

# A STUDY OF ROLE EXPECTATIONS AND ROLE PERFORMANCE OF HIGH SCHOOL TEACHERS IN RELATION TO MARITAL STATUS, OCCUPATION OF THE SPOUSE AND EDUCATIONAL QUALIFICATION

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**Abstract**— The very foundation of the social order rests on citizens who are taught and trained in the class room with or without walls. Teachers, thus determine to a great extent the character, capacity and destination of a nation. The main objective of the present study is to study the influence of marital status, occupation of the spouse and educational qualification on the role expectation and role performance of high school teachers. Role expectation and role performance of high school teachers' questionnaire developed by Mrs. L. Hemalatha Krishnaveni (2013)<sup>[1]</sup> was adopted. A sample of 900 high school teachers representing all categories of high schools is selected in Andhra Pradesh by following the standardized procedures. 't' – test and ANOVA ('F' - test) were employed for analysis of the data. There is significant influence of marital status at 0.01 level on the role expectation and role performance of high school teachers. There is significant influence of occupation of the spouse at 0.05 level on the role expectation and role performance of high school teachers. There is significant influence of educational qualification at 0.01 level on the role expectation and role performance of high school teachers.

**Index Terms**— Role expectations, Role performance, Marital Status, Occupation of the Spouse and Educational Qualification.

## 1 INTRODUCTION

Education, on one hand, develops full personality of an individual by making him intelligent, learned, bold, courage, strong and good at character apart from its contribution to the growth and development of the society in particular and nation in general. Education is alone the medium of making transfer from one generation to another, the spiritual values, moral ideals, aspirations of the nation and its cultural heritage in order that they can be preserved, purified and utilized to sublimate ideas of the people into higher achievements. Not only an individual but also the society is immensely benefited with the choice attainments through education. Education is important both for the individual and the society. The working of society is impossible without education or educated persons. In fact, human life begins with education. The fulfillment of needs of human life is possible only through education.

### Role expectation of teachers

Parsons and Shills (1951)<sup>[2]</sup> viewed role expectations as "Pattern of evaluation".

Teacher role expectations may be held by a variety of persons who are usually identified by the social positions which they hold. Thus expectations held by parents may be contrasted with those held by teachers themselves, principals, school board members and so on.

### Role performance of teachers

Good's educational dictionary (1973)<sup>[3]</sup> defined "performance is an actual accomplishment as distinguished from potential ability, capacity or aptitude".

It is reasonable to presume that, teacher-held role expectations, the personal and personality traits of teachers and other classroom, events help to determine teacher's behaviour (performance) but the specific part played by each variable cannot be determined until both are examined within a single study. So it is very essential to study the characteristics of primary teachers and its influence of the performance of the teachers. But at the same time he has the opportunity to fulfill to some extent, his unique personality needs. The personality traits also influence the expectations and performance

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## Review of Literature

Lawrence G. Hrebiniak and Joseph A. Alutto (1972)<sup>[4]</sup> examine the relationship between personal and role-related factors and commitment to the employing organization. Subjects are 318 elementary and secondary school teachers and 395 registered nurses employed, respectively, in two school districts and three general hospitals in western New York State. While there is evidence that commitment is differentially related to such personal variables as sex, marital status, and father's occupation, the results of multivariate analysis show the primary importance of role-related factors in explaining organizational commitment. The significance of role tension, years experience in the organization, and dissatisfaction with the bases of organizational advancement suggests that commitment is an exchange and accrual phenomenon, dependent on the employee's perception of the ratio of inducements to contributions and the accumulation of side bets or investments in the employing system.

Karen R. Harris, Kathleen Lynne Lane, Steve Graham, Steven A. Driscoll, Karin Sandmel and Mary Brindle and Christopher Schatschneider (2012)<sup>[5]</sup> investigated that, 20 second- and third-grade teachers participated in practice-based professional development in strategies instruction in either story or opinion essay writing, using the Self-Regulated Strategies Development (SRSD) instructional model. These teachers worked in schools collaborating with a local university to implement an evidence-based, three-tiered model of prevention and supports targeting academic, behavioural, and social goals. The authors examined the effects of intensive practice-based professional development and follow-up support on the writing of second- and third-grade students in terms of quality, length, and inclusion of basic genre elements; integrity of SRSD instruction; and teacher and student judgments of the social validity of SRSD. Whole-class (Tier 1), teacher-implemented SRSD instruction resulted in significant and meaningful changes in student writing outcomes for story and opinion essay writing. Teachers implemented SRSD with fidelity, and SRSD was viewed as socially valid by teachers and students. Limitations of this study and directions for future research are discussed.

Myung-Yong Um and Dianne F. Harrison (2012)<sup>[6]</sup> evaluated a model that delineated the processes whereby clinical social workers experience burnout and job dissatisfaction in their workplaces. First, on the basis of an array of relevant variables as stress-strain (burnout)-outcome (job dissatisfaction), the proposed model specified interrelationships among work stressors and burnout, the intervening factors between burnout and job satisfaction, and the final outcome variable, job satisfaction. Then the theoretical model was translated into an empirically testable model. Finally, the model was tested

with a sample of 165 clinical social workers in Florida by using linear structural relation (LISREL) techniques. The results of analysis of components fit indicated that role conflict did intensify the amount of burnout and job dissatisfaction. Social support acted as an intervening and moderating factor between burnout and job dissatisfaction. Implications for social work practice are provided.

Sarah Anne Eckert (2012)<sup>[7]</sup> found that the inequitable distribution of teachers in high-needs areas and the failure of teacher education programs have recently become focal points in the discussion of how to provide a quality education to all students. To address this concern, reformers have responded by mandating specific qualifications for teachers in all schools. These mandates have been established, however, without a real understanding of what these qualifications mean. This article adopts a mixed-methods approach to understanding what qualifications measure for novice teachers in urban districts in terms of teacher efficacy and one-year retention. Analysis of data from the Schools and Staffing Survey (2009-2010) and qualitative interviews reveal that qualifications do predict teacher efficacy, to an extent, yet they do not predict teacher retention. More research needs to be done to identify measurable qualifications that can actually predict what will happen in the first year of teaching.

### Scope of the Study:

The main intention of the study is to find the influence of marital status, occupation of the spouse and educational qualification on the role expectation and role performance of high school teachers.

### Objective of the Study:

To study the influence of marital status, occupation of the spouse and educational qualification on the role expectation and role performance of high school teachers.

### Hypothesis of the study:

Marital status, occupation of the spouse and educational qualification 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)<sup>[1]</sup> 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), Im-

portant 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)<sup>[8]</sup> method.

2. Personal data regarding the teacher – 1. Name, 2. Marital status, 3. Occupation of the spouse and 4. Educational qualification

### 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. Marital status

In the present investigation, On the basis of marital status; the high school teachers are divided into two groups. Married High school teachers formed as Group – I, Group – II is formed as un married High school teachers. The influence of ‘marital status’ 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 ‘marital status’ on role expectation and role performance is investigated through ‘t’ - test. The following hypothesis is framed.

#### Hypothesis – 1

There would be no significant impact of ‘marital status’ 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 – 1** and **Table – 2**.

It is clear from the Table – 1 that the computed values of ‘t’

for role expectation (3.530) is greater than the critical value of ‘t’ (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis – 1 is rejected for the variable ‘marital status’ at 0.01 level of significance. It is concluded that ‘marital status’ has significant influence on the role expectation of High school teachers.

**Table – 1: Influence of marital status on the role expectation of High school teachers**

S. No.	Marital status	N	Mean	SD	‘t’ – Values
1.	Group – I	612	671.88	104.71	3.530**
2.	Group – II	288	647.55	97.29	

\*\* Indicates significant at 0.01 level

**Table – 2: Influence of marital status on the role performance of High school teachers**

S. No.	Marital status	N	Mean	SD	‘t’ – Values
1.	Group – I	612	657.05	101.54	3.578**
2.	Group – II	288	632.89	95.98	

\*\* Indicates significant at 0.01 level

It is clear from the Table – 2 that the computed values of ‘t’ for role performance (3.578) is greater than the critical value of ‘t’ (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis – 1 is rejected for the variable ‘marital status’ at 0.01 level of significance. It is concluded that ‘marital status’ has significant influence on the role performance of High school teachers.

### 2. Occupation of the spouse

In the present investigation, On the basis of occupation of the spouse; the high school teachers are divided into three groups. High school teachers occupation of the spouse is employee formed as Group – I, Group – II is formed as High school teachers occupation of the spouse is non employee and Group – III is formed as High school teachers occupation of the spouse is not applicable. The influence of ‘occupation of the spouse’ 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 ‘occupation of the spouse’ on role expectation and role performance is investigated through one - way ANOVA technique. The following hypothesis is framed.

#### Hypothesis – 2

There would be no significant impact of ‘occupation of the spouse’ 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 – 3** and **Table – 4**.

**Table – 3: Influence of occupation of the spouse on the role expectation of High school teachers**

S. No.	Occupation of the spouse	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	363	671.44	102.77	4.169*	t <sub>12</sub> = 0.599@
2.	Group – II	249	666.30	105.45		t <sub>13</sub> = 2.869**
3.	Group – III	288	648.71	98.52		t <sub>23</sub> = 1.987*

\*\* 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 – 3 that the computed value of 'F' for role expectation (4.169) is greater than the critical value of 'F' (2.99) for 2 and 897 df at 0.05 level. Hence the Hypothesis – 2 is rejected for the variable 'occupation of the spouse' at 0.05 level of significance. It is concluded that 'occupation of the spouse' has significant influence on the role expectation of High school teachers.

From the Table – 3, it is clear that, the computed value of 't' for role expectation for occupation of the spouse of Group – I and Group – II (0.599) is less than the critical value of 't' (1.96) for 1 and 610 df at 0.05 level of significance. Therefore Hypothesis – 2 is accepted at 0.05 level, for the factor 'occupation of the spouse' of Group – I and Group – II. Hence it is concluded that 'occupation of the spouse' of Group – I and Group – II has no significant influence on the role expectation of High school teachers.

From the Table – 3, it is clear that, the computed value of 't' for role expectation for occupation of the spouse of Group – I and Group – III (2.869) is greater than the critical value of 't' (2.58) for 1 and 647 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level, for the factor 'occupation of the spouse' of Group – I and Group – III. Hence it is concluded that 'occupation of the spouse' of Group – I and Group – III has significant influence on the role expectation of High school teachers.

From the Table – 3, it is clear that, the computed value of 't' for role expectation for occupation of the spouse of Group – II and Group – III (1.987) is greater than the critical value of 't' (1.96) for 1 and 535 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'occupa-

tion of the spouse' of Group – II and Group – III. Hence it is concluded that 'occupation of the spouse' of Group – II and Group – III has significant influence on the role expectation of High school teachers.

**Table – 4: Influence of occupation of the spouse on the role performance of High school teachers**

S. No.	Occupation of the spouse	N	Mean	SD	'F' – Ratio	't' – Values
1.	Group – I	363	652.98	101.15	3.053*	t <sub>12</sub> = 0.182@
2.	Group – II	249	654.52	103.85		t <sub>13</sub> = 2.207*
3.	Group – III	288	636.00	94.48		t <sub>23</sub> = 2.148*

\*\* 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 – 4 that the computed value of 'F' for role performance (3.053) is greater than the critical value of 'F' (2.99) for 2 and 897 df at 0.05 level. Hence the Hypothesis – 2 is rejected for the variable 'occupation of the spouse' at 0.05 level of significance. It is concluded that 'occupation of the spouse' has significant influence on the role performance of High school teachers.

From the Table – 4, it is clear that, the computed value of 't' for role performance for occupation of the spouse of Group – I and Group – II (0.182) is less than the critical value of 't' (1.96) for 1 and 610 df at 0.05 level of significance. Therefore Hypothesis – 2 is accepted at 0.05 level, for the factor 'occupation of the spouse' of Group – I and Group – II. Hence it is concluded that 'occupation of the spouse' of Group – I and Group – II has no significant influence on the role performance of High school teachers.

From the Table – 4, it is clear that, the computed value of 't' for role performance for occupation of the spouse of Group – I and Group – III (2.207) is greater than the critical value of 't' (1.96) for 1 and 647 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'occupation of the spouse' of Group – I and Group – III. Hence it is concluded that 'occupation of the spouse' of Group – I and Group – III has significant influence on the role performance of High school teachers.

From the Table – 4, it is clear that, the computed value of 't' for role performance for occupation of the spouse of Group

– II and Group – III (2.148) is greater than the critical value of 't' (1.96) for 1 and 598 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'occupation of the spouse' of Group – II and Group – III. Hence it is concluded that 'occupation of the spouse' of Group – II and Group – III has significant influence on the role performance of High school teachers.

### 3. Educational qualification

In the present investigation, On the basis of educational qualification; the high school teachers are divided into two groups. High school teachers educational qualification is B.Ed. formed as Group – I, Group – II is formed as High school teachers educational qualification is M.Ed.. The influence of 'educational qualification' 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 'educational qualification' 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 'educational qualification' 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**.

**Table – 5: Influence of educational qualification on the role expectation of High school teachers**

S. No.	Educational qualification	N	Mean	SD	't' – Values
1.	Group – I	468	654.73	94.17	2.429**
2.	Group – II	432	671.42	110.47	

\*\* Indicates significant at 0.01 level

It is clear from the Table – 5 that the computed values of 't' for role expectation (2.429) 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 'educational qualification' at 0.01 level of significance. It is concluded that 'educational qualification' has significant influence on the role expectation of High school teachers.

**Table – 6: Influence of educational qualification on the role performance of High school teachers**

S. No.	Educational qualification	N	Mean	SD	't' – Values
1.	Group – I	468	638.58	91.61	2.923**
2.	Group – II	432	658.15	107.77	

\*\* Indicates significant at 0.01 level

It is clear from the Table – 6 that the computed values of 't' for role performance (2.923) 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 'educational qualification' at 0.01 level of significance. It is concluded that 'educational qualification' has significant influence on the role performance of High school teachers.

#### Findings:

There is significant influence of marital status at 0.01 level on the role expectation and role performance of high school teachers. There is significant influence of occupation of the spouse at 0.05 level on the role expectation and role performance of high school teachers. There is significant influence of educational qualification 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. Marital status has significant influence on the role expectation and role performance of high school teachers. Occupation of the spouse has significant influence on the role expectation and role performance of high school teachers. Educational qualification 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:

Marital status has influence on the role expectation and role performance of high school teachers. It is observed that married high school teachers have better than unmarried high school teachers. It is advised to provide good amenities for unmarried high school teachers.

Occupation of the spouse has influence on the role expectation and role performance of high school teachers. It is observed that occupation of the spouse is employee high school teachers are better than unmarried high school teachers. It is advised to provide occupational facilities for spouse of the high school teachers.

Educational qualification has influence on the role expect-

tation and role performance of high school teachers. It is observed that high educational qualification high school teachers have better than low educational qualification high school teachers. It is advised to provide educational facilities for high school teachers.

Organize occasionally common gatherings of teachers of Government, aided and unaided school to bridge the gap in the level of their awareness and absorption capacity;

Institute recognition and bravery awards for those teachers whose assimilation of value outshines that of their fellow – teachers;

Arrange debates, speeches and skits on the life and teachings of outstanding national leaders, who can be considered as role models for the younger generation.

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