Research Paper Education

Role Structute of More and Less Experienced High School Teachers of Western Uttar Pradesh

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ABSTRACT

This study attempts to assess the Role Structure in relation to experience 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 more and less experienced high school teachers do not differ 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 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. Today's child will have to shoulder the future responsibilities of the family and of the society as an integrated part of it and of the nation as a militant citizen of the country. So for the future prosperity of the nation and for the success of democracy to flourish it is very essential that the children of today must be paid full attention by the parents at home and by the teachers at school.

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. The concept of school-based curriculum is gaining popularity and as the idea of decentralisation spread to schools, the future would demand a greater involvement of teachers in this process. This shall not happen unless they are really empowered for this new changed role. The critical role of teacher in the education of the child makes it incumbent upon researchers and the concerned authorities to study it in depth. The teacher's role has numerous aspects which are amenable to research.

The concepts of role-structure have socio-psychological connotations. So most of the research work on various dimensions of this concept has sociological and psychological overtones. The works Gangappa (1969), Chitnis (1973), Bidle (1979), Ramanamma (1983) and Ramana (1992) laid emphasis on some of the dimensions of role-structure. The different dimensions of role-structure have witness studies with emphasis on one or the other dimensions. (1) Professional commitment (Ramana, 1992; and Grossborg, 1973) (2) Professional aspiration and achievement (Ramana, 1992; and Yudkowsky, 1997) (3) Morale (Anne, 1981) (4) Authoritarianism (Heredia, 1976; and Biddle, 1987) (5) Relation with role-set members (Ramana, 1992; and Susan, 1986) (6) Attitude, behavior and communication (Steven, 1988; and Reaz, 1998;) (7) Professional and Social awareness (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. For this purpose, stratified random sampling technique was used.

Tool Used

For data collection in the present study, Role-Structure Questionnaire developed by Dr. Prava Vig (1999) was used. This questionnaire consists of different sub-sections pertaining to eight role-related indices.

Results

To study the nature of total Role Structure and its all dimensions of all the more experienced (164) and less experienced (136) 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 more experienced high school teachers (N =164)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	6.93	3.93	0	9
Professional aspiration and achievement	5.27	2.93	0	9
Job satisfaction	7.05	1.36	0	9
Morale	6.47	2.96	0	9
Authoritarianism	5.95	3.07	0	9
Relation with role- set members	6.23	2.47	0	8
Professional and social awareness	5.13	2.78	0	8
Attitude, behavior and communication	7.06	2.64	0	11
Total Role Structure	50.09	5.68	0	72

It is revealed from the table- 1 that the mean value for total role structure of high school teachers was found to be 50.09 while the maximum score may be 72. Hence, it may be interpreted that all the high school teachers having teaching experience of more than 10 years were found to have good 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 6.93, 5.27, 7.05, 6.47, 5.95, 6.23, 5.13, and 7.06 respectively. It indicates that the more experienced teachers have a great deal of professional commitment and average level of professional aspiration and achievement. It shows that the more experienced teachers have average level of dedication towards their profession and they are moderately aspired about their profession.

The more experienced teachers also maintain a better relationship with their colleagues and possess a better communication skills, healthy behaviour and positive attitude but they were found to have average professional and social awareness. The teachers were also found to be highly satisfied with their job and possess a good deal of morale. The more experience teachers were found to have good authoritarianism in their character.

Table - 2
Statistics showing Role Structure of less experienced high school teachers (N =136)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	5.87	3.68	0	9
Professional aspiration and achievement	6.55	2.98	0	9
Job satisfaction	6.29	1.28	0	9
Morale	5.73	1.83	0	9
Authoritarianism	5.03	1.98	0	9
Relation with role- set members	5.57	4.03	0	8
Professional and social awareness	6.71	3.61	0	8
Attitude, behavior and communication	7.63	3.06	0	11
Total Role Structure	49.38	5.34	0	72

It is revealed from the table- 2 that the mean value for total role structure of high school teachers was found to be 49.38 while the maximum score may be 72. Hence, it may be interpreted that all the high school teachers having less than 10 years of teaching experience were found to have good 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 5.87, 6.55, 6.29, 5.73, 5.03, 5.57, 6.71, and 7.63 respectively. It indicates that the less experienced teachers have average level of professional commitment and good level of professional aspiration and achievement. It shows that the less experienced teachers have good level of dedication towards their profession and they are highly aspired about their profession, which is helpful to increase their professional achievement.

The less experienced teachers also maintain a better relationship with their colleagues and possess a better communication skills, healthy behaviour and positive attitude. They were also found to be highly professionally and socially aware. The teachers were also found to be satisfied with their job and possess average level of morale. The less experienced teachers were found to be less authoritarianism in comparison of more experienced teachers.

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

Dimensions of Role Structure	More Exp(N=164)		Less Exp(N=136)		t-value
	Mean	S. D.	Mean	S. D.	
Professional commitment	6.93	3.93	5.87	3.68	1.83
Professional aspiration & achievement	5.27	2.93	6.55	2.98	1.88
Job satisfaction	7.05	1.36	6.29	1.28	1.65
Morale	6.47	2.96	5.73	1.83	1.90
Authoritarianism	5.95	3.07	5.03	1.98	0.83
Relation with role- set members	6.23	2.47	5.57	4.03	1.38
Professional and social awareness	5.13	2.78	6.71	3.61	1.70
Attitude, behavior and communication	7.06	2.64	7.63	3.06	1.33
Total Role Structure	50.09	5.68	49.38	5.34	1.78

It is evident from Table- 3 that t-values between the means of more experienced and less experienced high school teachers 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 were found to be 1.78, 1.83, 1.88, 1.65, 1.90, 0.83, 1.38, 1.70, and 1.33 respectively which were not significant at 0.05 level. This implies that apparent differences in the means of total role structure and its all dimensions were not true. These were due to chance or sampling error.

Conclusions
The results shows that the more experienced teachers have moderate level of dedication towards their profession and they are not highly aspired about their profession. While less experienced teachers have good level of dedication towards their profession. Both more and less experienced teachers maintain a better relationship with their colleagues and possess a better communication skills, healthy behaviour and positive attitude with professional and social awareness. The more experience teachers were found to have good authoritarianism in their character while less experienced teachers were found to be less authoritarianism in comparison of more experienced teachers.

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