teachers have a lot of dedication towards their profession and they are highly aspired about their profession, which is helpful to increase their professional achievement.

Table - 3
Summary of t-test for difference between rural and urban high school teachers on role structure and its all dimensions

Dimensions of Role Structure	Rural (N = 105)		Urban (N = 195)		t-value
	Mean	S. D.	Mean	S. D.	
Professional commitment	7.06	3.36	5.73	3.06	3.49*
Professional aspiration and achievement	5.02	3.13	6.93	3.86	2.83*
Job satisfaction	7.43	3.98	5.97	1.97	2.77*
Morale	5.06	2.13	7.33	2.93	3.13*
Authoritarianism	5.01	2.08	6.17	2.19	2.03**
Relation with role- set members	5.03	2.31	6.33	1.99	2.10**
Professional and social awareness	5.16	1.39	6.62	2.13	2.18**
Attitude, behavior and communication	6.19	2.07	7.83	2.63	2.09**
Total Role Structure	46.68	5.49	53.41	5.81	3.98*

* -- Significant at 0.01 level
** -- Sinificant at 0.05 level

It is evident from Table - 3 that t-values between the means of rural and urban high school teachers on total role structure and its dimen-

sions Professional commitment, Professional aspiration and achievement, Job satisfaction and Morale were found to be 3.98, 3.49, 2.83, 2.77, and 3.13 respectively which were significant at 0.01 level. Similarly the t- values for the dimensions Authoritarianism, Relation with role- set members, Professional and social awareness, and Attitude, behavior and communication were found to be 2.03, 2.10, 2.18 and 2.09 respectively which were significant at 0.05 level. It indicates that rural and urban high school teachers differed significantly on total role structure and its dimensions Professional commitment, Professional aspiration and achievement, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication. Since the mean value is in the favor of rural teachers on the dimension professional commitment it means that rural teachers are more professionally committed than urban teachers. While the mean values for the total role structure other dimensions were in favor of urban teachers it means that the urban teachers are more structured than rural teachers on total role structure and its dimensions Professional aspiration and achievement, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication.

Conclusions

The rural teachers were found to have normal relationship with their colleagues and possess normal communication skills, average level of behaviour and average level of positive attitude. The rural teachers were found to be normally aware about the professional and social conflicts. The rural teachers were also found to be highly satisfied with their job and possess a normal level of morale. The rural teachers were found to have average level of authoritarianism in their character. The urban high school teachers were found to have and maintain better relationship with their colleagues in comparison of rural high school teachers, and possess very good communication skills, healthy behaviour and positive attitude in comparison of rural high school teachers. The urban high school teachers were also found to have very good professional and social awareness. The urban teachers were also found to be highly satisfied with their job and the level of their satisfaction was very high in comparison of rural teachers. The urban teachers were found to possess a great deal of morale.

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