CHAPTER III

MODEL OF AN 'IDEAL' TYPE OF A TEACHER

Model of a teacher does not remain static but it will be defined in relation to time and place. The statement holds particularly true of a changing society. Ideal type of a teacher that we have spelled out in the present chapter, is according to the ideas that prevail in our society. With the help of these ideas, we have made an attempt to spell out the characteristics of the ideal type of a teacher. Further, our interest is to find out, how the secondary school teacher fits in this particular social framework.

The process of giving instructions and receiving response is full of interaction on the part of teacher and the taught. The interaction defines the expected behaviour pattern of the teacher and the taught. The pattern of behaviour depends on understanding of the performance of the two roles namely, action of the student, action of the teacher and their interaction. "The Major assumption on

...83...

1 - The model of an ideal type of a teacher, in the present study is applicable to male and female teachers.
which the teacher-student relationship depends is that the teacher has a knowledge which he can and wishes to impart to his pupil and that latter wishes to acquire it. Knowledge need not be considered as finite and to be acquired once for all. But even if it is to be viewed as a continual pursuit, the assumption in the educative process is that the teacher is ahead of his pupils in this pursuit, and that he can effectively guide the pupil. There is therefore, an element of distance and authority in the teacher-student relationship.  

Normally, the authority of the teacher is based on authority of knowledge. It is strengthened further by age difference between the teacher and the pupil. Generally the teacher is older and the pupil is younger. As it is rightly pointed out, "..... As a pupil moves from the primary stage to the higher levels of education the age-difference may be reduced; but even if it were not reduced, his (pupil's) own growing awareness of self makes the teacher seem not to absolutely powerful. The elements

---84---

of authority in the teacher-pupil relationship may be supported in certain societies than in others. In societies where most political, occupational and familiar relationship are organised on the basis of hereditary status distinctions, The authority emphasis of the teacher-pupil relationship is easily sustained ........ The element of authority in education is also related to the state of knowledge and attitude to knowledge characteristic of a given society. 3 When the knowledge is expanding in several directions, the teacher loses his hold to some extent.

"Another social factor that may affect the role of the teacher in the educative process is the image of the teacher in society ........ In Indian society in particular, he was often regarded as having attained the highest mobility goals available to him. With the new set of values in which monetary or politico-economic structure where these goals are ostensibly open to all the 'poor', the teacher naturally appears as a failure. This affects not only his standing in society but also his own self-image and his relationship with the students." 4

3 - Ibid P.21
4 - Ibid P.22
In Indian society the teacher’s role - expectations is an outcome of a strange mixture of traditional and modern surroundings. "In the modern societies as against the traditional ones - the role of a teacher and the attitudes characteristics of his role have to be redefined. There is still an irreducible element of authority in his role, but this authority is based on the functional necessity of having to manage a class of several pupils and must be supported by his ability as a scholar and teacher."5

With these aspects, we now turn to the role - expectations of a good teacher in three social context -

1) Teacher in a class-room
2) Teacher as a member of the teaching staff.
3) Teacher in a society.

For the present study, we are interested in understanding what is expected of a secondary school teacher in the class and how his relations with the other teachers are, with whom he works. Specially, our interest

---

5 - Ibid

P.22
is in the third social situation - the teacher as a member of the society and as a member of his family. We want to find out whether there is supplementary or complimentary relationship, between society and the teacher.

1) A TEACHER IN A CLASS-ROOM:

A teacher as an instructor is a person who teaches with emphasis on given subject. A good teacher is always particular in his instructions, and his success depends mainly on the teaching methods he follows. The role of the teacher is organised mainly around the transmission of knowledge and socialization of the individual.

The teacher as an academic specialist is the traditional role of a teacher. He is expected to know his subject very well and is acknowledged as superior to his students, in this respect. Nevertheless, he must be prepared to face the fact that some of his students could be potentially or actually cleverer than he is and he must be sport enough to accept and willingly admit if he finds himself to have made a mistake.

He must spare time to keep himself up-to-date and try to understand the advances made in his own subjects.

...87...
The teacher as a methodologist is also expected to be an expert in the methods of teaching and learning. He may use different ways. The choice of method is within the power of a teacher, and he should always be aware that in making his choice, he is determining the nature of the social situation.\(^6\)

The teacher as a parent-substitute is a role particularly attributed to the primary stage of education and may change its nature in the later stages. There should not be favouritism to any one or the other student. The teacher as a disciplinarian must maintain discipline in the class. There is an element of distance in the teacher-pupil relationship, therefore he has to exercise control over the class in terms of order and quietness. The teacher is expected to be aloof and formal in his relationship with the students in this context.\(^6\) According to the modern thinking the teacher is expected to understand his students and to meet them on friendly, congenial basis.

\(^6\) Oesler - "Teacher Pupil and Task" as quoted by Ottaway A. C.K in *An Introduction to the Sociology of Education* - P. 121
This is a contradiction to the role expectations of social distance. The teachers in their role - taking try to find a via-media. They participate in their students social and recreational activities and also try to maintain their respect.  

The teacher as a disciplinarian must maintain discipline in the class. In this context also, the teacher is expected to be aloof and formal in his relationship with the students. The teacher is expected to help his students specially the weaker students. Students rely on the personality and prestige of a teacher, as a friend and as a person who is concerned with their welfare. Teacher's major role is to be a true friend of his pupils. He has to guide them in their studies and to develop themselves as a social individual as well and this is to be done in a friendly manner.

The teacher is supposed to be a symbol of character which indicates that he should be absolutely free from evil ways of life, evil politics etc. He himself should set a good example for his students, through his behaviour. It

---

7 - Dr. Mathur S. S. - *A Sociological Approach To Indian Education* - Vinod Pustak Mandir, Agra 1979  P.242
is rightly pointed out that, "The teacher's understanding and insight into the growth of personality and his grasp of principles of mental health are essential for the policy of self-education. It demands power of self-restraint objectivity and self-knowledge (as well as) a degree of maturity for development."  

2) **THE TEACHER AS A MEMBER OF THE TEACHING STAFF**

The teacher is looked upon as a member of the school staff and of the teaching hierarchy both in school as well as in the general educational system. In formal organization of school he is related to his fellow teachers and administrators. The teacher is expected to have friendly relations with his colleagues. He should guide them and take guidance from the colleagues whenever necessary, in matters of teaching methods and in the problems of day-to-day work of the school.

An ideal type of a teacher is expected to cooperate with the school administrators and the head-master in order to make the school-functioning smooth. He has to maintain good relations with the non-teaching staff also.

---

Good relations between the teacher and the administrator may help in resolving conflicts. If both of them work in an atmosphere of cordiality role-conflicts may not occur.

3) **THE TEACHER IN A SOCIETY**

The teacher himself is a member of particular sub-culture within a society. He is a person who acquires a certain standard of behaviour for his pupils as well as for the community. The society expects a sort of social aloofness from the teacher. His social dignity is based on his isolation and reservedness. A teacher in a community should have a strong sense of service. The teacher has to maintain good relationship with the parents and the outside world. Apart from his role in the school, he is looked upon as a representative of the institution where he works.

The ideal teacher is one who puts a good cultural and social image for the community. He is a patriarch who sets an example for society through his social work. He is a gentleman, kind in his attitudes. He looks towards the people with sympathy and attachment. The teacher belongs to the second layer of the community life, taking minority leadership roles joining service - clubs and supporting community - scale programmes.
Following the Indian tradition, it is a social expectation that a good teacher will perform his role as a teacher willingly and effectively. The community expects that whatever is offered to the teacher (as financial reward) he must accept and to make demand for more is below his dignity. The teacher should have a dedicated and devoted life.

The ideal type of a teacher can only exists, when the following things in a society remain constant -

1) Educational policy should be a stable policy.
2) Teacher's role should be well-defined by the role-definers like existing society as well as by the educational system itself, at a given time.
3) Social conditions should remain constant eg. - the social attitude towards the teacher's behaviour should be of sympathy, the teacher should be honoured as a part of educational system.

As it happens under existing conditions in India, though the principles of education policy stated by various commissions remain the same, there is a change in its application. As Dr.Mathur (S. S.) puts it... to achieve the aim of socialistic pattern of society,
educational system is needed to be directed. Education can help in linking needs of manpower with educational training by creating more efficiency in work, with provision of educational services and to produce more."

"The right of education becomes the fundamental right in a genuine democracy. Education is necessary to enable citizens to prepare themselves for securing the means of livelihood in an achieving society where jobs are linked with acquisition of skills, training and knowledge, demanding education....... The right to vote logically and inevitably demands for its effective use of right to education." The problems of medium of instruction and the inability of population which does not afford to purchase education - speaks for the failure of the educational policy in its application.

Coming to the second condition which should remain constant, it is required that the teacher’s role in the educational society and the social expectations should

---93---

9 - Dr. Mathur S. S.  Opcit  P.432
10 - Gore M.S. and Desai I. P.  Opcit - Desai A. R.
Article on "Social change and Educational Policy".

P.123, 24
be well-defined, for the teacher to be successful in the society. Under present conditions, the teacher's role becomes controversial, because of the limitations upon the authority. "As the teacher's role becomes less authoritarian, the students' role is also redefined.......
Except at the primary level, the teacher does not effectively serve as a model, for the pupil's adult self. For one thing there are now several teachers instead of one and the pupil's occupational goal may have little in common with the occupation of the teacher except at the level of professional education."¹¹

The teacher is no more highly respected and considered as an authority even by the students. The teacher has to face the pupils as an opposing force instead of having coordinating relations.

The teacher is expected to be a parent - substitute. With the tremendous expansion of the educational institutions and increase in the number of students learning in each class, the teacher may not be able to fulfill this role. At least, it is difficult for the teacher to do it efficiently. The distance between the...

¹¹ - Gore M. S. and Desai I.P.  Opcit  P. 22, 23
teacher-student relationship due to the teacher's authority becomes controversial with the above expectation of teacher to be a parent-substitute.

The expectations for the teacher's role have continued to be traditional, although they are applied to modern conditions. The teacher is expected to put forward a good social and cultural image. But in actual practice it appears that he is looked upon with indifference.

We can not lose sight of the fact that under these changing conditions, there are limitations on the effectiveness of a good teacher.

**REvised Role of a Teacher**

In considering the role expectations of a good teacher, one must emphasize that, there is a need to change the expectations according to changing social conditions. Traditional society—gradually changing demands its teacher to be one of the elements of social change. Recently there is a shift of emphasis from the traditional role expectations to the new one—teacher as a change-agent. "For achieving the goal of better social order the teachers and other workers in the school have to live upon their roles in keeping with their..."
role - expectations. The Indian society needs social changes. The cultural lag is required to be removed.... The teachers can develop an occupational personality which is liberal in outlook and progressive in its beliefs and ideals."¹² The teacher's role for the present day is of 'value-creator' and 'stimulator of creativeness' rather than only a 'value - transmitter'.

As Eva Shipstone puts it, "The teacher has to be an innovator, a cr é a t o r, a person of imagination. He must be a think-tank, a living generator, a scientist at heart. The teacher alone can experiment with the new ideas in the classroom (and) give new direction to education. He/She is ready to blast superstitious, to make tunnels through mountains of traditions so that new vistas appear. After he has planned well, he must experiment boldly."¹³

The teacher not only should experiment for himself, but he should develop the scientific attitudes in his pupils and encourage their activities in the desired direction.

...96...

¹² Dr. Mathur S. S. Opus  P.335-36
He is a person who gives moral instruction. The society expects him as - "He acts as a bridge linking present and future so his role is a mediating role. The vital role of the teacher is moulding the personality of the pupils in building a better social order and as a chosen change-agent of a traditional society is almost taken for granted."\textsuperscript{14}

Along with the social expectations of the teacher's revised role, governmental policy also speaks for the same. The Report of the Education Commission (1964–66) appointed by the government of India states that "... The most powerful tool in the process of modernization is based on science and technology."\textsuperscript{15} Hence the functions of education as an agent of modernization as well as the role of a teacher as a tool in the modernizing society is complex and manifold. It is an inherent fact because of the changing situation.

Today, the ideal teacher is expected that his beliefs, attitudes and value system should be highly modernized. He should be greatly removed from the

\textsuperscript{14} Sexena Shakuntala - Sociological Perspectives in Indian Education, Ashajananak Publications, New Delhi, 1965.

\textsuperscript{15} Dr. Singh Yogendra - Modernization Of Indian Tradition-Thomson Press Ltd., New Delhi, 1973 P.106
traditional background. He is not supposed to believe in the caste-system or regionalism, and does not mind if a person of lower strata is appointed as his colleague/superior. He has to be achieved - status oriented rather than ascribed one and he is a person who acts on 'what-you-know' rather than 'whom-you-know' principle.

He should think that religion can be used effectively as a force towards developing high moral and ethical standards in his students. He believes in the equality of women and men. He is a stimulating factor and a link between the educational system and a developing society and acts as an instrument of social change. To conclude, the ideal type of a teacher in a modern dynamic society is expected to work as a 'value-creator' and value - modifier in effective manner. As an influential agent of social change, the ideal type of professional teacher plays a wider significant and most crucial role in the traditional set-up.

The model we have referred above stand as an experimental model of a professional teacher. This model may not comprehend all the elements of the teachers academic role. But there will be slight differences in
the ideal type of teacher's model according to the stage of education, and the type, age of the students with whom the teacher deals. At elementary level, there is greater supervision and attention by the teachers in the class. Since the students are young the teacher is looked upon as a parent - substitute and the children do not feel completely cut-off from the family. In the middle school greater emphasis is put on the academic achievement. In the high schools, the child will have to work as independent personality and much is left to his own imagination. "Structurally, the high school is a very important stage in the attainment of the adult status in respect of independence." 16 The role of a teacher has additional responsibilities when students from all the social and economic strata join the school, differences in their capacities to receive what the teacher teaches. "The role of a teacher can not obviously be the same at all levels of education. And even at the same level of education the role may be conceived differently in different systems of education." 17

16 - An article by Dr. Damal Y. B. - on The School and School and College as a social system in Papers In The Sociology Of Education in India - NCERT Edited by Gore M.S. and Desai I.P., P. 261
In primary, secondary and University stages of education and type of management, patterns of education are the important factors that make difference in the type of demands on the teacher.

As Sexena (Shakuntala) puts it, "Though the educational system in any society, is under the influence of the other social systems and within the educational system itself, the working and effectiveness of the teacher is governed by various factors within the system, there is no denying the fact that the teacher is the single most important component of the educational structure." Thus the teacher has a potentially most vital role to play, by virtue of his position and function.

At this juncture, we would like to have a brief outline of what is expected of a secondary school teacher as a good teacher. According to the type of students with whom he deals, his role will be defined. But his role with the remaining two aspects i.e. the teacher as a member of the teaching staff and as a member of the society will remain almost the same as stated earlier. First, we will consider what is meant by secondary education and then turn to the ideal type of a secondary - school - teacher.

18 - Saxena - Shakuntala, Op cit P.200
SECONDARY EDUCATION:

Secondary education is generally for the students of age 10 to 16 years. Secondary education is a nation-building education and the maintenance of good-quality therein is of tremendous importance. "It is obvious that secondary education forms a link in the chain of education, because it is through this that backward and forward linkages are established." In the developing country like India, secondary education is vital for determining qualities to support all the important sectors. As Mr. B. Kappuswamy put it, "Secondary schools are of great national importance because A) they provide teachers for primary schools B) they provide pupils for universities (and) C) they provide technical education for those who enter life. The students of age-group 15 to 18 take-up after their completion of studies and training, the occupations of intermediate level of agriculture, industry transportation, commerce, communication and so on."}

19 - Kochhar S. K. Pivotal Issues in Indian Education P.112
20 - Kappuswamy B. Social change in India. P.279
As explained by authors like Shri. Mukherji (S.N.) and Shri. Nanda (S.K.) secondary education is adolescent education for the age of 8 to 18 years, where the importance is attributed partly to the academic and partly to vocational education. The term secondary education is simple, yet it means different things to different people. Mr. Mukherji explains secondary education in the following words - "It stands at different times for three things - a stage, a type and a standard. As a stage, it stands for what comes next to elementary education. As a type it stands for something that, though related to certain intelligible classification of things to be learnt to constantly being modified and enlarged, but the fundamental of which can be expressed by a still more illusive (namely) humanism or liberal education. As a standard it aims at that measure of erudition of which universities can take cognizance. The part that secondary education has played as an element of in the national system has depended largely upon the measure in which these three meanings have brought into harmonious relations with each other." 21

[Page 102]

21 - Mukherji S.N. - Secondary Education In India P.11
IMAGE OF AN IDEAL TYPE OF SECONDARY SCHOOL TEACHER

The meaning of secondary education implies that it is education for the students who are in 'formative age'. The students are curious about the world around them and can understand the difference between good and bad things, with this understanding, they form their opinion. At such a stage, the teacher can impress his students, therefore the role of the teacher is creative as well as constructive one. To create interest in various subjects, new subjects are introduced at this stage. The students have curiosity of these subjects hence the introductory knowledge is given at this stage.

Here, a good teacher may not be an expert in his field, but he should be knowledgeable. He should keep up to date knowledge of a particular subject he teaches. He should be well-informed about the changing surroundings in which he lives. He should be broad-minded in his views. He need not impose his opinions on the students, in a dictatorial form, but he should put various opinions before them, let them know about the good and bad effects and can direct them only whenever necessary. The teacher should develop broader cultural outlook and guide his students in developing the habit of
independent thinking. He should let his students be aware of equal importance of physical labour along with the acquisition of technological and scientific knowledge, which will help him in future. He should have insight for cultural and social education and good health.

These attitudes may not lead to concrete results at secondary stage itself, but these attitudes will be helpful as basic formation of thoughts. The teacher can introduce various subjects, ways of thinking, leaving the decisions about problems arising, to the students. He should be sport enough to accept his mistake if it happens at some time. He should be sympathetic towards the dull students in the class. Along with the introduction of science and arts, he should give social outlook, in order to make his student live a real good life in future.

At this stage, it is expected that the family, society and the teacher - all the three should work in coordination, for the proper development of the students. But the teacher becomes the first and foremost factor in this process - 'education for life' Because the teacher can direct, explain and demonstrate the students with his
own behaviour, whatever he teaches. Provided that the teacher is aware of all these factors, he may be able to put only half of it, and very few students may grasp what he teaches. Even if the few students are moulded into good personalities, the success goes to the good teacher. Under the present condition, the member of students in each class is quite large. In such a class, if the academic achievement (where results are concerned) is good, if not exceptionally good - still it is definitely creditable for the secondary school teacher.

SECONDARY SCHOOL TEACHER IN A CHANGING SOCIETY:

When an agrarian society is gradually turning into an industrial society - this transformation will affect the secondary education as follows - the students from all the classes, lower, middle and uppermiddle and also from rich community come to the school. Hence the teacher should be successful in developing a broader outlook for educating children of underprivileged classes and for those who may not be living in favourable social surroundings.

...105...
In a modern industrial society the teacher, particularly a secondary school teacher, serving in large urban areas, should try to find a common language of morality with proper understanding of the students.

The teacher should have an insight to know the type of students he has and should have sympathetic attitude towards them. He should consider the students' family background and social surroundings and then only he should make an effort to impress him through his teaching. The teacher is not in a position to change the social conditions, but he may have understanding of his students with the particular social conditions. With increasing number of students, it is impossible to keep personal contacts with each and every student, but he should at least provide special attention to exceptionally good and bad students too.

To conclude, the secondary school teacher is also expected to work as a 'value creator' and 'value modifier' even though in indirect manner. For the present study, instead of considering the views of role-definers (such as pupils, parents, head masters, administrators etc)
the investigator feels that the self-perception of the teacher will be a real help to know whether and how the secondary school teacher in the sample finds himself and fits in a modernized role. With the model of the ideal type of the secondary school teacher, from next chapter onwards, we consider the actual behaviour (with the teacher's self perception), with the help of collected data.
NUMBER OF [MALE/FEMALE] TEACHER

---

**SCALE:**
- 1 cm = 2 units

**On Y axis:**
- 0.5
- 16
- 22
- 28
- 34
- 40
- 46
- 52
- 58
- 64
- 70
- 76
- 82

**On X axis:**
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

**AGE GROUP - C (in years):**
- 0
- 5
- 10
- 15
- 20
- 25
- 30
- 35
- 40
- 45
- 50
- 55
- 60
- 65
- 70
- 75
- 80
- 85
- 90
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>14</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>96</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>27</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>22</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>27</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>22</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>22</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>10</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>96</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>22</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>22</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>46</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>69</td>
<td>16</td>
<td>23</td>
</tr>
</tbody>
</table>

**Total Schools selected:** (18)

1. Lincoln Academy
2. Coon Rapids High School
3. M.S. Sibley County
4. L.
5. H.S.
6. S.D.
7. M.S.
8. G.M.
9. H.
10. M.S.
11. S.D.
12. M.S.
13. S.D.
14. H.
15. M.S.
16. S.D.
17. G.M.
18. M.S.