



ROLE EXPECTATIONS AND ROLE PERFORMANCE PROMOTE TEACHERS OF ELEMENTARY EDUCATION

K. C. Sunitha¹ and Dr. Sadananthan²

¹Ph.D. Scholar, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu.

²Former Head, Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu.



ABSTRACT

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. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development. Elementary education which makes a significant contribution to national development occupies a crucial position in the system of education. It is the nursery of citizenship, value inculcation, and development of appropriate behavior and life skills. Role expectations refer to a set of cognitions pertaining to performance and qualities which the occupant of a social position ought to display".

KEY WORDS: Holistic Development, Elementary Education, Role Expectations, Role Performance.

INTRODUCTION

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 task of shaping the future citizens as a noble one and so the teacher has always occupied a place of honor and reverence in the Indian Society over the ages. The preparation of teachers has changed with the passage of time and with the changes in expectations of society.

Education is a holistic approach to the development of an individual. It should develop knowledge and understanding of the world around and provide them with the skills to function in society. Education should also be to inspire a love of learning and to develop an inquisitive mind (Simmons & Hawkins, 2009).

Adam sums up education as a bipolar process in which one personality acts upon the another in order to modify the development of the other. The educator is the person in whose mind the purpose of the process resides. The educator has a clearly realized intention of modifying the development of the educand. The educand to fill the blank and it might be well in the interests of clear thinking to follow their head (Ross, 1968).

Education in its broader sense includes all knowledge and experience which tries to develop the child as an integral and full blooded human being. As such, education is not teaching of 3R's (Reading, Writing and Arithmetic), but it is training of 4 H's (Head, Heart, Hand and Health). It is the sum total of experiences that the child receives inside and outside the school by different persons and through variety of subjects in the laboratory, library, playground and in the home and society.

Teacher education is an integral component of the educational system, intimately connected with society and is conditioned by the ethos, culture and character of the nation. Teacher education should play

its role by preparing student teachers for effective teachers and by assuming the role of a social worker and an agent of social change (Kishan, 2007). Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical theory +Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Teachers are dedicated professionals who have a lasting impact on students. Becoming a teacher will allow you to leverage your strengths and passion as a leader in the education field.

ELEMENTARY EDUCATION

According to national policy on education, 1986 the general pattern adopted at the national level, commonly known as the 10+2+3 pattern, envisages a broad –based general education for all pupils during the first ten years of schooling. Of this twelve years of schooling, the first eight years are termed ‘elementary education’, and this should broadly correspond to the compulsory education period of 6-14 years of age. At the operation level elementary school is generally divided in to two parts with five years of primary schooling (Grades 1-5) followed by three years of upper primary or middle school (Grades 6-8).

IMPORTANCE OF ELEMENTARY EDUCATION

The vision of education for Indi is contained in Article 45 of its constitution: Free and compulsory education for all children until they complete the age of 14n and enabling all children to complete primary education of good quality is a central goal of Indian education policy. The articulation in elementary education should be on the development of personality and character. The content should include language, arithmetic, simple elementary sciences with reference of environment, cultural values and physical education. Elementary education which makes a significant contribution to national development occupies a crucial position in the system of education. It is the nursery of citizenship, value inculcation, and development of appropriate behavior and life skills. Since in elementary school the children are at gross root level, the elementary teachers have to play a vital role in the promotion of quality of life.

ROLE EXPECTATIONS

A role is a set of connected behaviours, rights, obligations, beliefs, and norms as conceptualized by actors in a social situation. Havinghurst and Ntugarten (1957) defined role as "a coherent pattern of behavior. Teacher's role is that of becoming a resource person for the students to collect, compile and use community resources to enrich student's experiences and lives. It is important for the teacher to be a positive role model for the students by using appropriate language and behaviour.

TYPES OF ROLE EXPECTATIONS

According to Brookover (1964) there are three types of role expectations namely:

1. Primary Expectations

Those status-role expectations concerned with Commerce Lecturer's membership in the Arts and Science College/Department of Commerce/University are identified as primary expectations. These expectations define the Commerce Lecturer's relationship with heads, students and other colleagues as they interact with regard to college activities.

2. Peripheral Expectations

Those expectations which are ancillary to the primary social systems of the institution but not directly a part of its major functions are considered as peripheral expectations. Expectations regarding supervision of students away from the institution, supervision of extra-curricular activities etc. come under this category. They also include relationship with students, parents, administrators and other colleagues.

3. Secondary Expectations

Those expectations which are related to the Commerce Lecturer's activities outside the institution are regarded as secondary expectations. The expectations connected with community activities, National Service Scheme and scouting activities are the examples of secondary expectations. In each of the three categories above, almost an unlimited number of expectations can be identified.

ROLE PERFORMANCE

Role performance refers to what a teacher actually does with his role assignment. On the other hand, to be effective in their teaching, the teachers need to be self-reliant and decisive in making realistic and effective performance as and when they handle the classes. This facilitates them to work effectively even under pressure and maintain positive approach. Also, the teachers should possess empathy, stress tolerance, high level of emotional intelligence, self-regard, and flexibility. It is essential to provide modern teaching aids and technology, in-service training programmes and short-term bridge courses to update knowledge, skills and competencies. Training programmes should be implemented aiming at improving individual pre-requisites for high performance. More specifically, training should address knowledge and skills relevant for task accomplishment.

Furthermore, exposing individuals to specific experiences such as trainee-ships and mentoring programmes are assumed to have a beneficial effect on individuals' job performance (Sharma, 2008). Mukerjee (1991) says, "The entire world recognizes that promoting excellence in teaching is the only means of raising the standard of education". To improve teacher effectiveness, the role performance has to be measured. The gap between the expected role and performed role gives a glimpse about the nature of role achievement (i.e., to what extent is role performed) knowing this importance. The challenge of Education - A Policy Perspective (1985) observed, "Teacher performance is the most crucial input in the field of education". The role performance depends on various factors like the personality of the Commerce Lecturer, the institutional climate, the facilities available, the role expected of him/her by the reference group etc. Studies on "teacher role performance are seen to be fewer in number than studies on teacher role expectations. Studies on role performance began to be conducted much later than those on expectations. It can be agreed that the serious study of behavioural phenomena was impossible before the invention of modern techniques for behavioural recording" (Biddle, 1969).

DIMENSIONS OF ROLE PERFORMANCE

1. Number of roles:

It is obvious that the more roles in an actor's range, the better prepared he is to meet the exigencies of the position. In principle, the problem of counting the number of roles presents no insurmountable difficulties. Representativeness and generality could be obtained by an observer's keeping a constant surveillance on a particular actor and noting all his behaviours, particularly with reference to the occupants of complementary positions (Lindzey & Aronson, 1968).

2. Organismic involvement dimension:

Any role may be performed with different degrees of organismic involvement. This is essentially an intensity dimension, the intensity of enactment being manifest in the number of organic systems involved. Behaviour would be inefficient indeed if all roles were enacted with maximal intensity. The organismic dimension can

be understood as applying to all organized actions. There are eight levels of performance according to organismic involvement.

3. Pre-emptiveness of Roles

A third dimension of role performance is simply the amount of time a person spends in one role relative to the amount of time he spends in other roles. The variability in time spent is applicable primarily to the roles that have an achieved aspect. A person can move into and out of position of, let us say demonstrator. He may spend 14 hours a day in the enactment of the role of demonstrator (Lindzey & Aronson, 1968).

CONCLUSION

Role concept has various dimensions from which role expectations and role performance are the most important. Extension personnel have to perform roles according to the expectations of two social systems. They play a number of challenging roles as compared to the employees of general organizations most common to play are Subject matter specialist, programme planner, evaluator, trainer, teacher, administrator, coordinator, communicator and leaders. To improve the performance role clarity is very much important which can be achieved by the role analysis. Role analysis brings forward the role expectations and existing performances on the basis of which role performance of extension personnel can be improved marvellously.

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