



A STUDY ON THE ROLE EXPECTATION OF THE SECONDARY SCHOOL TEACHERS IN CUDDALORE DISTRICT

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Abstract:

Teaching has been one of the oldest and most respected professions in the world. When a systematically organized human society came into existence, the need to mould its children on proper lines arose requiring persons who could perform this role that is teachers. The main objective of the present study is to study on the role expectation of the secondary school teachers based on gender, area of school, medium of teaching, type of school, teaching subject, teaching experience and marital status. Role expectation of high school teachers' questionnaire developed by Mrs. L. Hemalatha Krishnaveni (2013) was adopted. A sample of 210 secondary school teachers representing all categories is selected in Cuddalore District in Tamilnadu by following the standardized procedures. 't' test and ANOVA ('F' - test) were employed for analysis of the data. There is significant difference at 0.05 level on the role expectation of secondary school teachers towards gender and medium of teaching. Further there is no significant difference at 0.05 level on the role expectation of secondary school teachers towards area of school, type of school, teaching subject, teaching experience and marital status.

Key Words: Role Expectation, Secondary School Teachers, Gender Differences, Medium of Instruction, Teaching Experience, School Type, Teacher Performance, Educational Research, Cuddalore District, Teacher Effectiveness

Introduction:

The importance of a teacher in the educational process is unquestionable. However, the entire edifice of education becomes shaky if the teacher is weak and ineffective. An effective teacher is amongst the foremost factors contributing to educational improvement, which we are trying hard to achieve. The role of the teacher in a society is well known. The well-being of the Nation depends upon the well being of the teachers. The teacher has a powerful and abiding influence in the formation of the character of the future citizens. The teacher acts as a pivot for the transmission of intellectual and technical skills and cultural traditions from one generation to another. The role of the teacher involves two broad fields of research. On the one hand 'role' refers to behaviour, thus studies of teacher - role performance are those in which the actual behaviour of teachers is observed. On the other hand, 'role' refers to expectations of behaviour thus studies of teacher role expectations are those in which expectations maintained for teachers by teachers and others are investigated, in general, these are two distinct fields of research for investigation.

Role Expectation of Teachers:

Expectations are learned through experience and ones they reformed, expectations will affect the behaviours of those who hold them in predictable ways (performance). Any expectations we should possess means, the activity of performance.

Need and Significance of the Study:

The process of education at any level is to modify or change the individual, a mediator between the educational system and the pupil the impact of any educational programme or innovative on the pupil operates through teacher role expectations in schools directly or indirectly the performance of all the expected roles by the teachers. Thus, although the behavioural of teacher role information may not be clear at present even the phenomena of teacher role expectations may be presumed to hold continued interest for the teachers and others. Although this area is significant in the sense of its to the qualitative improvement of the process of education. Hence the problem chosen for this study was "A study on the role expectation of the secondary school teachers in Cuddalore district".

Sample Design:

In this study, the sampling unit was the teachers of secondary school of Cuddalore district. The sample size was selected to represent the whole population and also to give the real picture. The total size of the sample was 210. The samples were collected using Random sampling technique. Out of the 210 samples, 92 were male and 118 female secondary school teachers were taken as sample of study.

Objective of the Study:

To study the significant difference of gender, area of school, medium of teaching, type of school, teaching subject, teaching experience and marital status on the role expectation of secondary school teachers.

Hypothesis of the Study:

Gender, area of school, medium of teaching, type of school, teaching subject, teaching experience and marital status do not have significant difference on the role expectation of secondary school teachers.

Instrument Used in the Study:

Rating scale of Role Expectations is developed by K. Viswanathan, Madurai Kamaraj University and it is revalidated by performing a pilot study to 60 sample secondary school teachers of Cuddalore district and its value is 0.85.

Differential Analysis for Role Expectation of Secondary School Teachers:

Table 1: Mean, St. Deviation, T. Value of gender on the role expectation of secondary school teachers

Gender	N	Mean	SD	't' Value	Remarks
Male	92	168.11	44.86	29.196	S
Female	118	349.68	44.59		

Table 1 displays the obtained value of the mean of male is 168.11 and female mean value is 349.68 which shows female mean value is higher than male mean value of secondary school teachers.

Therefore, the null hypothesis is rejected as the t-value of 29.196 is higher than the significance level of 0.05. This means there is significant difference between male and female secondary school teachers with respect to their role expectation.

Table 2: Mean, St. Deviation, T. Value of area of school on the role expectation of secondary school teachers

Area of School	N	Mean	SD	't' Value	Remarks
Rural	103	266.62	104.03	0.496	NS
Urban	107	273.53	97.79		

Table 2 displays the obtained value of the mean of rural is 266.62 and urban mean value is 273.53 which shows urban mean value is higher than rural mean value of secondary school teachers.

Therefore, the null hypothesis is accepted as the t-value of 0.496 is lesser than the significance level of 0.05. This means there is no significant difference between rural and urban secondary school teachers with respect to their role expectation.

Table 3: Mean, St. Deviation, T. Value of Medium of teaching on the role expectation of secondary school teachers

Medium of Teaching	N	Mean	SD	't' Value	Remarks
English	106	284.72	97.89	2.136	S
Tamil	104	255.27	101.84		

Table 3 displays the obtained value of the mean of English is 284.72 and Tamil mean value is 255.27 which shows English mean value is higher than Tamil mean value of secondary school teachers.

Therefore, the null hypothesis is rejected as the t-value of 2.136 is higher than the significance level of 0.05. This means there is significant difference between English medium of teaching and Tamil medium of teaching of secondary school teachers with respect to their role expectation.

Table 4: F. Value of type of school on the role expectation of secondary school teachers

Type of School	Sum of Squares	Mean Squares	df	'F' Value	Remarks
Between Groups	34679.705	17339.852	2	1.721	NS
Within Groups	2085388.010	10074.338	207		
Total	2120067.714		209		

It is evident from the Table: 4 the calculated 'F' value is 1.721, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of type of school of secondary school teachers with respect to their role expectation.

Table 5: F. Value of teaching subject on the role expectation of secondary school teachers

Teaching Subject	Sum of Squares	Mean Squares	df	'F' Value	Remarks
Between Groups	25210.918	12605.459	2	1.246	NS
Within Groups	2094856.797	10120.081	207		
Total	2120067.714		209		

It is evident from the Table: 5 the calculated 'F' value is 1.246, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of teaching subjects of secondary school teachers with respect to their role expectation.

Table 6: Mean, St. Deviation, T. Value of teaching experience on the role expectation of secondary school teachers

Teaching Experience	N	Mean	SD	't' Value	Remarks
Less than 10 years	99	256.19	104.91	1.908	NS
Above 10 years	111	282.58	95.58		

Table 6 displays the obtained value of the mean of less than 10 years is 256.19 and above 10 years mean value is 282.58 which shows above 10 years mean value is higher than less than 10 years mean value of secondary school teachers.

Therefore, the null hypothesis is accepted as the t-value of 1.908 is lesser than the significance level of 0.05. This means there is no significant difference between less than 10 years and above 10 years of secondary school teachers with respect to their role expectation.

Table 7: Mean, St. Deviation, T. Value of marital status on the role expectation of secondary school teachers

Marital Status	N	Mean	SD	't' Value	Remarks
Married	102	269.37	100.14	0.107	NS
Unmarried	108	270.87	101.71		

Table 7 displays the obtained value of the mean of married is 269.37 and unmarried mean value is 270.87 which shows unmarried mean value is higher than married mean value of secondary school teachers.

Therefore, the null hypothesis is accepted as the t-value of 0.107 is lesser than the significance level of 0.05. This means there is no significant difference between married and unmarried of secondary school teachers with respect to their role expectation.

Major Findings:

- There is no significant difference between married and unmarried of secondary school teachers with respect to their role expectation.

- There is no significant difference between rural and urban secondary school teachers with respect to their role expectation.
- There is significant difference between English medium of teaching and Tamil medium of teaching of secondary school teachers with respect to their role expectation.
- There is no significant difference among sub samples of type of school of secondary school teachers with respect to their role expectation.
- There is no significant difference among sub samples of teaching subjects of secondary school teachers with respect to their role expectation.
- There is no significant difference between less than 10 years and above 10 years of secondary school teachers with respect to their role expectation.
- There is no significant difference between married and unmarried of secondary school teachers with respect to their role expectation.

Conclusion:

Teacher role expectations are in response to students' needs this can serve as references for educators and teacher education institutions. Teachers should be strengthened by the trainings in diverse thinking in order to teach their students how to bravely face challenges. This study shows that students believe that teacher role expectations in the philosophical, social, psychological and contemporary need aspects have a great influence on them. Thus, it is clear that in the democratized, liberalized, open, technological, internationalized, informationalized and new-aged society, teachers need to play diverse roles, and should be strengthened by their own trainings in diverse thinking in order to equip their students with the ability to bravely face challenges in the future society.

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