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Teachers' Multiple Roles and Work Attitude: A Gender-Wise Comparison at Secondary Level School

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Abstract

This study focused on the investigation of the teachers' multiple roles and its effects on their work attitude at secondary school level of District Mardan. The objectives of the study were to examine the relationship of multiple role and work attitude of the teacher, gender-wise and to find out the association of one role of a teacher with specific work attitude. The study was qualitative in nature. Two questionnaires were designed by the researcher, one for multiple roles and the second questionnaire was for Work attitude. The questionnaires were distributed among subject specialists and senior school teachers of district Mardan. The collected data was analyzed through SPSS Version 16.0. The data was analyzed through mean score, standard deviation and Pearson correlation. The result revealed that the total mean score of multiple roles was 120.11 and STD was 8.089 while the total mean score for attitude was 110.60 and STD was 7.713 for male teachers. The correlation between multiple roles and attitude of male teachers was .301 which means that there is significant correlation and for female teachers it was found as .249 which also showed significant correlation.

Keywords: Multiple roles, Work attitude. Organizer, Leader, Facilitator

Introduction

Effective conduct of an instructor relies upon the expert abilities and skills, particular to a specific occupation, identity attributes that are noteworthy for that activity, needs, qualities and mentalities towards various parts of instructive association and expert movement. Every one of these parts associate in a mental example that is impacted by the authoritative setting. By and large, the idea of state of mind is characterized as a predictable inclination to respond especially, emphatically or contrarily, positive or horrible, towards a man, gathering, circumstance, question or occasion.



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Disposition has three segments (intellectual, full of feeling and conduct) and speaks to a blend of convictions, feelings and conduct propensities towards something or somebody. Elements which bear effect on the state of mind of the educators are the residential condition, family foundation, financial foundation, convictions and instructive organizations' and so on school status, school framework, security conditions in the school, social and expert status every one of these elements are essential in throwing impact on the instructors demeanor (Barros & Ela, 2008).

Some other element which hurls the impact getting ready to view is the enjoy. These residual components reliable for exhibiting calling furthermore getting to know of the teacher contributes absolutely in trim outlook (Suja, 2007). The trainer's mind-set closer to situation and understudy is imperative in making need to analyze within the understudies. Sexual presentation and form of making ready are the important thing elements influencing he demeanor of the educators (Oral, 2004; Bozdongen et al., 2007). It is observed that female instructors have raising factor of view in the direction of displaying career (Capa & Cil, 2007). Advancement of inspiring manner closer to indicating calling enables in making inventive wondering and impelling understudies (Celikoz and Cetin 2004). The specific mastering situation, academic substances and approaches grasped in beginning demonstrating making ready software are moreover chargeable for differentiate in manners of the under studies instructors in the direction of indicating calling (Mckeachie, 1994; Mordi, 1991; Schibeci & Riley, 1986). This type of nation of thoughts managed with the aid of the teacher effect the nature of the paintings performed and instructing.

Inclination to leave the activity (willful turnover) may make a basic issue when the "leavers" are of preferred quality over the "stayers." As saw by Murnane, Singer, Willett, Kemple, and Olsen (1991) and Hart (1994), instructors who quit their employments are by and large of more prominent capacity than the normal educator. "Cerebrum deplete," or exit of the more qualified workers (Rosenblatt & Sheaffer, 2001), is frequently caused by, in addition to other things, absence of employment assortment (Martin, 1992) and aptitude underutilization (Rosenblatt & Sheaffer, 2001). In accordance with this contention, the inclination to stop was observed to be conversely identified with holding nonteaching parts (through the intervening impact of school responsibility and weakness) in Israeli secondary schools (Rosenblatt & Inbal, 1999). Though compensations and working conditions have been observed to be the most critical determinants of quit choices for instructors (Brewer, 1996; Useem, 2001), inability to get a regulatory position may be viewed as a backhanded reason also, on the grounds that these positions are typically connected with expanded pay and enhanced conditions. Lack of regulatory positions will probably happen in schools than in some other division because of schools' level various leveled structures and thus restricted profession steps. Ownership of various parts or ability adaptability may consequently be relied upon to weaken instructors' propensity to take off.

Organizational responsibility

Hierarchical responsibility, as indicated by Mowday, Steers, and Porter (1979, p. 226), is "the relative quality of a person's relationship with and contribution in a specific association." Furthermore, responsibility regarding school is one of the basic markers of school viability (Kushman, 1992; Rosenholtz, 1989). In showing



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commitment of experienced instructors has been connected to working environment conditions that specifically influence the execution of center errands, for example, tact and self-governance (Rosenholtz & Simpson, 1990). As authoritative responsibility is exceedingly corresponded with work fulfillment (Clugston, 2000), and as expertise adaptability pointers (assortment, ability use, work enhancement) are related with work fulfillment (e.g., Cunningham, 1983; Hogan and Martell, 1987; O'Brien, 1983), it is likely that aptitude adaptability will likewise be identified with hierarchical duty. This suspicion is bolstered by Rosenblatt and Inbal's (1999) ponder, in which holding various parts in school was observed to be decidedly connected with authoritative duty. Notwithstanding the over, each of the three work demeanors are additionally anticipated that would be influenced by individual statistic factors. For instance, guys are probably going to have a higher tendency to leave than females since instructing is frequently viewed as a female-commanded calling of moderately bring down esteem (Rosenblatt, Talmud, & Ruvio, 1999). Likewise, in an investigation of employment related upsetting occasions among instructors, the discoveries demonstrated that more youthful guys were more inclined to burnout than alternate educators in the example (Russell, Altmaier, & Van Velzen, 1987).

Objectives of the study

1. To examine the relationship of multiple role and work attitude of the teacher gender perspective.
2. To find out the association of one role of a teacher with specific work attitude.

Research Questions

1. What are the multiple roles of male and female teachers in public schools?
2. What is the association of one multiple role with a specific work attitude of the teachers?

Population

Population of the study was all senior school teachers and subject specialists of secondary schools of district Mardan.

Number of Schools

S.NO		Government high schools	Government higher secondary schools
1	Male	85	26
2	Female	67	22
	Total	152	48
Sub Total		200	

Number of Teachers

S.NO		SSTs	SS
1	Male	688	192
2	Female	572	108
Total		1260	300

Sampling and Sampling Technique



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A stratified random sampling technique will be used to collect quantitative data. The sample of the study was 143 SSs and 224 SSTs the government high schools and government higher secondary schools in Mardan District. The researcher will distribute two questionnaires, one questionnaire for teachers' multiple roles and the second questionnaire for work attitude among SS/SSS and SSTs

Analysis of Data

The collected data will be entered into SPSS for analysis purposes. After analysis of data findings will be elicited, conclusions will be drawn and recommendations will be made accordingly.

Descriptive Statistics For Male Teachers

	Mean	Std. Deviation	N
Mrole total	120.11	8.089	177
Attitude total	110.60	7.713	176

a. gender = male

The total mean score of multiple role was 120.11 and STD was 8.089 while the total mean score for attitude was 110.60 and STD was 7.713 for male teachers.

Correlation of Male Teachers

		Attitude total
Mrole total	Pearson Correlation	.301**
	Sig. (2-tailed)	.000
	N	176
	N	176

Table shows the correlation between multiple roles and attitude of male teachers. The correlation value is .301 which means that there is significant correlation.

Descriptive Statistics

	Mean	Std. Deviation	N
Mrole total	120.19	9.164	189
Attitude total	110.95	8.795	190

a. gender = female

The total means score of multiple role for female teacher's was 120.19 and was STD was 9.164 while the total mean score for attitude was 110.95 and STD was 8.795.

Correlations

		Mrole total	Attitude total
Mrole total	Pearson Correlation	1	.249**
	Sig. (2-tailed)		.001
	N	189	189
Attitude total	Pearson Correlation	.249**	1
	Sig. (2-tailed)	.001	
	N	189	190

** . Correlation is significant at the 0.01 level (2-tailed).

a. gender = female

Table shows the correlation between multiple roles and attitude of female



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teachers. The correlation value is .249 which means that there is significant correlation.

Findings of the Study

1. The total mean score of multiple roles was 120.11 and STD was 8.089 while the total mean score for attitude was 110.60 and STD was 7.713 for male teachers.
2. The correlation between multiple roles and attitude of male teachers. The correlation value is .301 which means that there is significant correlation.
3. The total mean score of multiple roles for female teacher's was 120.19 and was STD was 9.164 while the total mean score for attitude was 110.95 and STD was 8.795.
4. Table No 4.8 shows the correlation between multiple roles and attitude of female teachers. The correlation value is .249 which means that there is significant but a weak correlation between work attitude of female teachers and multiple roles.

Conclusion of the Study

1. The findings of the study conclude that there exists a correlation between different roles of the teachers and their work attitude.
2. It was further concluded that both the male and female teachers' work attitude is linked with their roles but this correlation differs from gender to gender.
3. The correlation of male teachers is comparatively stronger than the female teachers.

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