



Vol. 3 No. 3 (March) (2025)

Investigating Teachers' Multiple Roles and Work Attitude of Teachers at Secondary Level

Dr. Abdul Ghaffar

Associate Professor, Department of Education, Abdul Wali Khan University Mardan. Email: abdulghafar@awkum.edu.pk

Kalim Ullah

M. Phil Scholar, Abasyn University Peshawar. Email: kalimzaheer@gmail.com

Sajid Ali Khan

M. Phil Scholar, Abasyn University Peshawar. Email: Sajook989k@gmail.com

Wajeeha Mukhtar

M. Phil Scholar, Abasyn University Peshawar.
Email: wajeehamukhtar168@gmail.com

Nadia

M. Phil Scholar, Abasyn University Peshawar
Email: nawazshahid358@gmail.com

Abstract

Teachers' multiple roles and its effects on their work attitude at secondary school level was investigated in District Mardan. The objectives of the study were to investigate different role of a teacher in the schools at secondary level, to investigate the work attitude of the teachers, to examine the relationship of multiple role and work attitude of the teacher. 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 was significant but weak correlation as compared to male teachers.

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

Introduction

Educating is perplexing and requesting work that requires exceedingly particular aptitudes and information to affect essentially on understudies learning. Enhancing the learning results of the considerable number of understudies, the educators are required to assume different parts.

Instructor's part and obligations have discovered expansions outside the classroom. The usage of instructive approaches, exchange of educational module and spreading mindfulness are the primary zones which keep the instructors in



Vol. 3 No. 3 (March) (2025)

forward front. Changing time has added new measurements to this calling, which requires particular capabilities and right demeanor and conduct, mentality and enthusiasm of the instructor helps in molding the identity of the understudy.

Multiple roles mean having or involving in different activities. A teacher has to wear multiple hats to make sure that her students are learning effectively and most of their educational problems are solved within educational organization. A teacher is at the same time an organizer, as manager, as leader, as facilitator, as course developer, as monitor and as coordinator between school and community, a role model and a friend etc. Instructors in like manner expect the piece of evaluators, ceaselessly looking over understudies' abilities through formal and easygoing examinations, offering proposals to change and doling out assessments.

The inspirational disposition of instructors makes them a good example for the future age of the nation. The nature of instructing relies upon the commitment and love and dedication of the educators towards the subject of the information. The nature of any showing program can't transcend the nature of its instructors. The teachers should keep in mind that their students are the nations treasure and if mishandled will result to the final collapse to the nation.

Objectives of the study

1. To investigate different roles of a teacher in the schools at secondary level.
2. To investigate the work attitude of the teachers.
3. To examine the relationship of multiple role and work attitude of the teacher.

Research Questions

1. What roles do teachers play in the school?
2. What is the attitude of teachers towards work in public schools?
3. What is the relationship of multiple role and work attitude among different teachers in public schools?

Review of Literature

To assemble change and in the meantime propel their own particular professions, instructors need to expect parts other than educating, both academic and regulatory. Additional showing parts require mechanical, managerial, and social aptitudes not withstanding those required for routine instructing parts.

Multiple Roles

Different parts in instruction can be found in different nonteaching school positions held by educators. Despite the fact that schools' inside chains of command are generally level, there are different positions that instructors can fill, either as passage level employments while in transit to full managerial vocations or as "semi organization" positions (Castallo, Fletcher, Rossetti, & Sekowski, 1992, p. 318). These positions incorporate division seats, facilitators, managers, and mentors. In spite of the fact that there wards, preparing, and at times authorizing connected to these positions differ among school locale and position levels, they all offer the need and opportunity for teachers to utilize different abilities. Another road for the advancement and routine with regards to nonteaching aptitudes is through educators' contribution in different school programs (e.g., PC training, talented projects, tranquilize instruction, social



joining)

Teachers work Attitude

The instruction mission is by all accounts subject to the disposition of instructors about their work. Hence, it isn't shocking that specialists propose that "schools must give more thoughtfulness regarding expanding instructor work fulfillment" (Heller, Clay, and Perkins, 1993, p. 75). Most research on educator work fulfillment is established in the spearheading work of Herzberg, Mausner, and Snyderman (1959) who distinguished the fantastic and disappointing variables. Herzberg's "two-factor hypothesis" relates the fantastic components, the "helpers," with the higher request needs and the disappointing variables, the "cleanliness factors," with the lower arrange needs (Dinham & Scott, 1998). The higher request needs, the satisfiers, apply to the natural parts of work, for example, accomplishment, acknowledgment, the work itself, obligation, and opportunity for advancement. The lower order needs, the disappointing components, compare to extraneous issues of work, for example, working conditions, supervision, work arrangement, pay, and relational connections. Broad writing bolsters the claim that activity fulfillment is decidedly identified with participative basic leadership and to transformational initiative (e.g., Maeroff, 1988; Rossmiller, 1992). Generally speaking, educators report more noteworthy fulfillment in their work when they see their chief as somebody who imparts data to others, delegate's power, and keeps open channels of correspondence with the instructors. A low level of instructors' inclusion in basic leadership is identified with a low level of fulfillment from work (Imper et al., 1990; Rice and Schneider, 1994).

Skill Flexibility on Work Attitudes

Most examinations on aptitude adaptability in its different structures (counting the holding of numerous parts) have inferred that it positively affects work mentalities. In light of distributed research, there are three conceivable impacts of expertise adaptability (or the deficiency in that department) on work states of mind. These states of mind incorporate burnout, an inclination to stop, and hierarchical responsibility, and are clarified in the accompanying passages.

Burnout

Burnout is a standout amongst the most across the board stressors in work (Shirom, 1989). As per Maslach and Jackson (1981), the burnout disorder is made out of three indications: depersonalization, weariness, and absence of realization. Analysts found that burnout is identified with goal to Rosenblatt/TEACHERS' MULTIPLE ROLES 689leave (Weisberg, 1994) and to real occupation leaving (Jackson, Schwab, & Schuler, 1986). As entertainers of administration work that includes overwhelming cooperation with individuals, instructors are especially powerless against burnout manifestations (Burke & Greenglass, 1995; Friedman, 1991). Basic wellsprings of burnout in teachers are part related issues, for example, work over-burden, part strife, and part vagueness (Maslach, Jackson, & Leiter, 1996; Schwab & Iwanicki, 1982). In an ongoing report, Rosenblatt and Inbal (1999) observed burnout to be identified with instructors' numerous parts through the interceding impact of school responsibility and feeling of feebleness. At the end of the day, educators who held



Vol. 3 No. 3 (March) (2025)

nonteaching occupations were less worn out when their school responsibility was high and their feeling of frailty was low. These outcomes propose that holding numerous parts in school has the capability of lifting school duty and a feeling of control over one's life, prompting the improvement of instructors' self-adequacy, work intrigue, and self-realization and, subsequently, taking out a portion of the negative manifestations of burnout.

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

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.

Reliability Statistics for Organizer

	Question	Mean	Standard Deviation	Scale Mean if items deleted	Cronbach's Alpha If Items Deleted
organiser	org1	3.83	.890	116.33	.632
	org2	4.07	.805	116.09	.614
	org3	3.37	1.286	116.78	.629
	org4	2.38	1.101	117.77	.616

Table shows the mean score and standard deviation for items for organizer. The mean score ranging from 2.38 to 4.07 and the standard deviation ranging from 116.09 till 117.77 shows that the teachers agree that they work as organizer. The table also shows that no item was found adversely affecting the reliability of the



Vol. 3 No. 3 (March) (2025)

test therefore all items were retained for large scale study.

Reliability Statistics for Manager

	Question	Mean	Standard Alph Deviation Deleted	Scale Mean if Items Deleted	Cronbach,s if items Deleted
Manager	Mana1	4.37	.666	115.78	.621
	Mana2	2.88	1.124	117.28	.609
	Mana3	4.16	.793	115.99	.619
	Mana4	4.00	.852	116.15	.609
	Mana5	4.24	.659	115.92	.615

Table shows the mean score and standard deviation for items for Manager. The mean score ranging from 2.88 to 4.37 and the standard deviation ranging from .659 till 117.28 shows that the teachers avail the opportunity to work as Manager. The table also shows that no item was found adversely affecting the reliability of the test therefore all items were retained for large scale study

Reliability Statistics for Leader

	Question Mean	Mean	Standard Deviation	Scale Mean if items deleted	Cronbach,s Alpha If Items Deleted
Leader	Lead1	2.94	1.225	117.22	.619
	Lead2	3.41	.926	116.74	.624
	Lead3	4.21	.673	115.94	.614
	Lead4	3.67	1.024	116.48	.612
	Lead5	4.43	.591	115.73	.617
	Lead6	3.64	.960	116.51	.613

Table shows the mean score and standard deviation for items for Leader. The mean score ranging from 2.94 to 4.43 and the standard deviation ranging from .591 till 117.22 shows that the teachers avail the opportunity to work as leader. The table also shows that no item was found adversely affecting the reliability of the test therefore all items were retained for large scale study

Reliability Statistics for Facilitator

	Question	Mean	Standard Deviation	Scale Mean if items deleted	Cronbach,s Alpha If Items Deleted
Facilitator	Facili1	4.72	.456	115.43	.621
	Facili2	4.01	.844	116.14	.615
	Facili3	3.89	.923	116.27	.617
	Facili4	3.87	.954	116.29	.633
	Facili5	4.16	.833	115.99	.607

Table shows the mean score and standard deviation for items for teacher as facilitator. The mean score ranging from 3.87 to 4.72 and the standard deviation ranging from .456 till .954 shows that the teachers love to facilitate their students in their studies. The table also shows that no item was found adversely affecting the reliability of the test therefore all items were retained for large scale study



Vol. 3 No. 3 (March) (2025)

Reliability Statistics for Attitude

	Question	Mean	Standard Deviation	Scale Mean if items deleted	Cronbach,s Alpha If Items Deleted
Attitude	Atti1	4.12	.711	106.66	.793
	Atti2	4.52	.652	106.27	.779
	Atti3	4.64	.583	106.14	.779
	Atti4	4.45	.671	106.34	.779
	Atti5	4.47	.500	106.31	.782
	Atti6	4.46	.561	106.32	.780

Table shows the mean score and standard deviation for items for teachers work attitude. The mean score ranging from 4.12 to 4.64 and the standard deviation ranging from .500 till .671 shows the teacher’s positive attitude towards their profession. The table also shows that no item was found adversely affecting the reliability of the test therefore all items were retained for large scale study.

Correlations of multiple roles and work attitude

		Attitude total
Mroletotal	Pearson Correlation	.271**
	Sig. (2-tailed)	.000
	N	365
Attitude total	Pearson Correlation	
	Sig. (2-tailed)	
	N	

Correlation of multiple role is 365.

r= 0.27 & alpha 0.000<0.05

Table shows the correlation between multiple roles and attitude of teachers for female. The correlation r value is .271 and the significance value 0.000 shows that there is significant correlation between multiple roles and work attitude.

Findings

Major finding of the study are given below

1. It was found that attitude and feedback was highly correlated i.e.0.55, likewise manager and leader’s attributes were found next optimum correlated with r=.433
2. It was found that the correlation between manager and organizer was r=.092 and significant valve was .078 which shows that the manager and organizer are highly correlated.
3. The correlation between leader and facilitator was found to be r= .101 and significant value was .054 which shows that leader and facilitator are least correlated.
4. The correlation between course developer and attitude was found to be r= .223 which proves the course the course developer and attitude are least correlated and significant value was .000 which was perfectly significant.
5. It was found that the correlation between coordinator and attitude was r= .114 and significant value was .029, which shows that the valves of attitude and coordinator are least correlated.

Conclusion



Vol. 3 No. 3 (March) (2025)

On the basis of finding the following conclusion were made;

1. It was concluded that the teacher's attitude towards their profession is positive when they get positive feedback for roles they play at school.
2. Manager should play the role of organizer. Only in this case the manager can be clear about his duties.
3. School leader least take active part in facilitating the students and teachers in whatever they do.

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Vol. 3 No. 3 (March) (2025)

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