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Study of Role Structure of Male and Female Primary Teachers of East Delhi

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ABSTRACT

This study attempts to assess the Role Structure in relation to Gender among Primary Teachers of East Delhi. A sample of 200 teachers was randomly taken from different Government and Public Schools of East Delhi. Role Structure Questionnaire developed by Dr. Parva Vig. It was constructed around eight dimensions of Role Structure. 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 primary teachers differed significantly on total role structure and its dimensions job satisfaction and morale. Female primary teachers have greater role structure , job satisfaction and morale than their counter part male teachers. Further, no significant difference between male and female primary teachers was observed on role structure's dimensions professional commitment, professional aspiration and achievement, authoritarianism, relation with role set members, professional and social awareness, and attitude, behaviour and communication.

KEYWORDS

Introduction
The world in general is evolving so rapidly today. Teachers, like other professional groups, now must face the fact that their initial training will not see them through the rest of their lives. They need to update their own knowledge and techniques throughout their lifetime. A careful balance has to be struck between competence in teaching (Learning: The Treasure Within, 1996). Teaching is an art. Taking in to consideration the importance of primary education the teacher should be a skilled artist to sketch the primary 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 critical role of teacher in the education of the child makes it incumbent upon researchers and the concerned authorities to study it in depth. Humayun Kabir (1986) mentioned that, " without good teacher, even the best system is bound to fail with the good teachers even the defects of a system can be largely overcome". The teacher's role has numerous aspects which are amenable to research. For example; the relationship between the method of teaching and students performance; teachers work satisfaction as a result of harmonious relationship with colleagues, his effectiveness as a disciplinarian and so on.

So far as the role-structure of the teachers of primary 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 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. Researchers like Singh (1972), Smith and Inkeless (1974), and many others studied this concept from sociological angle. The works of 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 has witness studies with emphasis on one or the other dimensions. (1) Professional commitment (Singh, 1972; Chitnis,

1973; Chitnis, 1979; Ramana, 1992; and Grossborg, 1973) (2) Professional aspiration and achievement (Sinha, 1982; Ramana, 1992; and Yudkowsky, 1997) (3) Morale (Singh, 1972; Filial, 1973; and Anne, 1981) (4) Authoritarianism (Heredia, 1976; and Biddle, 1987) (5) Relation with role-set members (Hilderband, 1971; Filial, 1973; Ramana, 1992; and Susan, 1986) (6) Attitude, behavior and communication (Kaur, 1956; Sinha, 1978; Steven, 1988; and Reaz, 1998;) (7) Professional and Social awareness (Chitnis, 1973; and Kundu, 1998). The researchers conducted the studies in respect to role-structure of teachers at different levels, but no study had been done earlier at primary level in East Delhi. So it was felt that there was need to work on role-structure of primary reachers of East Delhi.

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 Primary Teachers of Government and Public Schools of East Delhi.

Sample
For the present study, 200 primary teachers of Government and Public Schools of East Delhi 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 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 (75) and female (125) primary 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 Primary Teachers
(N =75)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	6.693	1.325	0	9
Professional aspiration and achievement	5.680	1.453	0	9
Job satisfaction	6.213	1.855	0	9
Morale	7.560	1.287	0	9
Authoritarianism	2.920	1.814	0	9
Relation with role- set members	7.653	0.581	0	8
Professional and social awareness	7.933	1.329	0	8
Attitude, behavior and communication	5.773	1.247	0	11
Total Role Structure	50.427	4.671	0	72

It is depicted from table - 1 that the mean value of total role structure for male primary teachers (75) were found to be 50.427, where the maximum score is 72 and S.D. was recorded as 4.671, which demonstrates that the male primary teachers were found to 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 6.693, 5.680, 6.213, 7.560, 2.920, 7.653, 7.933, and 5.773 respectively. It indicates that the male teachers have a great deal of professional and social awareness, good relation with role-set members, very high morale, high professional commitment, but have moderate level of professional aspiration and achievement, and were found to have very low authoritarianism.

Table - 2
Statistics Showing the Role Structure of Female Primary Teachers
(N =125)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	6.984	1.283	0	9
Professional aspiration and achievement	5.464	1.457	0	9
Job satisfaction	7.040	1.499	0	9
Morale	8.144	0.895	0	9
Authoritarianism	2.864	1.633	0	9
Relation with role- set members	7.480	0.829	0	8
Professional and social awareness	8.000	1.326	0	8
Attitude, behavior and communication	5.720	1.060	0	11
Total Role Structure	51.696	3.441	0	72

It is revealed from table - 2 that the mean value of total role stress for female teachers (125) was found to be 51.696, where the maximum score is 72 and S.D. was recorded as 3.441, which demonstrates that the female teachers were found to have high level of role stru. 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 6.984, 5.464, 7.040, 8.144, 2.864, 7.480, 8.000, 5.720. It indicates that the female teachers have very high professional and social awareness, very high level of morale, very good relation with role- set members, good level of professional commitment, moderate level of professional aspiration and achieve-

ment, attitude, behaviour and communication, but female teachers have very low level of authoitarianism.

Table - 3
Summary of t-test for difference between Male and Female Primary Teachers on Role Structure and its all dimensions

Dimensions of Role Structure	Male (N = 75)		Female (N = 125)		t-value
	Mean	S. D.	Mean	S. D.	
Professional commitment	6.693	1.325	6.984	1.283	1.568
Professional aspiration and achievement	5.680	1.453	5.464	1.457	1.044
Job satisfaction	6.213	1.855	7.040	1.499	3.449*
Morale	7.560	1.287	8.144	0.895	3.707*
Authoritarianism	2.920	1.814	2.864	1.633	0.228
Relation with role-set members	7.653	0.581	7.480	0.829	1.704
Professional and social awareness	7.933	1.329	8.000	1.326	0.353
Attitude, behavior and communication	5.773	1.247	5.720	1.060	0.324
Total Role Structure	50.427	4.671	51.696	3.441	2.177**

* -- Significant at 0.01 level,

** -- Sininificant at 0.05 level

is evident from Table – 3 that t-values between the means of male and female primary teachers on role structure's dimensions job satisfaction and morale were found to be 3.449 and 3.707 respectively which were significant at 0.01 level. Similarly the t- value for total role stucture was found to be 2.177 which was significant at 0.05 level. It indicates that male and female teachers differed significantly on total role structure and its dimensions job satisfaction and morale. Since the mean value is in the favor of female teachers, it means that female teachers have greater role structure, job satisfaction, and morale than male teachers. However, no significant difference was observed between means of male and female teachers on role structure's dimensions professional commitment, professional aspiration and achievement, authoritarianism, relation with role set members, professional and social awareness, and attitude, behaviour and communication as the observed t- values were found to be 1.568, 1.044, and 0.228, 1.704, 0.353, and 0.324 respectively. It implies that the apparent differences in the means of male and female teachers on role structure's dimensions professional commitment, professional aspiration and achievement, authoritarianism, relation with role set members, professional and social awareness, and attitude, behaviour and communication were not true.

Conclusion
The results shows that male teachers have a great deal of professional commitment, but have moderate professional aspiration and achievement, and were found to have very low authoritarianism. The female teachers have very high professional and social awareness, very high level of morale, very good relation with role- set members, good level of professional commitment, moderate level of professional aspiration and achievement, attitude, behaviour and communication, but female teachers have very low level of authoitarianism. Male and female teachers differed significantly on total role structure and its dimensions job satisfaction and morale. Female teachers have greater role structure, job satisfaction, and morale than male teachers. However, no significant difference was observed between male and female teachers on role structure's dimensions professional commitment, professional aspiration and achievement, authoritarianism, relation with role set members, professional and social awareness, and attitude, behaviour and communication.

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