Study of Role Structure of Primary School Teachers of East Delhi

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In the present study, the researchers attempt to assess the Role Structure of primary school teachers of East Delhi. For this purpose, 200 teachers were randomly selected from various primary Schools of East Delhi. The Role Structure Questionnaire developed by Dr. Parva Vig as used to study role structure of primary school teachers. This questionnaire was constructed around eight dimensions of Role Structure. For data analysis, Mean, S.D., and t-test were used. Results show that primary school teachers were found to have varied reflection on different dimensions of role structure.

[Keywords : Role structure, Primary school teachers, Education system]

1. Introduction

Regulatory bodies of education system in India frequently make various amendments in educational policies related to primary education in the country. These changes in the education system have an effect on both the function of schools and the role of teachers. New educational practices in India have
augmented the answerability and responsibility among primary school teachers for student’s learning by putting greater emphasis on academic content standards, student assessments and teacher quality. Moreover, primary school teachers are now expected not only to act in accordance with with schools’ rules and regulation, but also to demonstrate hands-on behaviors for ornamental the school’s ability to adapt to these environmental changes (Somech & Oplatka, 2014). Taking into consideration the significance of primary education, the primary school teachers should be well trained and aware the basic principles of child psychology to plan the primary education of the child.

As the role-structure of the primary schools teachers are concerned, it is very significant to be acquainted with 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 affect 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. Perie and Baker (1997) studied the teacher job satisfaction in terms of variables: school characteristics, teacher background characteristics, workplace conditions, and teacher compensation. Brown and Sargeant (2007) studied the job satisfaction of workers at Akra University based on a number of demographic factors. It was observed that workers who were older than age 46 years had higher job satisfaction than younger employees. Many more research studies have been undertaken by scholars for assessing the inter-linkage and importance of variables relating to teaching profession and teachers such as job satisfaction and organizational commitment (Ramana, P. V. L. 1992; Cramer, D. 1996; Crossman, A. & Harris, P. 2006; Felfe, J., Schmook, R., Schgns, B. & Six Bernd 2008; Choi, P. L. & Tang, S.Y.F. 2009; Willis, M. & Varner, L. W. 2010). The above mentioned research studies were conducted 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 school teachers of East Delhi.

2. Research Methodology

2.1 Method

For the present study, Descriptive Survey method of research was used to accomplish the objectives of the study.

2.2 Population

Primary Teachers of Government and Private Schools of East Delhi were taken as the population in the present study.
2.3 Sample

For the present study, 200 primary teachers of Government and Private Schools of East Delhi were taken as sample of the study. For this purpose, simple random sampling technique was used at each stage. The detailed distribution of sample is presented in the following table:

Table-1: Sampling Frame and Sample Size

<table>
<thead>
<tr>
<th>S. N.</th>
<th>Type of School</th>
<th>No. of Schools Selected Randomly</th>
<th>No. of Teachers Selected per school</th>
<th>Total No. of Teachers Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government Schools</td>
<td>20</td>
<td>05</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Private Schools</td>
<td>20</td>
<td>05</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>40</td>
<td>10</td>
<td>200</td>
</tr>
</tbody>
</table>

2.4 Tool Used

Role-Structure Questionnaire developed by Dr. Prava Vig (1999) was used for data collection in the present study. This is a close-ended questionnaire, which covered various parameters of the study. Total score of Role-Structure of the teacher was found with the help of combining the individual scores of the respondents on eight (8) indices which are described in the following table:

Table-2: Indices of Role Structure

<table>
<thead>
<tr>
<th>Variable</th>
<th>Index</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-Structure</td>
<td>Professional commitment</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Professional aspiration and achievement</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Job satisfaction</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Morale</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Authoritarianism</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Relation with role-set members</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Professional and social awareness</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Attitude, behaviour and communication</td>
<td>11</td>
</tr>
</tbody>
</table>

3. Results and Discussion

To study the nature of total Role Structure and its all dimensions of total primary school teachers of East Delhi (N=200), mean and standard deviation (S.D.) were calculated. All statistical values were calculated with the help of Microsoft Excel. The trends of Role Structure of total primary school teachers of East Delhi are presented in table-3 on next page.
It is revealed from the above table that the mean value for total role structure of primary school teachers was found to be 52.245 while the maximum score may be 72. Hence, it may be interpreted that all the primary school teachers of East Delhi 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 found that the mean values were 6.875, 5.545, 6.730, 7.950, 2.885, 7.545, 5.740, and 8.975 respectively. It indicates that primary teachers of East Delhi have a great deal of professional commitment. It shows that the primary school teachers of East Delhi have a lot of dedication towards their profession and they are highly aspired about their profession.

It is also depicted from above table that the primary teachers of East Delhi was found to maintain a better relationship with their colleagues and possess a better communication skills, healthy behavior and positive attitude with very good professional and social awareness. The teachers were also found to have very high morale and were moderately satisfied with their job and were found to have moderate level of professional aspiration and achievement.

4. Conclusion

The results show that the primary school teachers of East Delhi have good level of role structure. It is also depicted from the above results that primary teachers of East Delhi have a great deal of professional commitment. It shows that the primary school teachers of East Delhi have a lot of dedication towards their profession and they are highly aspired about their profession. The primary teachers of East Delhi were found to maintain a better relationship with their
colleagues and possess a better communication skills, healthy behavior and positive attitude with very good professional and social awareness. The teachers were also found to have very high morale and were moderately satisfied with their job and were found to have moderate level of professional aspiration and achievement.

References


