



A Study of Role Expectations and Role Performance of High School Teachers in Relation to Region, Management and Gender

KEYWORDS

Role expectations, Role performance, Region, Management, Gender.

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ABSTRACT *Teaching has been one of the oldest and most respected professions in the world. When a systematically organized human society came into existence, the need to mould its children on proper lines arose requiring persons who could perform this role that is teachers. The main objective of the present study is to study the influence of region, gender and management on the role expectation and role performance of high school teachers. Role expectation and role performance of high school teachers' questionnaire developed by Mrs. L. Hemalatha Krishnaveni (2013) was adopted. A sample of 900 high school teachers representing all categories of high schools is selected in Andhra Pradesh by following the standardized procedures. Factorial design test were employed for analysis of the data. The findings are there is significant influence of Region at 0.01 level on the role expectation and role performance of high school teachers. There is significant interaction effect of region Vs gender at 0.01 level on the role expectation and role performance of high school teachers. There is significant interaction effect of region Vs management at 0.05 level on the role expectation and role performance of high school teachers.*

INTRODUCTION

The task of shaping the future citizens as a noble one and so the teacher has always occupied a place of honour and reverence in the Indian Society over the ages. The preparation of teachers has changed with the passage of time and with the changes in expectations of society.

The role of the teacher in a society is well known. The well-being of the Nation depends upon the well being of the teachers. The teacher has a powerful and abiding influence in the formation of the character of the future citizens. The teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to another.

The role of the teacher involves two broad fields of research. On the one hand 'role refers to behaviour, thus studies of teacher – role performance are those in which the actual behaviour of teachers is observed. On the other hand, 'role' refers to expectations of behaviour thus studies of teacher role expectations are those in which expectations maintained for teachers by teachers and others are investigated, in general, these are two distinct fields of research for investigation.

Role expectation of teachers

Expectations are learned through experience and ones they are formed, expectations will affect the behaviours of those who hold them in predictable ways (performance). Any expectations we should possess means, the activity of performance.

Role performance of teachers

What is expected of an individual and how well he fulfills what is expected of him are the two inseparable questions to be analyzed and understood in the study of role. The first question deals with the concept of role expectation and the second question deals with the role performance in the manner in which the individual fulfills the requirements of his positions.

Review of Literature

Venkateswara Rao (2002) found from a study on job satisfaction of primary schools that there is significant difference between job satisfaction and job involvement. Job involvement also influences the variables viz., gender, management, locality, type of school and some of the personality characteristics.

He also found a significant influence of family satisfaction and life satisfaction on their level of job involvement.

Eagly, Alice H.; Karau, Steven J.; Makhijani, Mona G (2005) found that this article presents a synthesis of research on the relative effectiveness of women and men who occupy leadership and managerial roles. Aggregated over the organizational and laboratory experimental studies in the sample, male and female leaders were equally effective. However, consistent with the assumption that the congruence of leadership roles with leaders' gender enhances effectiveness, men were more effective than women in roles that were defined in more masculine terms, and women were more effective than men in roles that were defined in less masculine terms. Also, men were more effective than women to the extent that leader and subordinate roles were male-dominated numerically. These and other findings are discussed from the perspective of social-role theory of sex differences in social behaviour as well as from alternative perspectives.

Vijayalakshmi (2005) conducted a study and the findings showed, low and positive correlation between teacher effectiveness and job satisfaction. Only the management of the school has significant impact both on teacher effectiveness and job satisfaction. The other variables included in the study viz., locality, subjects of teaching have no significant impact on both teacher effectiveness and job satisfaction.

Maheswar Thalkur (2007) conducted that correlates of Job Satisfaction for the high and low groups of the management level. The obtained highest percentage value for the high group is 86.19 and the lowest percentage value is 44.19. He found that 'management' is the most prominent correlates of job satisfaction for the high group of Secondary school Principals.

Kyla L. Wahlstrom and Karen Seashore Louis (2008) found that three types of instructional behaviours—Standard Contemporary Practice, Focused Instruction, and Flexible Grouping Practices—emerged as strong factors which operationally described effective teacher practice. The presence of shared leadership and professional community explained much of the strength among the three instructional variables. Furthermore, the effect of teachers' trust in the principal becomes less important when shared leadership and profes-

sional community are present. Self-efficacy strongly predicts Focused Instruction, but it has less predictive value for the other measures of instructional behaviour. Individual teacher characteristics of gender and years of experience have clear impact on instructional practice, but there are no discernible patterns that suggest that the level of the principal (elementary vs. secondary) have more or less influence on teacher instructional behaviours.

Anit Somech (2010) investigated that the increasing emergence of Participation in Decision Making (PDM) in schools reflects the widely shared belief that flatter management and decentralized authority structures carry the potential for promoting school effectiveness. However, the literature indicates a discrepancy between the intuitive appeal of PDM and empirical evidence in respect of its sweeping advantages. The purpose of this theoretical article is to develop a comprehensive model for understanding the distinct impacts of PDM on school and teachers' outcomes. The proposed analytical framework is set within contingency theory and is aimed to predict the distinct impacts of PDM on school outcomes: innovation, organizational citizenship behaviour (OCB), and productivity; and on teacher outcomes: job satisfaction and strain. It contains mediator-moderator components, where the mediator factors explain the relationship between PDM and school and teacher outcomes and the moderator factors influence the strength and/or the direction of these relationships. Specifically, the framework suggests that two mechanisms, one motivational and one cognitive, serve as mediators in the PDM-outcomes relationship. Then, by taking a multilevel perspective, the author posits moderators that may facilitate or inhibit the PDM effect: teacher personality (the Big Five personality characteristics) at the individual level, principal-teacher exchange (leader-member exchange; LMX) at the dyadic level, structure (bureaucratic/ organic) at the school level, and culture (individualism/collectivism) at the environmental level.

Scope of the Study

The main intention of the study is to find the influence of region, gender and management on the role expectation and role performance of high school teachers.

Objective of the Study

To study the influence of region, gender and management on the role expectation and role performance of high school teachers.

Hypothesis of the study

Region, gender and management do not have significant influence on the role expectation and role performance of high school teachers.

Tools for the Study

- The investigator has used the role expectation and role performance of high school teachers' questionnaire. It was developed by Mrs. L. Hemalatha Krishnaveni (2013) was adopted. It consists of 188 statements. For the purpose of scoring numerical values (weightages) were assigned to each of the five categories namely Most Important (MI), Important (I), Important to Some Extent (ISE), Little Important (LI) and Not at All (NA) for role expectations and To a Very Great Extent (TVGE), To More Extent (TME), To Some Extent (TSE), To a Very Little Extent (TVLE) and Not at All (NA) for role performance five point scale based on the Likert (1932) method.
- Personal data regarding the teacher – 1. Name, 2. Region, 3. Management, 4. Gender

Data Collection

The sample for the investigation consisted of 900 high school teachers. The stratified random sampling was applied in three stages. Geographically Andhra Pradesh state is divided into three regions namely Rayalaseema, Coastal Andhra and Telangana, and Three districts in each region was selected at random Chittoor, Kurnool and YSR districts are taken from Rayalaseema region, East Godavari, Krishna and

Prakasam districts are taken from Coastal Andhra region and Karimnagar, Medak and Mahaboob Nagar districts are taken from Telangana region and in second stage management of the school i.e. Government, Private and Aided schools and third stage gender i.e. male and female. In total 450 male high school teachers and 450 female high school teachers are included in this study. It is a 3X3X2 factorial design with 900 sample subjects.

RESULTS AND DISCUSSION

The influence of the variables region, gender and management and their interactions on the role expectations and role performance of high school teachers is studied with the help of Factorial designs.

1. Factorial design for role expectation score

There are three divisions in the region, two divisions in the gender and three divisions in the management. The influence of region, gender and management on the role expectation scores of High school teachers is investigated through 3X2X3 factorial design.

To examine whether there exists any significant difference on role expectation scores among the high school teachers belonging to region, gender and management; and to probe into the effect of interaction between these variables, the role expectation scores are analyzed by applying analysis of variance (ANOVA) technique using 3X2X3 factorial design.

The following hypotheses are framed.

Hypothesis – 1: There would be no significant influence of main effects namely, region, gender and management on the role expectation scores of the High school teachers.

Hypothesis – 2: There would be no significant influence of interaction effects namely, region, gender and management on the role expectation scores of the High school teachers.

In order to test the proposed hypotheses, the analysis of variance technique is applied using 3X2X3 factorial design and the results are presented in Table – 1.

It is observed from Table – 1 that the computed value of 'F' for the main effect region is 7.870 which is significant at 0.01 level. Hence Hypothesis – 1 is rejected. It is concluded that region has significant influence on the role expectation.

Table – 1: Results of ANOVA of 3X2X3 factorial design for role expectation scores of High school teachers

Factor A: Region (3 levels)

Factor B: Gender (2 levels)

Factor C: Management (3 levels)

| S. No. | Source of Variance | Sum of Squares | df | Mean squares | F – value |
|--------|--------------------|----------------|-----|--------------|-----------|
| 1. | A | 159529.082 | 2 | 79764.541 | 7.870** |
| 2. | B | 15096.218 | 1 | 15096.218 | 1.489@ |
| 3. | C | 33991.229 | 2 | 16995.614 | 1.677@ |
| 4. | A Vs B | 128280.389 | 2 | 64140.194 | 6.328** |
| 5. | A Vs C | 108952.844 | 4 | 27238.211 | 2.687* |
| 6. | B Vs C | 9608.909 | 2 | 4804.454 | 0.474@ |
| 7. | A Vs B Vs C | 90706.804 | 4 | 22676.701 | 2.237@ |
| 8. | Error | 8939446.720 | 882 | 10135.427 | |

** Indicates significant at 0.01 level

* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

The table value of 'F' for 1 and 882 df at 0.01 level is 6.66 and at 0.05 level is 3.85.

The table value of 'F' for 2 and 882 df at 0.01 level is 4.60 and at 0.05 level is 2.99.

The table value of 'F' for 4 and 882 df at 0.01 level is 3.32 and at 0.05 level is 2.37.

It is observed from Table – 1 that the computed value of 'F' for the main effect gender is 1.489 which is not significant beyond 0.05 level. Hence Hypothesis – 1 is accepted. It is concluded that gender has no significant influence on the role expectation.

It is clear from Table – 1 that the computed value of 'F' for the main effect management is 1.677 which is not significant at 0.05 level. Hence Hypothesis – 1 is accepted. It is concluded that gender has not significant influence on the role expectation.

It is evident from Table – 1 that the computed values of 'F' for the two factor interaction effect namely, region Vs gender is 6.328 which is significant at 0.01 level and region Vs management is 2.687 which is significant at 0.05 level. Hence Hypothesis – 2 is rejected. It is concluded that the two factor interaction effect namely region Vs gender and region Vs management have significant influence on the role expectation.

It is seen from Table – 1 that the computed values of 'F' for the three factor interaction effect namely, region Vs gender Vs management is 2.237 which is not significant at 0.05 level. Hence Hypothesis – 2 is accepted. It is concluded that the three interaction effect namely, region Vs gender Vs management has not significant influence on the role expectation.

2. Factorial design for role performance score

There are three divisions in the region, two divisions in the gender and three divisions in the management. The influence of region, gender and management on the role performance scores of High school teachers is investigated through 3X2X3 factorial design.

To examine whether there exists any significant difference on role performance scores among the high school teachers belonging to region, gender and management; and to probe into the effect of interaction between these variables, the role performance scores are analyzed by applying analysis of variance (ANOVA) technique using 3X2X3 factorial design.

The following hypotheses are framed.

Hypothesis – 3: There would be no significant influence of main effects namely, region, gender and management on the role performance scores of the High school teachers.

Hypothesis – 4: There would be no significant influence of interaction effects namely, region, gender and management on the role performance scores of the High school teachers.

In order to test the proposed hypotheses, the analysis of variance technique is applied using 3X2X3 factorial design and the results are presented in Table – 2.

Table – 2: Results of ANOVA of 3X2X3 factorial design for role performance scores of High school teachers

Factor A: Region (3 levels)
Factor B: Gender (2 levels)
Factor C: Management (3 levels)

| S. No. | Source of Variance | Sum of Squares | df | Mean squares | F – value |
|--------|--------------------|----------------|-----|--------------|-----------|
| 1. | A | 137471.842 | 2 | 68735.921 | 7.043** |
| 2. | B | 10664.004 | 1 | 10664.004 | 1.093@ |
| 3. | C | 44654.269 | 2 | 22327.134 | 2.288@ |
| 4. | A Vs B | 87607.909 | 2 | 43803.954 | 4.488** |
| 5. | A Vs C | 94027.751 | 4 | 23506.938 | 2.409* |
| 6. | B Vs C | 5977.682 | 2 | 2988.841 | 0.306@ |
| 7. | A Vs B Vs C | 43106.884 | 4 | 10776.721 | 1.104@ |
| 8. | Error | 8607997.120 | 882 | 9759.634 | |

** Indicates significant at 0.01 level
 * Indicates significant at 0.05 level
 @ Indicates not significant at 0.05 level

The table value of 'F' for 1 and 882 df at 0.01 level is 6.66 and at 0.05 level is 3.85.

The table value of 'F' for 2 and 882 df at 0.01 level is 4.60 and at 0.05 level is 2.99.

The table value of 'F' for 4 and 882 df at 0.01 level is 3.32 and at 0.05 level is 2.37.

It is observed from Table – 2 that the computed value of 'F' for the main effect region is 7.043 which is significant at 0.01 level. Hence Hypothesis – 3 is rejected. It is concluded that region has significant influence on the role performance.

It is observed from Table – 2 that the computed value of 'F' for the main effect gender is 1.093 which is not significant beyond 0.05 level. Hence Hypothesis – 3 is accepted. It is concluded that gender has no significant influence on the role performance.

It is clear from Table – 2 that the computed value of 'F' for the main effect management is 2.288 which is not significant at 0.05 level. Hence Hypothesis – 3 is accepted. It is concluded that gender has not significant influence on the role performance.

It is evident from Table – 2 that the computed values of 'F' for the two factor interaction effect namely, region Vs gender is 4.488 which is significant at 0.01 level and region Vs management is 2.409 which is significant at 0.05 level. Hence Hypothesis – 4 is rejected. It is concluded that the two factor interaction effect namely region Vs gender and region Vs management have significant influence on the role performance.

It is seen from Table – 2 that the computed values of 'F' for the three factor interaction effect namely, region Vs gender Vs management is 1.104 which is not significant at 0.05 level. Hence Hypothesis – 4 is accepted. It is concluded that the three interaction effect namely, region Vs gender Vs management has not significant influence on the role performance.

Findings: There is significant influence of Region at 0.01 level on the role expectation and role performance of high school teachers. There is significant interaction effect of region Vs gender at 0.01 level on the role expectation and role performance of high school teachers. There is significant interaction effect of region Vs management at 0.05 level on the role expectation and role performance of high school teachers.

Conclusions: In the light of the findings, the following conclusions are drawn. Region has significant influence on the role expectation and role performance of high school teachers. Region Vs gender has significant influence on the role expectation and role performance of high school teachers. Region Vs Management has significant influence on the role expectation and role performance of high school teachers.

EDUCATIONAL IMPLICATIONS

On the basis of the results of the present investigation the following recommendations are suggested:

Region has influence on the role expectation and role performance of high school teachers. It is observed that Rayalaseema high school teachers have better than Coastal Andhra high school teachers. It is advised to provide good amenities for Coastal Andhra high school teachers.

Since good library facilities are associated with the positive role expectation and role performance, school managements are advised to equip their libraries with the books that are liked by the teachers.

Teacher's dairy and student's dairy should be maintained for the smooth work of daily activities.

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