CHAPTER VII

SUMMARY AND CONCLUSION
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Academic elites are high grade intellectuals and are actively engaged in the acquisition and transmission of knowledge. They are committed to the task of socializing the young generation and giving them the right direction. In a democratic society their roles are very important for they are supposed to introduce new zeal and new enthusiasm among the masses. Moreover they are also supposed to contribute something important to the nation-building activities.

But the situations in which the academic elite operates are full of contrarities and complexities. The forces that play important roles in determining the relation of academic elite to the remaining social structure are also complex and conflicting. In our present society academic elites work under pressures and forces and the ways they adopt to battle with this difficult situation is different from the traditional one and contradictory to their generally perceived
roles. This affects the intra- and inter-group relations of academic elites.

The present study is related with the roles of academic elites in our society and the purpose is to assess the relation of academic elites to the remaining social structure. In this context attempt is made to investigate the inter-personal relationship between teachers and those who constitute their social circle with reference to the ideal role of teachers. Our concern is to find out the difference, if any, between the teachers' perception of their own ideal role and the perception of students and community members of the ideal role of teachers. In fact social role depends upon the system of expectations; therefore, attempt is made to study, how do people perceive teachers' role, what do they expect of teachers and how much are they satisfied with teachers' role. At the same time it also undertakes to know the role-constraints which people generally impose on teachers. In addition the study aims at identifying the impact of peoples perception of teachers role on the
behaviour of teachers with particular reference to their participation and influence. In this section the summary of all major findings is presented. The conclusion which emerged from the findings are listed at the end of this section.

**SUMMARY OF FINDINGS**

1. **Socio-economic background**
   
   1. Professors are of higher age in comparison to readers and lecturers and readers are of higher age in comparison to lecturers. The mean ages of professors, readers and lecturers, in rounded figures, are 52, 45 and 40 respectively.

   2. In comparison to students and the community members teachers belong to higher age-group. The mean ages of teachers, students and the community members are 42, 20 and 40 respectively.
3. The percentage of females is considerably low among the teachers sampled for the present study.

4. The percentage of females is higher among lecturers as compared to their percentage as readers and professors.

5. A considerable majority of teachers are married and only 16 percent of the total sample of teachers are bachelor.

6. High number of female teachers are bachelor in comparison to male teachers. As it has been observed that out of the 15 percent, 7.67 percent are still bachelor.

SOCIAL BACKGROUND:

7. The percentage of Muslims is higher among the teachers and students sampled for this study. This is due to the historical and cultural character of Ali-ah University. In comparison to this the percentage of Muslims in the sample of community members is low.
8. Majority of teachers belong to urban areas. In the sample of teachers 56.76 percent belong to urban and 43.33 percent belong to rural area. In comparison to this majority of students come from rural area. The rural-urban ratio among students is 55 and 45 percent. Among community members only 39 percent belong to rural area.

9. Joint and extended families are no more common among teachers because they have now been replaced by nuclear family. 60 percent of teachers live in nuclear family.

**ECONOMIC BACKGROUND:**

10. As expected the monthly income of professors is higher than readers and lecturers and the monthly income of readers is higher than lecturers. The mean monthly income of professors, readers and lecturers in Rs., are 1586, 1194 and 789 respectively.

11. In comparison to teachers the monthly incomes of student's guardian and the community members are higher.
The mean monthly income of teachers is in Rs. is only 960 while the mean monthly income of student's guardian and community members is 1401 and 1530 respectively.

12. The monthly family income of professors is higher in comparison to readers and lecturers and the monthly family income of readers is higher than lecturers. The mean of the monthly family income of professors, readers and lecturers in Rs. is 1691, 1452 and 929 respectively. The mean monthly family income of teachers is 1126.

13. The expenditure of teachers is high and the majority of teachers save nothing. The major items of expenditure are residence, food, clothing, education of children, books and periodicals and medical.

**Academic Background**

14. Teachers are highly qualified in comparison to other segments of the society. In the present sample about 67 percent have Ph.D. degrees out of which about 6 percent have the degrees of D.Sc./D.Litt.
15. The percentage of professors who have written books is higher in comparison to readers and lecturers. In the whole sample of teachers 38 percent have not written any book.

16. All the professors have published research papers. In comparison to this 20 percent of readers and 40 percent of lecturers have not published any research papers.

17. All the professors visited abroad either for further studies or for attending seminars and conferences. In comparison to this 83.33 percent of readers and only 47 percent of lecturers visited abroad. In the whole sample of teachers the highest percentage of them i.e. 60.67 visited abroad.

18. U.S.A. is the country that has been visited by the larger number of teachers. Canada and U.K. come on second and third number.

19. Teachers generally spend more time in education in order to get entry into the profession. In the
present study a higher percentage of teachers spend
16-above years in education.

20. Teachers did not get jobs after the completion of their
education. They have to wait for sometime in order
to enter into the profession. In the present study
the median gap between the completion of education
and getting a job is 3-14 years.

II RECRUITMENT PATTERN:

21. Teachers perceive that their recruitment is made on
the basis of particularistic traits rather than on
academic abilities. This is the general perception of
teachers. The difference among three grades of
teachers is of degrees. 57.14 percent of professors,
65.27 percent of readers and 75 percent of lecturers
think that the recruitment of teachers is made on the
basis of pressures and not on academic abilities.

22. The high percentage of teachers think that "close
relations with authorities" is important pressure
which is generally used in the recruitment of teachers.

III IDEAL ROLE OF TEACHERS

23. All the three sorts of population have agreement on the basic attributes of teachers. A considerably higher percentage of teachers, students and community members agree that teachers should have thorough and current knowledge of the subject, should make the concept more clear and create interest among the students, should encourage students to develop understanding of the subject and should be fair and just in evaluation.

24. In the sphere of peripheral attributes, a teacher should adopt modern fashion, should be well-mannered and polite, should be symbol of righteousness and should have no favourite, there exist vast disagreement among teachers, students and community members. Teachers perception in this context is modern while the perception of students and community members is traditional.
25. In case of sufficient attributes of teachers 50.33 percent of teachers and approximately the same percentage of students think that teachers should accept administrative positions and take part in the administration of the University while 58 percent of community members do not agree with this view and thus have traditional perception.

26. The majority of teachers agree that they should not be engaged in group politics while the majority of students and community members disagree with this view. According to them teachers should be engaged in group politics.

27. All the three sorts of population agree that teachers should participate in the community affairs.

28. Teachers, students and community member agree that teachers should take part in politics.

29. The higher percentage of teachers agree that they should not be crazy about material gain but they should work in the larger interest of society while
the higher percentage of students and community members disagree with this view.

30. There is an agreement among all the three sorts of population that teachers should not adopt pleasing policy towards students.

31. Majority of teachers do not agree that they should be bold enough to say whatever they think correct and just. In contrast to this the high percentage of students and the community members feel that teacher should be bold enough.

32. Majority of teachers feel that teachers should be the yesman of their superiors and bosses while a high percentage of students think that teachers should not be the yesman. Majority of community members share teachers' view.

33. Teachers perception of their own ideal role is modern while the perception of students and community members of teachers ideal role is traditional.
All the three sorts of population agree that teachers should be free to speak and write what they think just, should be allowed to adopt their own way to deal with the students and to do research of their interest.

Teachers, students and the community members think that teachers should not be free to contest the election of assembly and parliament.

A high percentage of students and community members think that teachers should not take drink in the presence of others.

Only 36 percent teachers think that teachers should be free to criticise their superiors while 59 percent students and 43 percent community members share this view.

A high percentage of students and community members think that teachers should observe certain behavioural restrictions in the presence of students and community-
members. In comparison to this the high percentage of teachers disagree with this view.

39. Only 45 percent teachers agree that they should be free to have friends of opposite sex while a high percentage of students and community members disagree with this view.

40. Majority of teachers think that they should be free to put on dresses of their own choice while a majority of students and community members do not agree with this view.

41. A high percentage of teachers impose less role-constraint on them while a higher percentage of students and community members impose more role-constraint on teachers.

V-ROLE-EXPECTATION AND ROLE SATISFACTION:

42. Majority of teachers have less expectation of them in six major areas (i.e. as guide, as helper, as tutor, as administrator, as community member and as citizen) and they are correspondingly more satisfied with their roles.
43. In comparison to teachers, students and community members have more expectation of teachers and they are correspondingly less satisfied with teachers role.

**VI-EXPOSURE TO MASS MEDIA:**

44. All the teachers are highly exposed to mass-media.

45. The exposure to newspaper is the same among all three grades of teachers.

46. The exposure to radio and T.V. is greater among professors in comparison to readers and lecturers.

46. The exposure to movies is greater among lecturers in comparison to professors and readers.

**VII-DEGREES OF AWARENESS:**

47. All the three grades of teachers are highly aware of the academic, community and national affairs.

48. Lecturers are more aware of the community affairs in comparison to professors and readers.

49. The degree of lecturers awareness in the realm of academic and national affairs is less in comparison to professors and readers.
VIII - DEGREE OF OPINION:

50. All the three grades of teachers have the highest degree of opinion about academic, community and national affairs.

51. Lecturers degree of opinion about academic affairs is 7 percent less than readers and 14 percent less than professors.

IX - DEGREE OF INVOLVEMENT:

52. All the three grades of teachers are highly involved in academic affairs.

53. Professors involvement in academic affairs is greater in comparison to readers and lecturers.

54. All the three grades of teachers are less involved in community and national affairs.

55. The degree of lecturers involvement in community affairs is comparatively less than professors and readers.

56. In comparison to this lecturers involvement in national affairs is comparatively higher than professors and readers.
X. DEGREE OF PARTICIPATION:

57. The degree of teachers' participation in academic affairs is quite high. All the three grades of teachers participate to a great extent in academic affairs.

58. The professors' degree of participation in academic affairs is greater in comparison to readers and lecturers.

59. All the three grades of teachers have a low degree of participation in community and national affairs.

60. Professors' degree of participation in community affairs is greater than readers and lecturers, while the professors' participation in national affairs is lower than readers and lecturers.

XI. GRADING OF TEACHING PROFESSION:

61. Teaching is no more an important profession for all the three sorts of population i.e. teachers, students and community members.
62. Only 34 percent teachers place teaching profession on first position while 9 percent students and 13 percent community members give first preference to it. It shows that comparatively teachers consider it first grade profession.

63. Majority of teachers place business on first position, I.A.S./P.C.S. on second, doctors on third, managerial and supervisory services on fourth and teaching on fifth position.

64. Majority of students place business, managerial and supervisory services, I.A.S./P.C.S., doctors, army officers and teaching on first, second, third, fourth, fifth and sixth positions respectively.

65. Majority of community members place business, I.A.S./P.C.S., doctors and teaching on first, second, third fourth positions respectively.

66. The higher percentage of teachers, students and community members consider business as most important profession.
XII-CHOICE OF TEACHING PROFESSION FOR SONS AND DAUGHTERS:

67. Only 6 percent of teachers like to choose teaching profession for their sons while 12.67 percent of teachers like to choose it for their daughters. The same is the case with community members also.

68. Only 8 percent of students like to choose it for themselves.

69. The higher percentage of teachers like to choose managerial and supervisory services for their sons and daughters while the higher percentage of community members like to choose business for their sons and medical profession for their daughters. In contrast to their the higher percentage of students like to choose business.

XIII-PATTERN OF TEACHING INFLUENCE:

70. The majority of teachers are such to whom a very few people come for advice.

71. Among those who come to teachers for advice the percentage of students is higher. Most of the persons seek -
advice on personal problems.

72. Teachers are not influential in the community. Out of 50 persons who are considered influential in the community the number of teachers is only 5.

73. The reason of teachers influence on the community is political and not academic.

74. Only 20 teachers are considered influential in the university; out of which 6 are professors, 6 are readers and 8 are lecturers.

75. Among influential teachers of the university 10 are political, 5 are academic, 1 is businessman and 4 come under the category of others.

76. Among the influential teachers of the university 37.76 percent are in political area and 34.05 are in academic area.

77. Teachers are considered influential in the university due to their political ability. 22.67 percent teachers are considered influential due to their political ability,
25.8 percent due to their official positions and
22.85 percent due to their academic skill.

**XIV-RELATION BETWEEN DIFFERENT VARIABLES**

**IDEAL ROLE ROLE-CONSTRAINT**

78. Teachers perception of their own ideal role is modern
    and they impose less role-constraint on them.

79. In comparison to teachers, students and community
    members perception of teachers ideal role is tradi-
    tional and they impose more role constraint on
    teachers.

**VISIT TO ABROAD AND IDEAL ROLE**

80. Those who visit abroad have modern perception of teachers
    ideal role.

**ROLE EXPECTATION AND ROLE SATISFACTION**

81. If the role expectation is higher, the role
    satisfaction will be lower.

82. Teachers have less role expectation from them and they
    are more satisfied with their roles.

83. In comparison to teachers, students and community
    members have more role-expectation from teachers
    and they are less satisfied with teachers role.
IDEAL ROLE AND ROLE EXPECTATION:

84. Those whose perception of ideal role is modern have less role-expectation from teachers.

85. Teachers' perception of their own ideal role is modern and they have less role-expectation from them.

86. In comparison to teachers, students and community members perception of teachers' ideal role is traditional and they have more role-expectation from teachers.

IDEAL ROLE AND ROLE SATISFACTION:

87. Those whose perception of teachers ideal role is modern are more satisfied with teachers' role.

88. Teachers' perception of their own ideal role is modern and they are more satisfied with their roles.

89. In comparison to teachers, students and community members perception of teachers ideal role is traditional and they are less satisfied with teachers' role.

EXPOSURE TO MASS MEDIA AND AWARENESS:

90. Exposure to mass media and awareness are positively and significantly related. If the former is higher, the latter will also be higher.
EXPOSURE TO MASS MEDIA AND OPINION:

91. Exposure to mass media and opinion are positively related and the relation is significant. If the former is higher the latter will also be higher.

EXPOSURE TO MASS MEDIA AND INVOLVEMENT:

92. Exposure to mass media has no relation with involvement and are independent.

EXPOSURE TO MASS MEDIA AND PARTICIPATION:

93. Exposure to mass media has no relation with participation and are independent.

AWARENESS AND OPINION:

94. Awareness and opinion are positively related with each other and the relation is significant. If the awareness is higher, the opinion will also be higher.

AWARENESS AND INVOLVEMENT:

95. Awareness has no relation with involvement and are independent.

AWARENESS AND PARTICIPATION:

96. Awareness has no relation with participation and are not dependent on each other.
OPINION AND INVOLVEMENT:

97. Opinion has no relation with involvement and are not dependent on each other.

OPINION AND PARTICIPATION:

98. Opinion has no relation with participation and are not dependent on each other.

INVOLVEMENT AND PARTICIPATION:

99. Involvement is positively related with participation and the relation is significant. If the involvement is higher, the participation will also be higher.

IDEAL ROLE AND PARTICIPATION:

100. If the perception of ideal role is modern, the degree of participation will be higher.

RESULTS OF HYPOTHESES TESTED:

For the purpose of summarizing the results of hypotheses which were tested in this study, a tabular statement has been prepared and shown in Table no. 7.1.
<table>
<thead>
<tr>
<th>GIST OF HYPOTHESES (H1)</th>
<th>RESULT OF TEST OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The recruitment of teachers is H0 rejected and H1 accepted.</td>
<td>made on the basis of particularistic $\chi^2 = 7.27$ Significant at traits.</td>
</tr>
<tr>
<td>Teachers perception of their own ideal role is modern while that of student's and community member is traditional.</td>
<td>TEACH: H0 rejected and H1 accepted. $\chi^2 = 6.12$ Significant at 5% level.</td>
</tr>
<tr>
<td>Teachers impose less role-constraint on them while students and community member impose more role-constraint on teachers.</td>
<td>TEACH: H0 rejected and H1 accepted. $\chi^2 = 6.81$ Significant at 5% level.</td>
</tr>
</tbody>
</table>
### TABLE NO.7.1 CONTD.

<table>
<thead>
<tr>
<th>GIST OF HYPOTHESIS (H)</th>
<th>RESULT OF TEST OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers perception of their own ideal role is modern and they impose less role-constraint.</td>
<td>$\phi = 0.95$ $x^2 = 273.36 &gt; 3.84$ Significant at 5% level</td>
</tr>
<tr>
<td>The students perception of teachers ideal role is traditional and they impose more role-constraint on teachers.</td>
<td>$\phi = 0.85$ $x^2 = 72 &gt; 3.84$ Significant at 5% level</td>
</tr>
<tr>
<td>The community members perception of teachers ideal role is traditional and they impose more role-constraint on teachers.</td>
<td>$\phi = 0.58$ $x^2 = 33.6 &gt; 3.84$ Significant at 5% level</td>
</tr>
<tr>
<td>Those who visited abroad have modern perception of teachers ideal role.</td>
<td>$\phi = 0.83$ $x^2 = 206.6 &gt; 3.84$ Highly significant.</td>
</tr>
</tbody>
</table>
### Table No. 7.1 Contd.

<table>
<thead>
<tr>
<th>Gist of Hypothesis (H1)</th>
<th>Result of Test of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers have less expectation from themselves and are more satisfied with their roles.</td>
<td>( \beta = -0.19 ) ( x^2 = 10.83 &gt; 3.84 ) significant</td>
</tr>
<tr>
<td>Students have more expectation from teachers and are less satisfied with teachers role.</td>
<td>( \beta = -0.25 ) ( x^2 = 6.25 &gt; 3.84 ) significant</td>
</tr>
<tr>
<td>Community members have more expectation from teachers and they are less satisfied with teachers role.</td>
<td>( \beta = -0.39 ) ( x^2 = 15.21 &gt; 3.84 ) significant</td>
</tr>
<tr>
<td>Teachers perception of their own ideal role is modern and they have less role expectation of them.</td>
<td>( \beta = -0.09 ) ( x^2 = 2.43 &gt; 3.84 ) significant</td>
</tr>
</tbody>
</table>
### Table No. 7.1 Continued

<table>
<thead>
<tr>
<th>List of Hypotheses (H1)</th>
<th>Result of Test of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's perception of teachers' ideal role is traditional and they have more role expectation of teachers.</td>
<td>$\beta = -0.2193$</td>
</tr>
<tr>
<td>Community members perception of teachers' ideal role is traditional and they have more role expectation from teachers.</td>
<td>$\beta = -0.297$</td>
</tr>
<tr>
<td>Teachers perception of their own ideal role is modern and they are more satisfied with their role.</td>
<td>$\beta = 0.1225$</td>
</tr>
<tr>
<td>Students' perception of teachers' ideal role is traditional and they are less satisfied with teachers role.</td>
<td>$\beta = 0.2247$</td>
</tr>
<tr>
<td>GIST OF HYPOTHESES (H1)</td>
<td>RESULT OF TEST OF SIGNIFICANCE</td>
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<tr>
<td>------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Community members perception</td>
<td>$\phi = .226$</td>
</tr>
<tr>
<td>of teachers ideal role is traditional and they are less satisfied with teachers role.</td>
<td>$x^2 = 5.1 &gt; 3.84$  Significant</td>
</tr>
<tr>
<td>Teachers highly exposed to mass media and their degree of awareness is also high.</td>
<td>$\phi = .42$  $x^2 = 5.4 &gt; 3.84$  Significant</td>
</tr>
<tr>
<td>Teachers are highly exposed to mass media and their degree of opinion is also high.</td>
<td>$\phi = .26$  $x^2 = 20.58 &gt; 3.84$  Significant</td>
</tr>
<tr>
<td>Teachers are highly exposed to mass media but their degree of involvement is low.</td>
<td>$\phi = -108$  $x^2 = 3.5 &lt; 3.84$  Not Significant</td>
</tr>
</tbody>
</table>
### Table No. 7.1 Cont'd.

<table>
<thead>
<tr>
<th>LIST OF HYPOTHESES (H1)</th>
<th>RESULT OF TEST OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are highly exposed to mass media but their degree of participation is low.</td>
<td>$\phi = 0.063$</td>
</tr>
<tr>
<td>$x^2 = 1.19 &lt; 3.84$</td>
<td>Not Significant</td>
</tr>
<tr>
<td>If the degree of teachers awareness is higher, their degree of opinion is also higher.</td>
<td>$\phi = 0.77$</td>
</tr>
<tr>
<td>$x^2 = 177.37 &gt; 3.84$</td>
<td>Significant</td>
</tr>
<tr>
<td>Teachers' degree of awareness is high but their degree of involvement is low. Awareness and involvement are independent.</td>
<td>$\phi = -0.03$</td>
</tr>
<tr>
<td>$x^2 = 0.27 &lt; 3.84$</td>
<td>Not Significant.</td>
</tr>
<tr>
<td>Awareness has no relation with participation and they are independent.</td>
<td>$\phi = -0.4$</td>
</tr>
<tr>
<td>$x^2 = 0.48 &lt; 3.84$</td>
<td>Not Significant.</td>
</tr>
<tr>
<td>Opinion has no relation with involvement and they are independent.</td>
<td>$\phi = -0.10$</td>
</tr>
<tr>
<td>$x^2 = 3 &lt; 3.84$</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>
### TABLE NO. 7.1 CONT'D.

<table>
<thead>
<tr>
<th>GIST OF HYPOTHESES (H1)</th>
<th>RESULT OF TEST OF SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion has no relation with participation and they are independent.</td>
<td>$\phi = -0.10$</td>
</tr>
<tr>
<td>$x^2 = 3.63 &lt; 3.84$</td>
<td>Not Significant.</td>
</tr>
</tbody>
</table>

| Involvement is positively related with participation and the relation is significant. | $\phi = 0.8$ |
| $x^2 = 192 > 3.84$ | Significant |

| If the perception of ideal role is modern the degree of participation is also high. | $\phi = 0.139$ |
| $x^2 = 5.85 < 3.84$ | Significant |
CONCLUSION:

The results of this study lead to the following conclusions which are tenable only for the populations under study.

1. Academic elites are highly educated persons of our society and they spend major part of their lives in order to enter into the profession.

2. The monthly income of academic elite is lower in comparison with the monthly income of student's guardian and community members. The return is considerably low in view of the time and money spent in acquiring eligibility for entering into the profession.

3. Academic elites are highly exposed to western culture, and the high percentage of them visited abroad.

4. Academic elites perceive that their recruitment is made on the basis of particularistic traits rather than on universalistic traits. Despite of their higher level of education, professional skill and training academic elites have to apply different kinds of pressures in

1. Subject to further verification.
order to get entry into the profession.

5. 'Close relations with authorities' is considered most important pressure for the recruitment of teachers.

6. There exists a wide gap between teachers and students and community members with regard to ideal role of teachers, role-constraint imposed on them and role expectation and role satisfaction.

i) Teachers' perception of their own ideal role is modern while the students and community members perception of teachers' ideal role is traditional.

ii) Teachers impose less role constraint on them while students and community members impose more role constraint on teachers.

iii) Teachers have less role expectation of them and they are more satisfied with teachers' role while students and community members have more role expectation of teachers and they are less satisfied with teachers' role.

7. Those who visited abroad have modern perception of teachers' ideal role.
8. Those whose perception of ideal role of teachers is modern impose less role constraint on teachers.

9. The role expectation and role satisfaction are negatively related with each other and the relation is significant. If the role expectation is higher the role satisfaction is lower.

10. Exposures to mass media is positively related with awareness and opinion and the relation is significant. If the exposure to mass media is higher, the degree of awareness and opinion will also be higher.

11. Exposure to mass media has no relation with involvement and participation. They are not dependent on each other.

12. The awareness and opinion are positively related with each other and the relation is significant. If the awareness is higher the opinion will also be higher.

13. The awareness has no relation with involvement and participation. They are independent.

14. Opinion has no relation with involvement and participation. They are independent.
15. Involvement has positive relation with participation and the relation is significant. If the involvement is high the participation will also be high.

16. Teachers are highly exposed to mass media and they have high degree of awareness and opinion about academic, community and national affairs but their degree of involvement is low and consequently their degree of participation is also low.

17. Teachers academic, community and political participation is not affected by the degree of their awareness, opinion and exposure to mass-media.

18. Teachers participation is affected by the degree of their involvement.

19. Teaching profession has lost its prestige in the hierarchy of professions and it is now degraded.

20. The majority of respondents do not like to choose teaching profession for their sons but they prefer to choose it for their daughters.
21. Teachers are not influential in the community because the criteria of influence have changed. The teachers who are considered influential are due to their political ability and not due to their academic skill.

22. In the university those teachers who are involved in politics are considered influential.

23. Those teachers whose degree of participation is higher are considered most influential in the University.