



Study of Role Structure of More and Less Experienced Primary School Teachers of East Delhi

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Abstract : This study attempts to assess the Role Structure of more and less experienced primary teachers of East Delhi. A sample of 200 teachers was randomly taken from different Government and Public Schools of East Delhi. 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 that more experienced and less experienced primary school teachers differed significantly on role structure's dimension professional aspiration and achievement. Less experienced primary school teachers have greater professional aspiration in comparison of more experienced primary school teachers. Further, no significant difference between more and less experienced primary teachers was observed on total role structure and its dimensions Professional commitment, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication.

Key words: Professional, social awareness, Attitude, behavior, communication.

Introduction

Changes and amendments in educational policies in India have affected both the function of schools and the role of teachers. New educational practices in India such as National Policy for Education (NPE), Sarva Shiksha Abhiyan, Right to Education (RTE), and Education for All (EFA) have increased the accountability for student's learning by putting greater emphasis on academic content standards, student assessments and teacher quality (MHRD-NUEPA, 2014). Moreover, teachers are now expected not only to comply with schools' rules and regulation, but also to exhibit proactive behaviors for enhancing the school's ability to adapt to these environmental changes (Somech &

Oplatka, 2014). Taking into consideration the importance of primary education the teacher should be a skilled artist to sketch the primary education of the child. 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 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. The works of Chitnis (1973), Bidle (1979), Ramanamma (1983) and Ramana (1992), Vig, P. (1998) laid emphasis on some of the dimensions of role-structure. Felfe, Schmook, Schngs and Bernd (2008) indicated that commitment to the form of employment explains variance of organizational outcomes over and above organizational commitment. Navaprabha (2009) suggested the social commitment of co-operatives in Kerala. 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 teachers 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 Private Schools of East Delhi.

Sample

For the present study, 200 primary teachers of Government and Private 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 more experienced (82) and less experienced (118) 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 More Experienced Primary Teachers
(N = 82)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	7.024	1.186	0	9
Professional aspiration and achievement	5.280	1.501	0	9
Job satisfaction	6.841	1.598	0	9
Morale	7.817	1.248	0	9
Authoritarianism	2.976	1.640	0	9
Relation with role- set members	7.634	0.619	0	8
Professional and social awareness	5.890	1.186	0	8
Attitude, behavior and communication	9.024	1.414	0	11
Total Role Structure	52.488	4.445	0	72



It is evident from table- 1 that the mean value for total role structure of more experienced primary school teachers of East Delhi was found to be 52.488 while the maximum score may be 72. Hence, it may be interpreted that the more experienced primary school teachers of East Delhi (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 found to be 7.024, 5.280, 6.841, 7.817, 2.976, 7.634, 5.890, and 9.024 respectively. It indicates that the more

experienced primary teachers have a great deal of professional commitment and average level of professional aspiration and achievement. It shows that the more experienced primary teachers have normal 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, healthy behavior and positive attitude but they were found to have moderate level of professional and social awareness. The primary teachers having more than 10 years of teaching experience were also found to be highly satisfied with their job and possess very high morale, but. They were found to have low authoritarianism in their character.

Table - 2
Statistics Showing the Role Structure of Less Experienced Primary Teachers
(N =118)

Dimensions of Role Structure	Mean	S.D.	Minimum Score	Maximum Score
Professional commitment	6.771	1.374	0	9
Professional aspiration and achievement	5.729	1.400	0	9
Job satisfaction	6.653	1.746	0	9
Morale	8.000	0.970	0	9
Authoritarianism	2.822	1.743	0	9
Relation with role- set members	7.483	0.824	0	8
Professional and social awareness	5.636	1.083	0	8
Attitude, behavior and communication	8.941	1.263	0	11
Total Role Structure	52.034	3.637	0	72

It is revealed from the table-2 that the mean value for total role structure of less experienced primary school teachers of East Delhi (having less than 10 years of teaching experience) was found to be 52.034 while the maximum score may be 72. Hence, it may be

interpreted that all the less experienced primary 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 6.771, 5.729, 6.653, 8.000, 2.822, 7.483, 5.636, and 8.941 respectively. It indicates the fact that the less experienced primary school teachers have good level of professional commitment and moderate level of professional aspiration and achievement. It shows that the less experienced primary school teachers have

good level of dedication towards their profession and they are moderately aspired about their profession. The less experienced primary school teachers also possess a better communication, healthy behavior and positive attitude having very high level of morale. They were found to have better relationship with their colleagues, and have moderate level professional and social awareness. The less experienced primary school teachers were also found to be highly satisfied with their job, but have very low level of authoritarianism.

Table – 3
Summary of t-test for difference between More and Less Experienced Primary Teachers on Role Structure and its all dimensions

Dimensions of Role Structure	More Experienced (N = 82)		Less Experienced (N = 118)		t-value
	Mean	S. D.	Mean	S. D.	
Professional commitment	7.024	1.186	6.771	1.374	1.395
Professional aspiration and achievement	5.280	1.501	5.729	1.400	2.184**
Job satisfaction	6.841	1.598	6.653	1.746	0.798
Morale	7.817	1.248	8.000	0.970	1.157
Authoritarianism	2.976	1.640	2.822	1.743	0.642
Relation with role- set members	7.634	0.619	7.483	0.824	1.466
Professional and social awareness	5.890	1.186	5.636	1.083	1.585
Attitude, behavior and communication	9.024	1.414	8.941	1.263	0.442
Total Role Structure	52.488	4.445	52.034	3.637	0.790

** -- Significant at 0.05 level

It is revealed from the table-3 that the t-values between the means of more experienced and less experienced primary school teachers on role structure's dimension professional aspiration and achievement was found to be 2.184 which was significant at 0.05 level. It indicates the fact that more

experienced and less experienced primary school teachers differed significantly on role structure's dimension professional aspiration and achievement. However, no significant difference were observed between the mean of more experienced and less experienced primary school teachers on total role structure and its



dimensions Professional commitment, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication as the observed t- values were found to be 0.790, 1.395, 0.798, 0.642, 1.466, 1.585, and 0.442, respectively, which were not significant at 0.05 level. This implies that apparent differences between more experienced and less experienced primary school teachers of East Delhi in the means of total role structure and its dimensions Professional commitment, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness, Attitude, behavior and communication were not true. These were due to chance or sampling error. Since the mean value for the role structure's dimension professional aspiration and achievement is in the favor of less experienced primary school teachers. It indicates the fact that less experienced primary school teachers of East Delhi have greater professional aspiration and desires to achieve more and more in comparison of more experienced primary school teachers.

Conclusion

The results show that more experienced and less experienced primary school teachers differed significantly on role structure's dimension professional aspiration and achievement. It is also depicted from the above results that both more experienced and less experienced primary school teachers of East Delhi have almost same level of overall role structure including same level of professional commitment, Job satisfaction, Morale, Authoritarianism, Relation with role- set members, Professional and social awareness,

Attitude, behavior and communication. The primary teachers having more than 10 years of teaching experience were found to be highly satisfied with their job and possess very high morale.

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