



A STUDY OF SECONDARY SCHOOL TEACHERS ROLE PERFORMANCE IN CUDDALORE DISTRICT

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Abstract:

The teacher's role as a shaper of a child's personality is extremely important. It is true to say that teacher is the heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality and performance of its teachers. The present study is undertaken to assess the of role performance among secondary school teachers, to study rural-urban secondary schools. The population of the present study comprises 210 students from Cuddalore district were selected. The result indicates that the role performance of secondary school teachers is significantly towards gender, medium of teaching and teaching experience. Further there is no significant difference at 0.05 level on the role performance of secondary school teachers towards area of school, type of school, teaching subject and marital status.

Introduction:

Consideration of teacher's roles is important because their implementation in the educational process ensures the quality of human and social resources of society (Zlatkovic and Patrovic, 2011). Performance of the teachers not only influenced by his inner abilities and personalities but also some factor like aging and experiences are highly responsible for his effective teaching (Malhotra, 2012). A teacher performs many roles. As a teacher, he interacts with fellow teachers, students, parents' over earnest officials, other social organizations the principal, the management, and the society at large. For the purpose of the present study the term "teachers; role performance" is defined as the actual carrying out of the prescribed or expected roles by a teacher in an interacting situation.

Role Performance of Teachers:

In this study, the Role Performance refers to various activities to be performed by the teachers of education programmes. It also refers to awareness of the teachers about needs of the visually challenged students in the education programmes.

Need and Significance of the Study:

Teacher has numerous roles and they can be grouped in various ways. Consideration of the school as an institution that should contribute to the overall development of each student influenced the increasing in number of roles that a teacher has to realize. The present education system makes the students lead to stressful life in terms of exam phobia, behaviors of teachers, obtaining poor grade, method of teaching, physical disorder or serious physical aliment disability poor economic conditions, high expectations of parents and pressure of home works. Future of the students is decided in the four walls of class room and therefore the author of this article tried to find out how far teacher can achieve to make free and joyful students through value education.

Sample Design:

In this study, the sampling unit was the teachers of secondary school teachers 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.

Review of Literature:

Muslim Alanoglu (2025) Creating Learning Schools through Learning-Centered Leadership: Understanding the Mediating Role of Teacher Performance. . The study aims to investigate the effect of learning-centered leadership on learning schools from teachers' perspectives. In the cross-sectional study, survey data were collected from 284 teachers in 50 K-12 schools in Elazig, Türkiye. Structural equation modeling and bootstrapping method were used to analyze the data. Data analysis revealed that learning-centered leadership elicited direct and indirect effects on building learning schools and that teacher performance was a mediator in this relationship. Results contribute to the body of research that confirms the role of learning-centered leadership in the emergence of learning schools that also enables school improvement and effectiveness and highlights the importance of reflecting on this relationship.

Oketcho, Emmanuel James; Ssempala, Fredrick; Ujeyo, Margaret Stella Suubi; Atibuni, Dennis Zami (2020) Head teachers' Management Styles and Teachers' Role Performance in Secondary Schools in Tororo District, Uganda. This mixed-methods study stems from the poor learner performance in secondary schools in Tororo District, Uganda, which connoted low teacher role performance and gaps in head teachers' management styles. Management styles of 28 head teachers and role performance of 294 teachers were investigated. Head teachers mainly used democratic management style, 21 (75.0%); followed by balanced-oriented style, 6 (21.43%); and laissez-faire style, 1 (3.5%). Teachers' role performance was moderate ($M = 64.75$, $SD = 10.80$). Significant relationships existed between people-oriented ($r = 0.127$, $p = 0.029$) and task-oriented ($r = 0.132$, $p = 0.024$) management and teachers' performance.

Objective of the Study:

To find out the significant difference, if any, in the role performance of secondary school teachers with regard to their gender, area of school, medium of teaching, type of school, teaching subject, teaching experience and marital status.

Hypothesis of the Study:

There is no significant difference, if any, in the role performance of secondary school teachers with regard to their gender, area of school, medium of teaching, type of school, teaching subject, teaching experience and marital status.

Instrument Used in the Study:

Rating scale of Role Performance is developed by K. Viswanathan, Madurai Kamaraj University and it is revalidated by performing a pilot study.

Differential Analysis for Role Performance of Secondary School Teachers:

Table 1: Mean, Standard Deviation and Calculated t-value of role performance of secondary school teachers with regard to their gender difference.

| Gender | Role Performance Score | | | | |
|--------|------------------------|--------|-------|----------|-------------|
| | No | Mean | SD | t -value | Remarks |
| Male | 92 | 233.11 | 93.77 | 4.624 | Significant |
| Female | 118 | 287.02 | 75.29 | | |

From the table it is obvious that the mean role performance score of male and female secondary school teachers is 233.11 and 287.02 respectively. The calculated t-value is 4.62 and it is significant at 0.05 level. Hence the formulated null hypothesis is rejected. From this it is concluded there is significant difference between male and female secondary school teachers with respect to their role performance.

Table 2: Mean, Standard Deviation and Calculated t-value of role performance of secondary school teachers with regard to their area of school

| Area of School | Role Performance Score | | | | |
|----------------|------------------------|--------|-------|----------|-----------------|
| | No | Mean | SD | t -value | Remarks |
| Rural | 103 | 268.02 | 87.96 | 0.747 | Not Significant |
| Urban | 107 | 258.96 | 87.96 | | |

From the table it is obvious that the mean role performance score of rural and urban secondary school teachers is 268.02 and 258.96 respectively. The calculated t-value is 0.747 and it is not significant at 0.05 level. Hence the formulated null hypothesis is accepted. From this it is concluded there is no significant difference between rural and urban secondary school teachers with respect to their role performance.

Table 3: Mean, Standard Deviation and Calculated t-value of role performance of secondary school teachers with regard to their medium of teaching

| Medium of Teaching | Role Performance Score | | | | |
|--------------------|------------------------|--------|-------|----------|-------------|
| | No | Mean | SD | t -value | Remarks |
| English | 106 | 310.54 | 74.59 | 9.323 | Significant |
| Tamil | 104 | 215.36 | 73.32 | | |

From the table it is obvious that the mean role performance score of English and Tamil medium of teaching of secondary school teachers is 310.54 and 215.36 respectively. The calculated t-value is 9.323 and it is significant at 0.05 level. Hence the formulated null hypothesis is rejected. From this it is concluded there is significant difference between English and Tamil medium of teaching secondary school teachers with respect to their role performance.

Table 4: Role performance difference of secondary school teachers with regards to their type of school

| Source of Variance | Sum of Squares | Mean Squares | df | 'F' Value | Remarks |
|--------------------|----------------|--------------|-----|-----------|-----------------|
| Between Groups | 4956.362 | 2478.180 | 2 | 0.319 | Not Significant |
| Within Groups | 1608758.421 | 7771.780 | 207 | | |
| Total | 1613714.781 | | 209 | | |

From the table it is obvious that the mean role performance of secondary school teachers the calculated F-value is 0.319 and it is not significant at 0.05 level. Hence the formulated null hypothesis is accepted. From this it is concluded there is no significant difference among sub samples of type of school of secondary school teachers with respect to their role performance.

Table 5: Role performance difference of secondary school teachers with regards to their teaching subject

| Source of Variance | Sum of Squares | Mean Squares | df | 'F' Value | Remarks |
|--------------------|----------------|--------------|-----|-----------|-----------------|
| Between Groups | 33623.623 | 16811.811 | 2 | 2.202 | Not Significant |
| Within Groups | 1580091.158 | 7633.291 | 207 | | |
| Total | 1613714.781 | | 209 | | |

From the table it is obvious that the mean role performance of secondary school teachers the calculated F-value is 2.202 and it is not significant at 0.05 level. Hence the formulated null hypothesis is accepted. From this it is concluded there is no significant difference among sub samples of teaching subject of secondary school teachers with respect to their role performance.

Table 6: Mean, Standard Deviation and Calculated t-value of role performance of secondary school teachers with regard to their teaching experience

| Teaching Experience | Role Performance Score | | | | |
|---------------------|------------------------|--------|-------|----------|-------------|
| | No | Mean | SD | t -value | Remarks |
| Less than 10 years | 99 | 248.76 | 86.54 | 2.304 | Significant |
| Above 10 years | 111 | 276.46 | 87.36 | | |

From the table it is obvious that the mean role performance score of less than 10 years and above 10 years of secondary school teachers is 248.76 and 276.46 respectively. The calculated t-value is 2.304 and it is significant at 0.05 level. Hence the formulated null hypothesis is rejected. From this it is concluded there is significant difference between less than 10 years and above 10 years secondary school teachers with respect to their role performance.

Table 7: Mean, Standard Deviation and Calculated t-value of role performance of secondary school teachers with regard to their marital status

| Marital Status | Role Performance Score | | | | Remarks |
|----------------|------------------------|--------|-------|---------|-----------------|
| | No | Mean | SD | t-value | |
| Married | 102 | 257.39 | 88.38 | 0.964 | Not Significant |
| Unmarried | 108 | 269.09 | 87.40 | | |

From the table it is obvious that the mean role performance score of married and unmarried of secondary school teachers is 257.39 and 269.09 respectively. The calculated t-value is 0.964 and it is no significant at 0.05 level. Hence the formulated null hypothesis is accepted. From this it is concluded there is no significant difference between married and unmarried secondary school teachers with respect to their role performance.

Major Findings:

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

Conclusion:

The present study will also add to the horizons of conceptual frame of reference regarding the teachers' role of performance at secondary level. It will provide the field of definite activities and responsibilities involved in teachers' role performance and also helpful in scientific categorization of the teachers on the basis of performance of their roles in both the sectors, government and private. By assigning a particular role to the most competent teacher, the smooth functioning of the school and supervision of school activities will be ensured. The present study has brought out an illuminating fact to the fore that female teachers are much more serious and sincere in performing their role as compared to male teachers. This finding will make the controllers of education more conscious in their endeavor to employ more and more women teachers if they are really serious to make teaching profession well equipped with people who are serious enough in performing their roles in any situation.

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