RESEARCH ARTICLE

A STUDY OF ROLE EXPECTATIONS AND ROLE PERFORMANCE OF HIGH SCHOOL TEACHERS IN RELATION TO REGION, AGE AND LOCALITY

Dr. L. Hemalatha Krishnaveni[1] and Dr. B. Yella Reddy [2]
1. 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.
2. Assistant Professor, Department of Education, Sree Rama College of Education, Tirupati, Andhra Pradesh, India.

Manuscript Info	*Abstract*

Introduction

Education is an essential human value. It is to humanize humanity. In fact, man becomes "human" through education. Education fashions and models him for society. Human life can be glorified only through education. Educationalists believed in the inner potentialities, capacities and inherent qualities of a child. The work of education is to make the child aware of its inner powers. The main task of education is to develop the child fullest. Thus, education is a process of overall development. Without the help of education, man cannot achieve his success and development.

With the advent of new knowledge, teaching - learning have new connotation-while teaching is helping the child to learn, learning is learning to learn. Therefore, the teacher's job is mostly to develop self-learning abilities in the child. In order to perform this job, the teaching profession requires competent and committed teachers. So, the teachers have to play an important role in developing good habits among the students.

Role expectation of teachers

The expected role of the teacher may be defined as the set of expectations that are held for teacher's behaviour by both teachers and other persons. These are presumably major motivators for teacher's conduct (Waller, 1932; Parsons, 1959).

An expectation will be defined as an evaluative standard applied to an incumbent of a position. Some social psychologists regard a position in the social structure as a set of expectations or acquired anticipatory reactions. That is to say, the person learns to the extent or anticipates certain actions from persons and the others have expectations of him.

Role performance of teachers

Rizvi (1967) defined job performance as the manner and extent to which different jobs are performed in practical situation.

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

In contrast with expectation research the investigations of teacher role performance are fewer in number but more systematic in their approach. The research on role performance began to be conducted much later than that of expectations. Teachers – especially secondary school teachers often exhibit unique and job related performances in other settings than classrooms, both within the school and in the community. Majority interest in teacher role performance research has appeared to stem from concern with the direct effects of teacher behaviour on pupil learning

Review of Literature

Malik (1984) made a comparative study of personality factors and teaching environments of successful and unsuccessful teachers in selected schools of Rajasthan. The main objective of this study is ' to find out the interrelationship between personality and factors of teachers and their attitude towards teaching profession. The findings reveal that personality, learning environment, concomitants teaching success, attitude towards teaching, age and experience were some of the factor patterns associated with teaching.

Mitchell D. Chester and Barbara Q. Beaudin (1996) explored the relationships between change in self-efficacy beliefs, teacher characteristics, and school practices for newly hired teachers in urban schools. Earlier research concluded that the self-efficacy beliefs of beginning teachers typically decline over the course of the first year. The findings of the current study suggest that the decline is not universal. Beliefs are mediated by the teacher's age and prior experience and by school practices such as opportunities for new teachers to collaborate with colleagues, supervisor attention to instruction, and the level of resources available in the school. Implications of the effects of school practices and teacher characteristics on the induction year experience are discussed.

Zehava Rosenblatt (2001) investigated the mediating effect of teachers' skill flexibility (the mastery and utilization of various skills) on the relationship between holding multiple roles (extra teaching school roles) and work attitudes (burnout, tendency to quit, and organizational commitment). In this study, skill flexibility was composed of three components: skill utilization, skill variety, and multiskilling orientation. SEM path analysis revealed that skill utilization mediated the effect of holding multiple roles on all three work attitudes, and skill variety mediated the effect of holding multiple roles on burnout. Multiskilling orientation added little explanation to the final model. Skill flexibility components also mediated the effects of demographic variables (age, education, nationality, and school size) on all three work attitudes. These results contribute to the conceptualization of skill flexibility, which has been relatively under researched in the organizational literature. Implications for teachers' work design are discussed.

Venkateswara Rao (2002) found from a study on job satisfaction of primary schools that there is significant difference between job satisfaction and job involvement. Job involvement also influences the variables viz., gender, management, locality, type of school and some of the personality characteristics. He also found a significant influence of family satisfaction and life satisfaction on their level of job involvement.

Vijayalakshmi (2005) conducted a study and the findings showed, low and positive correlation between teacher effectiveness and job satisfaction. Only the management of the school has significant impact both on teacher effectiveness and job satisfaction. The other variables included in the study viz., locality, subjects of teaching have no significant impact on both teacher effectiveness and job satisfaction.

Scope of the Study: The main intention of the study is to find the influence of region, age and locality on the role expectation and role performance of high school teachers.

Objective of the Study: To study the influence of region, age and locality on the role expectation and role performance of high school teachers.

Hypothesis of the study: Region, age and locality 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. Region, 3. Age, 4. Locality

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.   Region

In the present investigation, On the basis of region; the high school teachers are divided into three groups. High school teachers of Rayalaseema formed as Group – I, Group – II is formed as High school teachers of Coastal Andhra and Group – III is formed as High school teachers of Telangana. The influence of 'region' 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 'region' 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 'region' 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 – 1** and **Table – 2.**

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

S. No.	Region	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	300	677.94	103.93		t_{12} = 3.889**
2.	Group – II	300	645.52	100.23	7.673**	t_{13} = 1.574@
3.	Group – III	300	664.76	101.18		t_{23} = 2.340*

The table value of 'F' for 2 and 897 df at 0.01 level is 4.60 and at 0.05 level is 2.99.

**	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 – 1 that the computed value of 'F' for role expectation (7.673) 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 'region' at 0.01 level of significance. It is concluded that 'region' 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 region of Group – I and Group – II (3.889) is greater than the critical value of 't' (2.59) for 1 and 598 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'region' of Group – I and Group – II. Hence it is concluded that 'region' of Group – I and Group – II 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 region of Group – I and Group – III (1.574) is less than the critical value of 't' (1.96) for 1 and 598 df at 0.05 level of significance. Therefore

Hypothesis – 1 is accepted at 0.05 level, for the factor 'region' of Group – I and Group – III. Hence it is concluded that 'region' of Group – I and Group – III 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 region of Group – II and Group – III (2.340) is greater than the critical value of 't' (1.96) for 1 and 598 df at 0.05 level of significance. Therefore Hypothesis – 1 is rejected at 0.05 level, for the factor 'region' of Group – II and Group – III. Hence it is concluded that 'region' of Group – II and Group – III has significant influence on the role expectation of High school teachers.

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

S. No.	Region	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	300	662.81	104.81		$t_{12} = 3.715**$
2.	Group – II	300	632.56	94.39	6.934**	$t_{13} = 1.715@$
3.	Group – III	300	648.56	98.75		$t_{23} = 2.029*$

The table value of 'F' for 2 and 897 df at 0.01 level is 4.60 and at 0.05 level is 2.99.

**	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 – 2 that the computed value of 'F' for role performance (6.934) 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 'region' at 0.01 level of significance. It is concluded that 'region' 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 region of Group – I and Group – II (3.715) is greater than the critical value of 't' (2.59) for 1 and 598 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'region' of Group – I and Group – II. Hence it is concluded that 'region' of Group – I and Group – II 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 region of Group – I and Group – III (1.715) is less than the critical value of 't' (1.96) for 1 and 598 df at 0.05 level of significance. Therefore Hypothesis – 1 is accepted at 0.05 level, for the factor 'region' of Group – I and Group – III. Hence it is concluded that 'region' of Group – I and Group – III 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 region of Group – II and Group – III (2.029) is greater than the critical value of 't' (1.96) for 1 and 598 df at 0.05 level of significance. Therefore Hypothesis – 1 is rejected at 0.05 level, for the factor 'region' of Group – II and Group – III. Hence it is concluded that 'region' of Group – II and Group – III has significant influence on the role performance of High school teachers.

2.   Age

In the present investigation, On the basis of age; the high school teachers are divided into two groups. Whose High school teachers age is up to 40 years formed as Group – I, Group – II is formed as whose High school teachers age is above 40 years. The influence of 'age' 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 'age' on role expectation and role performance is investigated through 't' - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'age' 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 – 3** and **Table – 4**

Table – 3: Influence of age on the role expectation of High school teachers

S. No.	Age	N	Mean	SD	't' – Values
1.	Group – I	465	671.38	101.75	2.618**
2.	Group – II	435	653.51	102.83	

    **   Indicates significant at 0.01 level

It is clear from the Table – 3 that the computed values of 't' for role expectation (2.618) is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis – 2 is rejected for the variable 'age' at 0.01 level of significance. It is concluded that 'age' has significant influence on the role expectation of High school teachers.

Table – 4: Influence of age on the role performance of High school teachers

S. No.	Age	N	Mean	SD	't' – Values
1.	Group – I	465	657.33	101.15	2.913**
2.	Group – II	435	637.98	98.13	

    **   Indicates significant at 0.01 level

It is clear from the Table – 4 that the computed values of 't' for role performance (2.913) is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis – 2 is rejected for the variable 'age' at 0.01 level of significance. It is concluded that 'age' has significant influence on the role performance of High school teachers.

3.   Locality

In the present investigation, On the basis of locality; the high school teachers are divided into two groups. Rural High school teachers formed as Group – I, Group – II is formed as urban High school teachers. The influence of 'locality' 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 'locality' 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 'locality' 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 (2.682) 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 'locality' at 0.01 level of significance. It is concluded that 'locality' has significant influence on the role expectation of High school teachers.

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

S. No.	Locality	N	Mean	SD	't' – Values
1.	Group – I	522	654.79	95.94	2.682**
2.	Group – II	378	673.73	110.34	

    **   Indicates significant at 0.01 level

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

S. No.	Locality	N	Mean	SD	't' – Values
1.	Group – I	522	639.11	92.05	3.053**
2.	Group – II	378	660.22	109.24	

    **   Indicates significant at 0.01 level

It is clear from the Table – 6 that the computed values of 't' for role performance (3.053) 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 'locality' at 0.01 level of significance. It is concluded that 'locality' has significant influence on the role performance of High school teachers.

Findings

There is significant influence of region at 0.01 level on the role expectation and role performance of high school teachers. There is significant influence of age at 0.01 level on the role expectation and role performance of high school teachers. There is significant influence of locality 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. Region has significant influence on the role expectation and role performance of high school teachers. Age has significant influence on the role expectation and role performance of high school teachers. Locality 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:

Region has influence on the role expectation and role performance of high school teachers. It is observed that Rayalaseema high school teachers have better than Coastal Andhra high school teachers. It is advised to provide good amenities for Coastal Andhra high school teachers.

Age has influence on the role expectation and role performance of high school teachers. It is observed that Low age high school teachers have better than high age high school teachers. It is advised to provide good amenities for high age high school teachers.

Locality has influence on the role expectation and role performance of high school teachers. It is observed that urban high school teachers have better than rural high school teachers. It is advised to provide good amenities for rural high school teachers.

Higher authorities of school education have to organize a series of workshops, seminars, orientation programmes, symposia etc. on role expectation and role performance for re orienting school education in A.P.

Moreover, administrators should try to create interest among the teachers through their innovative methods and co – curricular activities.

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.

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.

Malik (1984) 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.

Mitchell D. Chester and Barbara Q. Beaudin (1996). "Efficacy Beliefs of Newly Hired Teachers in Urban Schools", American Educational Research Journal January 1, 1996 33. 233-257.

Parsons, (1959). "The International Encyclopedia of Education", Perguman Press, Oxford, New York, Vo1.9, p.5023.

Rizvi, R. S. (1967). "Job Analysis, job performance and Suitability of pre-service Training of Gramsevikas in three selected States, M.Sc., thesis, I.A.R.1, New Delhi.

Venkateswara Rao, K, (2002). "Job Satisfaction of Primary School Teachers", Unpublished Ph.D Thesis, Education, S.V. University, Tirupati.

Vijayalakshmi (2005) 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.

Waller, W. W. (1932). "The Sociology of Teaching", Wiley, New York.

Zehava Rosenblatt (2001). "Teachers' Multiple Roles and Skill Flexibility. Effects on Work", Attitudes Educational Administration Quarterly December 1, 2001 37. 684-708.