

## A Study of Role Expectations and Role Performance of High School Teachers in Relation to Self Concept and Self Efficacy



### Education

**KEYWORDS :** Role expectations, Role performance, self concept and self efficacy

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### ABSTRACT

*Education is an activity or a process, which transforms the behaviour of a person from "instinctive behaviour" to "human behaviour". Man, instead of acting impulsively, acts rationally. The importance of a teacher in the educational process is unquestionable. However, the entire edifice of education becomes shaky if the teacher is weak and ineffective. The main objective of the present study is to study the influence of self concept and self efficacy 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. To measure the self – concepts of the high school teachers, self – concept scale (SCS) developed by Dr. (Miss) Mukta Rani Rastogi (1974) was adopted. To measure the self-efficacy of the high school teachers, the self-efficacy scale (SES) developed by Copeland and Nelson (2004) 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. 't' – test and ANOVA ('F' – test) were employed for analysis of the data. There is significant influence of Feeling of Shame and Guilt at 0.01 level on the role expectation of high school teachers. There is significant influence of Feeling of Shame and Guilt at 0.01 level and Health and Sex appropriateness at 0.05 level on the role performance of high school teachers. There is significant influence of self efficacy at 0.01 level on the role expectation and role performance of high school teachers.*

### INTRODUCTION

An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. After independence, hundreds of crores of rupees have been spent to open new schools and provide them with adequate equipment and other facilities. Lakhs of rupees have been spent on committees and commissions to deliberate and recommend methods for bringing about qualitative improvement in education. As a result of those working in the field of education, we have endeavored to develop better curriculum, text books and teaching aids. Considerable efforts have been made to devise better means of techniques of teaching and assessing students' achievements. But this is of no use and developmental targets are bound to remain unachieved unless schools are staffed with effective teachers. It is they who influence and shape the competence and character of boys and girls. If competent teacher can be obtained, the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and textbooks and curricula may be appropriately adopted to community requirements, if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted.

According to Parsons and Shills (1951) role theory is the individual can fulfill his wants only to the extent permitted by the environment.

With the emergence of role theory in several disciplines and its gradual application to educational personnel particularly to teachers, the different patterns of behaviour began to be categorized and combined under different roles.

### Role expectation of teachers

Meleish (1969) described that "A complementary set of rights and duties attach themselves to the given roles. These arise out of the repeated satisfaction of expectations in an optional way for the participants in the interaction; they specify the roles of performance, they state the sanctions and rewards attached to performance of the role; they declared the particular situations or environments in which the role is acted out".

Teacher role expectations may be held by a variety of persons who are usually identified by the social positions which they hold. Thus expectations held by parents may be contrasted with those held by teachers themselves, principals, school board members and so on.

### 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.

Role performance is defined as the manner in which the individual fulfills the requirements of his positions.

### Review of Literature

Kristine Haert (2002) worked on persons with mental illness often experience disruption in daily occupations. Routines and habits. This article presents results of two separate studies designed to explore time use and occupations of person's either mental illness living in Japan and America. Common themes emerged including the importance of engagement in normalizing occupations, the role of productive activities in contributing to life satisfaction, the need for structure amidst opportunities for personal occupational choice. And the relationship between a lack of daily routine and personal dissatisfaction. The literature is reviewed and the studies are summarized, compared, and discussed in relation to implications for occupational therapy.

Durban (2004) explained that the individual's view of himself as a whole of his/her daily activities and their performance and success or failures are to be treated as self-concept.

Natarajan (2005) in a study on the higher secondary school teachers, showed that the level of self-concept was negatively related with their job involvement and type of personality. He also stated that men had low level of self-concept compared to their women counterparts. The urban teachers expressed higher level of self-concept than the urban area teachers.

Tricia Prodaniuk, Ronald C Plotnikoff, John C Spence, Phillip M Wilson (2006) worked on the influence of self-efficacy and outcome expectations on the relationship between perceived environment and physical activity in the workplace. Recent research contends that ecological approaches may be particularly useful for understanding and promoting physical activity participation in various settings including the workplace. Yet within the physical activity domain there is a lack of understanding of how ecological environment factors influence behaviour. Thus the

purpose of this study was to examine the relationship between perceived environments, social-cognitive variables, and physical activity behaviours.

Susan D. Phillips and Anne R. Inhofe (2007) worked on women and career development it reviews the vocational experiences of women as they have been revealed in the literature during in the past decade. The review considered primarily empirical literature findings are sampled relative to women's self-concept development, readiness for vocational choices, actual choices made, work-force entry, experiences at work, and retirement.

Kishore, N. (2008) found that Total Score of Self-Concept have significant influence at 0.01 level on job satisfaction of Teacher Educators.

Sudershanamma, T. (2012) found that Self-Concept has significant influence at 0.01 level on professional satisfaction of elementary school teachers.

**Scope of the Study:** The main intention of the study is to find the influence of personality on the role expectation and role performance of high school teachers.

**Objective of the Study:** To study the influence of self concept and self efficacy on the role expectation and role performance of high school teachers.

**Hypothesis of the study:** Self concept and self efficacy do not have significant influence on the role expectation and role performance of high school teachers.

#### Tools for the Study

1. 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.
2. To measure the self - concepts of the high school teachers, self - concept scale (SCS) developed by Dr. (Miss) Mukta Rani Rastogi (1974) was adopted for the study. The scoring key prepared by the author is employed. The total scores in each factor and marked them on the right corner of the answer sheet.
3. To measure the self-efficacy of the high school teachers,

the self-efficacy scale (SES) developed by Copeland and Nelson (2004) was adopted. The scoring key prepared by the author is employed. The total scores in each factor and marked them on the right corner of the answer sheet.

#### 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

##### 1. Influence of Self - concepts on Role expectation

One - way analysis of variance is applied to study the influence of self - concepts on role expectation. The total self - concepts score and the scores of different areas of the self - concepts scale are divided into three groups on the basis of quartiles. Group - I represents the scores up to  $Q_1$ ; Group - II represents the scores above  $Q_1$  and up to  $Q_3$ ; and Group - III represents the scores above  $Q_3$ . The corresponding role expectation scores of three groups were analyzed. The mean values of role expectation scores for each self - concepts and self - concept total score were tested for significance by employing one-way analysis of variance technique. The following hypothesis is formed.

##### Hypothesis - 1

There is no significant effect of self - concepts on role expectation of the High school teachers.

By employing one - way analysis of variance technique, the above hypothesis was tested. The results are presented in Table - 1.

It is evident from **Table - 1** that the computed value 'F' for Feeling of Shame and Guilt ( $SC_9$ ) is above the level of the critical value of 'F' (4.60) at 0.01 level of significance. Hence Hypothesis - 1 is rejected for Feeling of Shame and Guilt ( $SC_9$ ) at 0.01 level of significance. The remaining areas of self - concepts including the total score on all the areas of self - concepts are also studied. It is observed that the computed values of 'F' for these areas are far below the critical value of 'F' (2.99) at 0.05 level of significance. Hence Hypothesis - 1 is accepted.

**Table - 1: Impact of self - concepts on role expectation**

S. No.	Self - concept	No. of Observations			Mean			SD Values			F - values
		I	II	III	I	II	III	I	II	III	
1.	Health and Sex appropriateness	267	505	128	658.41	659.98	682.66	95.56	104.74	106.35	0.837@
2.	Abilities	326	314	260	666.24	655.81	666.73	108.51	93.06	105.70	1.101@
3.	Self-confidence	348	330	222	656.12	668.62	664.39	102.88	102.61	101.80	1.296@
4.	Self-acceptance	352	342	206	664.07	664.69	657.24	97.33	102.55	111.17	0.386@
5.	Worthiness	339	261	300	664.75	661.60	661.46	109.12	101.13	96.21	0.104@
6.	Present, Past and Future	269	462	169	655.95	667.23	661.29	102.90	102.26	102.74	1.046@
7.	Beliefs and Convictions	391	335	174	661.77	663.46	663.54	98.59	102.20	112.06	0.032@
8.	Feeling of Shame and Guilt	321	385	194	676.58	665.17	635.02	104.76	102.69	93.33	10.299**
9.	Sociability	355	311	234	662.37	666.83	657.87	98.19	105.99	104.56	0.512@
10.	Emotional Maturity	246	434	220	667.98	661.10	660.12	102.19	104.13	100.03	0.448@
11.	Self concept Total	200	451	249	657.79	665.41	661.89	106.20	99.28	105.59	0.392@

\*\* Indicates significant at 0.01 level \* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

It is implied that the self-concepts like 'Feeling of Shame and Guilt' ( $SC_g$ ) has significant influence on role expectation of High school teachers. But the other areas of self - concept scale and self - concept total score have no significant influence on role expectation of High school teachers.

## 2. Influence of Self - concepts on Role performance

One - way analysis of variance is applied to study the influence of self - concepts on role performance. The total self - concepts score and the scores of different areas of the self - concepts scale are divided into three groups on the basis of quartiles. Group - I represents the scores up to  $Q_1$ ; Group - II represents the scores above  $Q_1$  and up to  $Q_3$ ; and Group - III represents the

scores above  $Q_3$ . The corresponding role performance scores of three groups were analyzed. The mean values of role performance scores for each self - concepts and self - concept total score were tested for significance by employing one-way analysis of variance technique. The following hypothesis is formed.

### Hypothesis - 2

There is no significant effect of self - concepts on role performance of the High school teachers.

By employing one - way analysis of variance technique, the above hypothesis was tested. The results are presented in **Table - 2**.

**Table - 2: Impact of self - concepts on role performance**

S. No.	Self - concepts	No. of Observations			Mean			SD Values			F - values
		I	II	III	I	II	III	I	II	III	
1.	Health and Sex appropriateness	267	505	128	644.52	644.44	669.14	94.78	102.37	99.74	3.344*
2.	Abilities	326	314	260	654.66	639.89	649.35	106.68	88.60	104.16	1.776@
3.	Self-confidence	348	330	222	647.25	646.95	650.64	100.44	101.39	97.86	0.107@
4.	Self-acceptance	352	342	206	648.69	649.10	644.90	98.10	99.39	104.80	0.126@
5.	Worthiness	339	261	300	653.74	645.96	643.21	109.62	97.52	90.48	0.952@
6.	Present, Past and Future	269	462	169	645.28	648.71	650.25	100.66	100.90	97.26	0.153@
7.	Beliefs and Convictions	391	335	174	642.38	651.60	653.58	95.05	101.29	108.27	1.101@
8.	Feeling of Shame and Guilt	321	385	194	657.20	652.41	623.91	102.43	100.29	92.04	7.435**
9.	Sociability	355	311	234	646.74	652.49	643.86	95.01	105.65	100.09	0.539@
10.	Emotional Maturity	246	434	220	650.28	645.18	650.91	98.94	100.55	100.66	0.328@
11.	Self concept Total	200	451	249	642.86	650.50	647.51	102.88	97.55	102.46	0.406@

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

Indicates significant at 0.05 level

It is evident from Table - 2 that the computed value 'F' for Shame and Guilt ( $SC_g$ ) is above the level of the critical value of 'F' (4.60) at 0.01 level of significance. Hence Hypothesis - 2 is rejected for Feeling of Shame and Guilt ( $SC_g$ ) at 0.01 level of significance and Feeling of Health and Sex appropriateness ( $SC_s$ ) is above the level of the critical value of 'F' (2.99) at 0.05 level of significance. Hence Hypothesis - 2 is rejected for Health and Sex appropriateness ( $SC_s$ ) at 0.05 level of significance. The remaining areas of self - concepts including the total score on all the areas of self - concepts are also studied. It is observed that the computed values of 'F' for these areas are far below the critical value of 'F' (2.99) at 0.05 level of significance. Hence Hypothesis - 2 is accepted.

It is implied that the self - concepts like 'Health and Sex appropriateness' ( $SC_s$ ) and 'Feeling of Shame and Guilt' ( $SC_g$ ) have significant influence on role performance of High school teachers. But the other areas of self - concept scale and self - concept total score have no significant influence on role performance of High school teachers.

## 3. Impact of Self efficacy on role expectation and role performance

In the present investigation, On the basis of self efficacy score; the high school teachers are divided into three groups using quartiles. High school teachers self efficacy score is up to  $Q_1$  formed as Group - I, Group - II is formed as High school teachers self efficacy score is  $Q_1$  to  $Q_3$  and Group - III is formed as High school teachers self efficacy score is above  $Q_3$ . The influence of 'self efficacy' on the role expectation and role performance of High school teachers is investigated. The corresponding role expectation and role performance scores of three groups are analysed accordingly. The influence of 'self efficacy' on role expectation and role performance is investigated through one - way ANOVA technique. The following hypothesis is framed.

### Hypothesis - 3

There would be no significant impact of 'self efficacy' on the role expectation and role performance of High school teachers.

The above hypothesis is tested by employing one - way ANOVA technique. The results are presented in Table - 3 and Table - 4.

It is clear from the Table - 3 that the computed value of 'F' for role expectation (13.130) is greater than the critical value of 'F' (4.60) for 2 and 897 df at 0.01 level. Hence the Hypothesis - 3 is rejected for the variable 'self efficacy' at 0.01 level of significance. It is concluded that 'self efficacy' has significant influence on the role expectation of High school teachers.

**Table - 3: Influence of self efficacy on the role expectation of High school teachers**

S. No.	Self efficacy	N	Mean	SD	'F' - Ratio	't' - Values
1.	Group - I	337	648.59	94.70	13.130**	$t_1 = 0.914@$
2.	Group - II	309	655.84	105.66		$t_2 = 4.970**$
3.	Group - III	254	689.92	103.92		$t_3 = 3.843**$

\*\* Indicates significant at 0.01 level

\* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

From the Table - 3, it is clear that, the computed value of 't' for role expectation for self efficacy of Group - I and Group - II (0.914) is less than the critical value of 't' (1.96) for 1 and 646 df at 0.05 level of significance. Therefore Hypothesis - 3 is accepted at 0.05 level, for the factor 'self efficacy' of Group - I and Group - II. Hence it is concluded that 'self efficacy' of Group - I and Group - II has no significant influence on the role expectation of High school teachers.

From the Table – 3, it is clear that, the computed value of 't' for role expectation for self efficacy of Group – I and Group – III (4.970) is greater than the critical value of 't' (2.58) for 1 and 589 df at 0.01 level of significance. Therefore Hypothesis – 3 is rejected at 0.01 level, for the factor 'self efficacy' of Group – I and Group – III. Hence it is concluded that 'self efficacy' of Group – I and Group – III has significant influence on the role expectation of High school teachers.

From the Table – 3, it is clear that, the computed value of 't' for role expectation for self efficacy of Group – II and Group – III (3.843) is greater than the critical value of 't' (2.58) for 1 and 561 df at 0.01 level of significance. Therefore Hypothesis – 3 is rejected at 0.01 level, for the factor 'self efficacy' of Group – II and Group – III. Hence it is concluded that 'self efficacy' of Group – II and Group – III has significant influence on the role expectation of High school teachers.

It is clear from the Table – 3 that the computed value of 'F' for role performance (13.138) is greater than the critical value of 'F' (4.60) for 2 and 897 df at 0.01 level. Hence the Hypothesis – 3 is rejected for the variable 'self efficacy' at 0.01 level of significance. It is concluded that 'self efficacy' has significant influence on the role performance of High school teachers.

**Table – 4: Influence of self efficacy on the role performance of High school teachers**

S. No.	Self efficacy	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	337	633.91	90.88	13.138**	$t_{12} = 1.015@$
2.	Group – II	309	641.57	100.23		$t_{13} = 4.869**$
3.	Group – III	254	674.43	106.60		$t_{14} = 3.738**$

\*\* Indicates significant at 0.01 level

\* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

From the Table – 4, it is clear that, the computed value of 't' for role performance for self efficacy of Group – I and Group – II (1.015) is less than the critical value of 't' (1.96) for 1 and 646 df at 0.05 level of significance. Therefore Hypothesis – 3 is accepted at 0.05 level, for the factor 'self efficacy' of Group – I and Group – II. Hence it is concluded that 'self efficacy' of Group – I and Group – II has no significant influence on the role performance of High school teachers.

From the Table – 4, it is clear that, the computed value of 't' for role performance for self efficacy of Group – I and Group – III (4.869) is greater than the critical value of 't' (2.58) for 1 and 589 df at 0.01 level of significance. Therefore Hypothesis – 3 is rejected at 0.01 level, for the factor 'self efficacy' of Group – I and Group – III. Hence it is concluded that 'self efficacy' of Group – I and Group – III has significant influence on the role performance of High school teachers.

From the Table – 4, it is clear that, the computed value of 't' for role performance for self efficacy of Group – II and Group – III (3.738) is greater than the critical value of 't' (2.58) for 1 and 561 df at 0.01 level of significance. Therefore Hypothesis – 3 is rejected at 0.01 level, for the factor 'self efficacy' of Group – II and Group – III. Hence it is concluded that 'self efficacy' of Group – II and Group – III has significant influence on the role performance of High school teachers.

**Findings:** There is significant influence of Feeling of Shame and Guilt at 0.01 level on the role expectation of high school teachers. There is significant influence of Feeling of Shame and Guilt at 0.01 level and Health and Sex appropriateness at 0.05 level on the role performance of high school teachers. There is significant influence of self efficacy at 0.01 level on the role expectation and role performance of high school teachers.

### Conclusions

In the light of the findings, the following conclusions are drawn. Feelings of Shame and Guilt have significant influence on the role expectation of high school teachers. Feelings of Shame and Guilt, Health and Sex appropriateness have significant influence on the role performance of high school teachers. Self efficacy 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:

Self – concepts has influence on the role expectation and role performance of high school teachers. At present the system of education forgot its main task in fostering the development of whole sum self concept among teachers because of a sense of insecurity among the teachers. Hence in every school the guidance and counseling centers are opened to mould the teacher's self – concept within the current techniques to show that they can have a stable mind. The following self – concepts characteristics may be developed in high school teachers through guidance and counseling for positive role expectation and role performance of high school teachers. Health and Sex appropriateness (SCA), Feelings of shame and guilt (SCS<sub>2</sub>).

Self efficacy has influence on the role expectation and role performance of high school teachers. It is observed that high group of self efficacy high school teachers have better than low group of self efficacy high school teachers. It is advised to provide good facilities for low group of self efficacy of high school teachers.

Invite distinguished persons to talk to the teachers and parents on the need for and importance of leading a value – based life;

Celebrate 'Teacher's Day' in the true spirit to enable children to remember with great reverence and abiding gratitude what their teachers have done for them.

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