Research Paper Education

A Study of Role Expectations and Role Performance of High School Teachers in Relation to Teaching Experience, Total Salary Per Month, Number of Teachers in the School

Dr. L. Hemalatha Krishnaveni — Post Graduate Teacher, A. P. Model School. Rayachoti, Y.S.R. District, Plot No. 402, Satyasai Appartment near RTC Bus Stand, Kadapa, Y.S.R. District, – 516 004.

Dr. B. Yella Reddy — Assistant Professor, Department of Education, Sree Rama College of Education, Tirupati, Andhra Pradesh, India.

ABSTRACT

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. An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. The main objective of the present study is to study the influence of teaching experience, total salary per month, number of teachers in the school 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. 't' – test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of teaching experience at 0.01 level on the role expectation and role performance of high school teachers. There is significant influence of total salary per month at 0.05 level on the role expectation and at 0.01 level on the role performance of high school teachers. There is significant influence of number of teachers in the school at 0.01 level on the role expectation and role performance of high school teachers.

KEYWORDS Role expectations, Role performance, Teaching Experience, Total Salary per Month and Number of Teachers in the School

INTRODUCTION

After independence, hundreds of corers 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 out comes 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.

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 fulfils the requirements of his positions.

Review of Literature

Joseph (2008) conducted a study on public school teachers and found that inadequate salaries and the narrow salary range between beginning and retiring teachers were among the principal reasons for leaving the teaching profession. He also found that satisfaction increases when greater certainty about future directions or outcomes of the organizations is experienced and when job in certainty perceive positive work group performance.

Rosie Le Corns and Robyn Ewing (2008) concluded that framing professional experience around the notion of learning communities has the potential to support pre – service teachers to work with their peers and mentor teachers is more collegial and reciprocal way.

Lori R. Stempien and Roger C. Loeb (2010) found that the occupational field of special education has been particularly vulnerable to losing its well-trained professional staff. Academic preparation and training of these teachers is costly and time-consuming, and replacing them is difficult. The present study compared the satisfactions and dissatisfactions of teachers of emotionally/behaviourally impaired students in special education, teachers of students in general education, and teachers responsible for both groups of students. Teachers of students in special education programs were found to be the most dissatisfied. Specific stresses and frustrations, both from within and from outside the classroom, were found to be associated with the dissatisfaction. The difficulties were particularly common in younger, less experienced special education teachers. The implications of these findings are discussed, and

recommendations aimed at improving job satisfaction for special education teachers are presented.

Myung-Yong Um and Dianne F. Harrison (2012) evaluated a model that delineated the processes whereby clinical social workers experience burnout and job dissatisfaction in their workplaces. First, on the basis of an array of relevant variables as stress-strain (burnout)-outcome (job dissatisfaction), the proposed model specified interrelationships among work stressors and burnout, the intervening factors between burnout and job satisfaction, and the final outcome variable, job satisfaction. Then the theoretical model was translated into an empirically testable model. Finally, the model was tested with a sample of 165 clinical social workers in Florida by using linear structural relation (LISREL) techniques. The results of analysis of components fit indicated that role conflict did intensify the amount of burnout and job dissatisfaction. Social support acted as an intervening and moderating factor between burnout and job dissatisfaction. Implications for social work practice are provided.

Scope of the Study: The main intention of the study is to find the influence of teaching experience, total salary per month and number of teachers in the school on the role expectation and role performance of high school teachers.

Objective of the Study: To study the influence of teaching experience, total salary per month and number of teachers in the school on the role expectation and role performance of high school teachers.

Hypothesis of the study: Teaching experience, total salary per month and number of teachers in the school 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. Personal data regarding the teacher – 1. Name, 2. Teaching experience, 3. Total salary per month 4. Number of teachers in the school

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. Teaching experience

In the present investigation, On the basis of teaching experience; the high school teachers are divided into three groups. High school teachers teaching experience is up to five years formed as Group – I, Group – II is formed as High school teachers teaching experience is five to six years and Group – III is formed as High school teachers teaching experience is above ten years. The influence of 'teaching experience' 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 'teaching experience' on role expectation and role performance is investigated through one - way ANOVA technique. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'teaching experience' 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 – 1and Table – 2.

Table – 1: Influence of teaching experience on the role expectation of High school teachers

S. No.	Teaching experience	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	373	657.17	97.11	4.916**	t_{12} = 0.050@
2.	Group – II	325	656.79	100.50		t_{13} = 2.704**
3.	Group – III	202	682.61	113.06		t_{23} = 2.658**

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

It is clear from the Table – 1 that the computed value of 'F' for role expectation (4.916) is greater than the critical value of 'F' (4.60) for 2 and 897 df at 0.01 level. Hence the Hypothesis – 1 is rejected for the variable 'teaching experience' at 0.01 level of significance. It is concluded that 'teaching experience' has significant influence on the role expectation of High school teachers.

From the Table – 1, it is clear that, the computed value of 't' for role expectation for teaching experience of Group – I and Group – II (0.050) is less than the critical value of 't' (1.96) for 1 and 696 df at 0.05 level of significance. Therefore Hypothesis – 1 is accepted at 0.05 level, for the factor 'teaching experience' of Group – I and Group – II. Hence it is concluded that 'teaching experience' of Group – I and Group – II has no significant influence on the role expectation of High school teachers.

From the Table – 1, it is clear that, the computed value of 't' for role expectation for teaching experience of Group – I and Group – III (2.704) is greater than the critical value of 't' (2.58) for 1 and 573 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'teaching experience' of Group – I and Group – III. Hence it is concluded that 'teaching experience' of Group – I and Group – III has significant influence on the role expectation of High school teachers.

From the Table – 1, it is clear that, the computed value of 't' for role expectation for teaching experience of Group – II and Group – III (2.658) is greater than the critical value of 't' (2.58) for 1 and 525 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'teaching experience' of Group – II and Group – III. Hence it is concluded that 'teaching experience' of Group – II and Group – III has significant influence on the role expectation of High school teachers.

Table – 2: Influence of teaching experience on the role performance of High school teachers

S. No.	Teaching experience	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	373	643.64	97.18	5.883**	t_{12} = 0.502@
2.	Group – II	325	639.92	98.20		t_{13} = 2.818**
3.	Group – III	202	668.95	105.71		t_{23} = 3.149**

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

It is clear from the Table – 2 that the computed value of 'F' for role performance (5.883) is greater than the critical value of 'F' (4.60) for 2 and 897 df at 0.01 level. Hence the Hypothesis – 1 is rejected for the variable 'teaching experience' at 0.05 level of significance. It is concluded that 'teaching experience' has significant influence on the role performance of High school teachers.

From the Table – 2, it is clear that, the computed value of 't' for role performance for teaching experience of Group – I and Group – II (0.502) is less than the critical value of 't' (1.96) for 1 and 696 df at 0.05 level of significance. Therefore Hypothesis – 1 is accepted at 0.05 level, for the factor 'teaching experience' of Group – I and Group – II. Hence it is concluded that 'teaching experience' of Group – I and Group – II has no significant influence on the role performance of High school teachers.

From the Table – 2, it is clear that, the computed value of 't' for role performance for teaching experience of Group – I and Group – III (2.818) is greater than the critical value of 't' (2.58) for 1 and 573 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'teaching experience' of Group – I and Group – III. Hence it is concluded that 'teaching experience' of Group – I and Group – III has significant influence on the role performance of High school teachers.

From the Table – 2, it is clear that, the computed value of 't' for role performance for teaching experience of Group – II and Group – III (3.149) is greater than the critical value of 't' (2.58) for 1 and 525 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'teaching experience' of Group – II and Group – III. Hence it is concluded that 'teaching experience' of Group – II and Group – III has significant influence on the role performance of High school teachers.

2. Total salary per month

In the present investigation, On the basis of total salary per month; the high school teachers are divided into three groups. High school teachers total salary per month is up to Rs. 10,000/- formed as Group – I, Group – II is formed as High school teachers total salary per month is Rs. 10001/- to Rs. 20000/- and Group – III is formed as High school teachers total salary per month is above Rs. 20000/-. The influence of 'total salary per month' 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 'total salary per month' on role expectation and role performance is investigated through one - way ANOVA technique. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'total salary per month' 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.

Table – 3: Influence of total salary per month on the role expectation of High school teachers

S. No.	Total salary per month	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	237	647.19	89.73	3.924*	t_{12} = 2.975**
2.	Group – II	381	670.53	102.43		t_{13} = 2.051*
3.	Group – III	282	665.30	111.37		t_{23} = 0.618@

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

It is clear from the Table – 3 that the computed value of 'F' for role expectation (3.924) is greater than the critical value of 'F' (2.99) for 2 and 897 df at 0.05 level. Hence the Hypothesis – 2 is rejected for the variable 'total salary per month' at 0.05 level of significance. It is concluded that 'total salary per month' 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 total salary per month of Group – I and Group – II (2.975) is greater than the critical value of 't' (2.58) for 1 and 616 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level, for the factor 'total salary per month' of Group – I and Group – II. Hence it is concluded that 'total salary per month' of Group – I and Group – II 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 total salary per month of Group – I and Group – III (2.051) is greater than the critical value of 't' (1.96) for 1 and 517 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'total salary per month' of Group – I and Group – III. Hence it is concluded that 'total salary per month' 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 total salary per month of Group – II and Group – III (0.618) is less than the critical value of 't' (1.96) for 1 and 661 df at 0.05 level of significance. Therefore Hypothesis – 2 is accepted at 0.05 level, for the factor 'total salary per month' of Group – II and Group – III. Hence it is concluded that 'total salary per month' of Group – II and Group – III has no 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 (4.833) is greater than the critical value of 'F' (4.60) for 2 and 897 df at 0.01 level. Hence the Hypothesis – 2 is rejected for the variable 'total salary per month' at 0.05 level of significance. It is concluded that 'total salary per month' has significant influence on the role performance of High school teachers.

Table – 3: Influence of total salary per month on the role performance of High school teachers

S. No.	Total salary per month	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	237	631.17	93.17	4.833**	t_{12} = 3.176**
2.	Group – II	381	656.43	100.82		t_{13} = 2.262*
3.	Group – III	282	650.68	103.23		t_{23} = 0.717@

**** 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 total salary per month of Group – I and Group – II (3.176) is greater than the critical value of 't' (2.58) for 1 and 616 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level, for the factor 'total salary per month' of Group – I and Group – II. Hence it is concluded that 'total salary per month' of Group – I and Group – II 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 total salary per month of Group – I and Group – III (2.262) is greater than the critical value of 't' (1.96) for 1 and 517 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'total salary per month' of Group – I and Group – III. Hence it is concluded that 'total salary per month' 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 total salary per month of Group – II and Group – III (0.717) is less than the critical value of 't' (1.96) for 1 and 661 df at 0.05 level of significance. Therefore Hypothesis – 2 is accepted at 0.05 level, for the factor 'total salary per month' of Group – II and Group – III. Hence it is concluded that 'total salary per month' of Group – II and Group – III has no significant influence on the role performance of High school teachers.

3. Number of teachers in the school

In the present investigation, On the basis of number of teachers in the school; the high school teachers are divided into two groups. High school teachers' number of teachers in the school is up to eight teachers formed as Group – I, Group – II is formed as High school teachers' number of teachers in the school is above eight teachers. The influence of 'number of teachers in the school' on the role expectation and role performance of High school teachers is investigated. The corresponding role expectation and role performance scores of two groups are analysed accordingly. The influence of 'number of teachers in the school' on role expectation and role performance is investigated through 't' - test. The following hypothesis is framed.

Hypothesis – 3

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

The above hypothesis is tested by employing 't' - test. The results are presented in Table – 5 and Table – 6.

It is clear from the Table – 5 that the computed values of 't' for role expectation (4.997) is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis – 3 is rejected for the variable 'number of teachers in the school' at 0.01 level of significance. It is concluded that 'number of teachers in the school' has significant influence on the role expectation of High school teachers.

Table – 5: Influence of number of teachers in the school on the role expectation of High school teachers

S. No.	Number of teachers in the school	N	Mean	SD	't' – Values
1.	Group – I	488	647.08	95.14	4.997**
2.	Group – II	412	681.29	108.02	

**** Indicates significant at 0.01 level**

Table – 6: Influence of number of teachers in the school on the role performance of High school teachers

S. No.	Number of teachers in the school	N	Mean	SD	't' – Values
1.	Group – I	488	635.14	94.94	4.193**
2.	Group – II	412	663.18	104.01	

**** Indicates significant at 0.01 level**

It is clear from the Table – 6 that the computed values of 't' for role performance (4.193) is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis – 3 is rejected for the variable 'number of teachers in the school' at 0.01 level of significance. It is concluded that 'number of teachers in the school' has significant influence on the role performance of High school teachers.

Findings: There is significant influence of teaching experience at 0.01 level on the role expectation and role performance of high school teachers. There is significant influence of total salary per month at 0.05 level on the role expectation and at 0.01 level on the role performance of high school teachers. There is significant influence of number of teachers in the school 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. Teaching experience has significant influence on the role expectation and role performance of high school teachers. Total salary per month has significant influence on the role expectation and role performance of high school teachers. Number of teachers in the school 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:

Teaching experience has influence on the role expectation and role performance of high school teachers. It is observed that high experienced teachers are better than low experienced high school teachers. It is advised to provide good amenities for high experienced high school teachers.

Total salary per month has influence on the role expectation and role performance of high school teachers. It is observed that high salary for high school teachers are better than low salary high school teachers. It is advised to provide financial facilities for low salary high school teachers.

Number of teachers in the school has influence on the role expectation and role performance of high school teachers. It is observed that more number of teachers in the school are better than less number of teachers in the high school. It is advised to provide placement facilities in the school.

Institute recognition and bravery awards for those teachers whose assimilation of value outshines that of their fellow – teachers;

Arrange debates, speeches and skits on the life and teachings of outstanding national leaders, who can be considered as role models for the younger generation.

REFERENCES

Hemalatha Krishnaveni, L. (2013). "Role expectation and role performance of high school teachers in relation to certain psycho – sociological factors". Unpublished Ph.D Thesis, Education, S.V. University, Tirupati. | Joseph (2008) Quoted in Hemalatha Krishnaveni. (2008). "Role expectation and Role performance of Primary teachers in relation to some variables", M.Phil. Dissertation, S.V. University, Tirupati, A.P. | Likert, R. (1932). "A Technique for the measurement of Attitudes", In bragfield, A.H. and Rothis, H.F. 1951, An Index of Job satisfaction, Applied psychology, 35(5) pp. 307-311. | Lori R. Stempien and Roger C. Loeb (2010). "Differences in Job Satisfaction Between General Education and Special Education Teachers", Journal of Occupational and Organizational Psychology, Volume 76, Issue 3, pp. 384–396, DOI. 10.1348/096317903769647210. | Meleish (1969) Quoted in Venkateswara Rao, K, (2002). "Job Satisfaction of Primary School Teachers", Unpublished Ph.D Thesis, Education, S.V. University, Tirupati. | Myung-Yong Um and Dianne F. Harrison (2012). "Role stressors, burnout, mediators, and job satisfaction. A stress-strain-outcome model and an empirical test", Work Research, Volume 22, Issue 2, Pp. 100-115. | Rosie Le Corns and Robyn Ewing (2008). "Re conceptualizing professional experiences in pre-service teacher education Reconstructing the past to embrace the future". research article. |