



## Study of Role Structure of Male and Female high School Teachers of Western Uttar Pradesh

### KEYWORDS

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**ABSTRACT** *This study attempts to assess the Role Structure in relation to sex 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 male and female 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.*

### 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 caste 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 male (180) and female (120) 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 Male high school teachers (N =180)**

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	6.88	2.03	0	9
Professional aspiration and achievement	5.16	1.89	0	9
Job satisfaction	5.93	2.07	0	9
Morale	7.03	2.10	0	9
Authoritarianism	6.51	3.16	0	9

Relation with role- set members	5.43	2.98	0	8
Professional and social awareness	6.93	2.18	0	8
Attitude, behavior and communication	7.23	1.96	0	11
Total Role Structure	51.0	5.64	0	72

It is revealed from the table-1 that the mean value for total role structure of male high school teachers was found to be 51.0 while the maximum score may be 72. Hence, it may be interpreted that male high school teachers have high 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 6.88, 5.16, 5.93, 7.03, 6.51, 5.43, 6.93, and 7.23 respectively. It indicates that the male teachers have a great deal of professional commitment, but have moderate professional aspiration and achievement.

**Table- 2**  
Statistics showing the Role Structure of female high school teachers (N =120)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	5.79	1.97	0	9
Professional aspiration and achievement	6.47	1.76	0	9
Job satisfaction	6.97	1.93	0	9
Morale	5.49	2.19	0	9
Authoritarianism	4.81	3.09	0	9
Relation with role- set members	6.39	3.03	0	8
Professional and social awareness	5.02	2.03	0	8
Attitude, behavior and communication	7.82	2,08	0	11
Total Role Structure	48.76	6.39	0	72

It is revealed from the table-4.1 that the mean value for total role structure of female high school teachers was found to be 48.76 which is less than that of male teachers, while the maximum score may be 72. Hence, it may be interpreted that female teachers have more than average level of role structure but less than male 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 5.79, 6.47, 6.97, 5.49, 4.81, 6.39, 5.02 and 7.82 respectively. It indicates that the female teachers have good level of professional commitment, professional aspiration and achievement.

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

Dimensions of Role Structure	Male ( N = 180 )		Female ( N = 120 )		t-value
	Mean	S. D.	Mean	S. D.	
Professional commitment	6.88	2.03	5.79	1.97	2.08**
Professional aspiration and achievement	5.16	1.89	6.47	1.76	2.13**
Job satisfaction	5.93	2.07	6.97	1.93	2.03**
Morale	7.03	2.10	5.49	2.19	3.43*
Authoritarianism	6.51	3.16	4.81	3.09	3.84*
Relation with role- set members	5.43	2.98	6.39	3.03	3.39*
Professional and social awareness	6.93	2.18	5.02	2.03	2.31**
Attitude, behavior and communication	7.23	1.96	7.82	2,08	1.38
Total Role Structure	51.0	5.64	48.76	6.39	3.18*

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

It is evident from Table - 3 that t-values between the means of male and female high school teachers on total role structure and its dimensions Morale, Authoritarianism, and Relation with role- set members were found to be 3.18, 3.43, 3.84, and 3.39 respectively, which were significant at 0.01 level. Similarly the t-values between the means of male and female high school teachers on role structure's dimensions Professional commitment, Professional aspiration and achievement, Job satisfaction, and Professional and social awareness were found to be 2.08, 2.13, 2.03 and 2.31 respectively which were significant at 0.05 level of significance. This reveals the fact that male and female high school 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. Since mean differences were in favors of male teachers for the total role structure and its dimensions Professional commitment, Morale, Authoritarianism, and Professional and social awareness, it indicates that male teachers were found to have greater role structure than female teachers on total role structure and its dimensions Professional commitment, Morale, Authoritarianism, and Professional and social awareness while the mean values for the dimensions Professional aspiration and achievement, Job satisfaction and Relation with role-set members were in favor of female teachers it means that female teachers were found to be more structured than female teachers on the dimensions Professional aspiration and achievement, Job satisfaction and Relation with role- set members. However, no significant difference was observed between means of male and female high school teachers on role structure dimension Attitude, behavior and communication as the concerned t-value was found to be 1.38, which was not significant at 0.05 level.

**Conclusions**

The results shows that the male teachers have moderate level of dedication towards their profession and they are not highly aspired about their profession. Male teachers

also maintain a better relationship with their colleagues and possess a better communication skills, healthy behaviour and positive attitude with professional and social awareness. Male teachers were also found to be highly satisfied with their job and possess a very good deal of morale. Female teachers have average level of dedication towards their profession and they are moderately aspired about their profession, but it is less than that of male high school teachers. The female teachers were found to have better relationship with their colleagues and possess a better communication skills, healthy behaviour and posi-

tive attitude. But the female teachers were found to have less authoritarianism in comparison of male teachers. Also female teachers were not found to be professionally and socially aware. The female teachers were also found to be highly satisfied with their job and possess average level of morale.

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