THE MULTI-FACETED ROLE OF A TEACHER

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Do you want to be the grade level chairman? What about a faculty officer? Or perhaps a program coordinator? Or maybe a club or class adviser?

Divulge it or not, teachers do not only render a solitary role during their tenure as educational practitioners. If only we were only tasked to impart knowledge to our students alone, then conceivably, no teacher will whine that teaching is difficult. Notwithstanding from tremendous clerical works, we still requisite to distribute our time to the diverse roles that was consigned to us. But the query that may barrage some is, why do numerous teachers still assent such roles?

According to the central idea of role theory (Biddle, 1979), people are mingled or habituated to portray roles in a manner that aids uphold a unwavering society or social directive. Role theory scrutinized the conducts that are distinctive of people within circumstances or contexts and innumerable practices that yield, explicate, or foretell those behaviors. Role theory encompasses four chief fundamental schemes. First, some manners are patterned and shape a role, and are typically executed by an individual within a condition or context. Second, roles often encompass social point, or are attributes of a person in the role who shares mutual individuality. Third, roles often have potentials meaning that people discern when someone is portraying a role, and so have outlooks about what conducts that person will implement when playing the role. Fourth, roles persevere time because they are often entrenched in grander social structure. Fifth, people must be educated roles, or be acquainted into them, and may discover bliss or mourning when playing diverse roles.
This theory posited germaneness in a way that it considered how an individual accept and executes quantified roles in the public and in our circumstance, in an academic institution. This theory also reposed on the imperative roles played by the educators in the school they are part of. Synonymously, this theory accentuates the teachers’ forthcoming roles played in the victory of the curricular offerings in their existing schools and the triumph of their organization or work.

Noting so, the above mention roles, on the perkier side, have superfluous acclaims as the teacher’s plus points. But I individually be certain of that apart from the favorable points we procure from accepting such role, it is the facility of the school and students that matters most. After all, we flourish skillfully and individually portraying such.

So next time, when somebody presented you an extra role, accept it. There is no mischief indulging in new involvements apart from teaching anyway.

References: