Teachers’ Role Perception

Abstract

The article focuses on teachers’ role perception. The research was brought about by the assumption that teachers’ awareness of their roles is a constituent of reflective professionalism. The first part of the article contains a short review of changes in the teacher’s role. The second part presents research results. In order to find out if teachers are aware of their roles and how they perceive them, a questionnaire was implemented in a group of 124 teachers of primary school and middle school. Cumulative interpretation of gathered data suggests that teachers perceive their roles traditionally.

Key words: teachers’ roles, role perception, role understanding.

Teachers’ traditional and modern roles

Teachers fulfil a complex set of roles, which vary from one society to another and from one educational level to another. The teacher has always been assigned roles connected with adapting young people to the environment. Up till now being a teacher has meant educating, teaching and taking care of pupils but the essence of action has undergone extensive changes. Educational aims, teaching methods and quality of teacher-student relationships also have been adjusted particularly in terms of autonomy a learner has over learning and in relation with teacher. Moreover, teachers’ work was associated mainly with individual effort: leading classes behind the closed door of a classroom. The teacher was expected to control, instruct, guide, help and discipline. He/she had responsibility for, and authority over pupils. Nowadays it is replaced with cooperation of professionals who support students’ personal growth and manage the learning process departing from the rigid 45-minute pattern.