CHAPTER - I INTRODUCTION

CONTENTS

1.1 INTRODUCTION
1.2 EDUCATION AS A SYSTEM
1.3 EDUCATION AS A COMMUNICATION MODEL
1.4 EDUCATION AS AN AGENT OF SOCIAL CHANGE
1.5 CHANGING ROLE OF TEACHERS IN SOCIETY
1.6 IMPORTANCE OF THE STUDY
1.7 STATEMENT OF THE PROBLEM
1.8 OBJECTIVES OF THE STUDY
1.9 HYPOTHESES
1.10 LIMITATIONS OF THE STUDY
1.11 TOOLS
1.12 SCHEME OF CHAPTERIZATION
1.13 REFERENCES
CHAPTER - I

INTRODUCTION.

In recent years education has been receiving a great deal of attention particularly in respect of its potentialities for overall development of society.

In most countries, new thinking is developing about the role of education in National Development Programmes. Some countries accept education as an essential instrument for changing society, whereas some others regard schools as projection of the country. As Cropley and Dave (1978)\(^1\) opine education is not only factor to be relied upon in coping with societal problem such as those arising from rapid change, nor is education capable of providing solution of its own. It is merely a part of the complex of economic, social and political influence which operate in any society. Nonetheless it has an important contribution to make provided the progressive changes in society go hand to hand with it. UNESCO (1976)\(^2\) too agrees that education makes a society based on social justice. The problem of national development could be solved with less difficulty if educational programmes were suitably modified related to problem of national reconstruction.
The economists construe education as primary on investment in human capital, in the sense that, through education the required degree of skill and knowledge is created and imported to the population, so as to render it both efficient and useful to the society. This approach should have significant consequences for the allocation of national resource for educational programmes. Although one has to observe here that in India unfortunately, enough resources are not made available for social investment function of education. Education is broadly looked upon as an agency which would promote the development of an enlightened society.

Education is conceived as a dispellar of ignorance. It is felt that the planning of the affairs of a society cannot be undertaken without a sound educational programme. Likewise, education is also looked upon as an agent of modernization and a number of symposia, discussions and seminars have been convened. Education is looked upon almost as an independent variable.

1.2 EDUCATION AS A SYSTEM:

It must be stated at the outset that education is an important social institution and as such can best be conceived as a subsystem. Education is impinged upon by the total system comprising of economy, polity, family and agencies of pattern maintenance and agencies of integration.
Thus the economic resources and facilities which are required for conducting educational programme may or may not be made available in terms of the state of economy polity might also make important decision in respect of the nature and function of education and deprive education of its essential autonomy.

It is felt that it is a good methodological devise or precaution to analyse education as subsystem so that the common error of exaggerating the role of education can be avoided.

1.3 EDUCATION AS A COMMUNICATION MODEL:

Education has also been analysed from the point of view of communication. Communication of existing knowledge and skills along with the component of social value is looked upon as the major function of education. In this sense, the pattern maintenance function is obviously emphasized.

Thus conceived, education would be a static force even as a communication model education can play a dynamic role in the sense of imparting new knowledge and skills as well as social values, provided certain requisites are satisfied. The formulation of education as a communication model and as an "ideal type" in the sense that it exaggerated the role of education tend to conceive education as a self-sufficient and closed system, which it is obviously not nor can it be.
1.4 EDUCATION AS AN AGENT OF SOCIAL CHANGE:

Educational systems are normally designed for communities to meet the immediate and intimate goals, laid down by the society. In an address, Allaway (1978) says that the educational process is a part of the social process, social life among human beings necessitates some kind of education. Without education in one form or the other, the social heritage could not be handed on from one generation to another. Thus, the educational process like political, economic and morale processes, form a part of a whole net work of social process. Educational systems, however, lag behind other social systems which are undergoing rapid changes. The educational system has been accused of inertia, but, this cannot be said so any more as education is now undergoing rapid reforms. These reforms are taking the form of revolution. The educational reform movement is resulting in a renewal of national educational systems as a whole in many countries. Attempts are being made to adopt the current system to the changes in the social and cultural environment on the basis of scientific study and carefully evaluable pedagogical experiences. As Mclusky (1977) states, "continuous change requires continuous learning".

Change is taking the form of a scientific-technological revolution and of associated socio-cultural changes whatever be the nature of educational changes in the countries, an
attempt is commonly made to link education with problems of national development. Education for national development has been defined as building up of psycho-sociological and institutional capabilities for a self-generating process of educational change relevant to the changing concept and goal in the socio-economic and cultural domains.

Education is a process of learning treated as a social function taking place not only within school walls, but also outside the schools, in homes, communities and public organisations and agencies and learners are not only children but also people in the community. Cropley and Dave (1978) put it this way: "what is said to be particularly important in contemporary life is that people be able to adjust effectively rapid and permissive change, which is already occurring and is likely to continue for a considerable time. Schools are, thus, seen as no longer capable of providing most of the learning experiences people need.

Education is an agent of social change this view regards that education can engage itself in much more positive action and can rebuild society by inculcating in the young a programme of social reforms. It regards those who assume change as universal and inevitable as wrong. As Brumel (1956) says, the overlook the supra-individual nature of many forces and
institutions such as socio-economic classes, mass media, 
preserve groups and other centres of power in society. They 
undertake the persistence and recurrences of cultural patterns 
and therefore, over emphasise the novelty of history opportu-
nities for unplanned change and the inevitability of process 
they do not see, therefore, over emphasise the novelty of 
history, opportunities for unplanned change and the inevitabi-
licity of process. They do not see, therefore, that broad 
social change must be planned rationally and executed finally 
so that reactionary preserver can be diminaled and special 
goals may be achieved in greater proportion.

1.5 CHANGING ROLE OF TEACHERS IN SOCIETY:

Ruhela and Vyas (1970) point out that education is an 
instrument of social change. They say the relation between 
education and social change may be of three kinds:

1. Education is necessary condition for bringing about 
social change.

2. Education is an investment, tool, main agency or 
agent for bringing about social change in any 
country, and

3. Education is an effect of social change in any 
country.
But change does not operate in vacuum. Some characteristic features, potentials and problem of social change do influence change process. Any how, the objectives of educational institution are basically the same to inculcate changes in thought and value of their students. Teacher then become agents of a change of system. They, as a change agents, have to play a crucial role in educational institutions & society. Unless teachers are going to be the active agents for bringing about this change, and are properly enlightened for this task, nothing can be accomplished. It is the task of the teachers to educate for change, to educate for orderly planned revolution. Education is looked upon as an instrument to develop a full man and to build a society based on justice and equality. This requires that the school has a full and continuous interaction with the society. Efforts are being made to engage various elements of the society and the community in the process of changing educational policies and engaging the teacher and the student in a continuous recounter with the world outside the school. The school and community relations are undergoing change. The first generation of under privilege children is entering the school. The society outside the school is looking at the teacher with careful eyes. The community and the parents are developing a keen desire to understand what is happening in the school and to influence its organisations, the programmes and personnel.
With this regard, UNESCO (1976) reports that the teacher should accept organizing the educational potential of elements foreign to the traditional school. He can no longer remain, a 4 x 2 teacher i.e. he cannot confine his teaching within the four walls of the classroom and to the two covers of the textbook. The various media of communication, cultural and artistic activities of the community, the specialization knowledge of professionals in various fields and the practical wisdom and experience of workers in industry, crafts and agriculture must all be brought into the classroom to make teaching effective and community oriented. Social relevance requires that the teacher goes beyond the task of giving instruction to become a guide to his pupils, an effective mediator between the young child and the confusion of the environment. This expanded function of education requires a broadening & deepening of the teacher's own knowledge, and understanding of the culture of the students and world current of though, with that of having that knowledge for inculcating in the pupils.

Lynch (1977) opines that the teacher is not seen as a spectator who will stand by as pupils act out their own impulse. On the contrary, a central and major role is envisaged for teachers, and a systematic and genuine learning task is still seen as required of the pupils. However the relation of those two agents to each other is seen as changed along with their relationship to knowledge and the mechanisms through which it is created disseminated and evaluated. Pupils,
for example, will need to know 'How' and 'Where' as much as 'What'.

A difficulty arises when it is accepted that the teacher has to prepare the children not only for the society in which they will enter after completing the formal education. The teacher's task is to plan, guide and evaluate the progress of each individual pupil. The teacher under these circumstances, can no more see himself as the prime source of knowledge. He has to assume a new role in the development of the children's moral philosophy and world view. He has to develop the capacity for creative, self confident responses to an unknown future.

One condition factor influencing the change in role of the teacher is the concern of developing nations to rediscover indigenous cultural values to strengthen national consciousness and pride, to rehabilitate practical learning and productive labour as against elite artificiality and to reach out for the technological skills needed for national development. The teacher is under social pressure, professional pressure and pressure from children. Those factors along with other arising from the knowledge explosion and technological advances made it imperative that he begins to envisage a new role of himself. Teachers in developing as well as developed nations are in the process of seeing their new role and the need for acquiring new competencies in the midst of pressure generated by the new social awareness
of the community and the demands made on them by scientific and technological advance.

If education is to meet the demands of our time and of the coming decades the organisation, content and method of teacher education will have to play a crucial and decisive role.

Secondary Education Commission (1952-53)\textsuperscript{10} states that the most important factor in the contemplated educational reconstruction is the teacher to enable the teacher to play his key role in the use of education as an instrument of national development, it is absolutely necessary to improve his social status, economic position, and his condition of service, but equally important is the expansion and improvement of the training facilities for teachers.

1.6 IMPORTANCE OF THE STUDY:

It is quite obvious that after the attainment of independence the proportion of persons being educated has increased at all stages of education. The society is changing very fast everywhere in the world. Science and technology have made great contribution in changing the attitudes of men and women science and technology have affected the educational system in various parts of the world. New society has newer and newer
demands from the society. The old technique and functions require to be radically oriented with regard to ideology and perception. In the education structure of Gujarat Higher Secondary School education is also given prime importance because it is the base for college education. It is a linking bridge between secondary and college education i.e. Higher education so higher secondary school teachers having the perspective in the past cannot work in the present situation. The social composition of the teachers has also undergone a change. The society where the teaching profession was the monopoly of the elite class does not exist today. Various categories and different capacities of Higher Secondary school teachers have much impact on the standard of education. It is, therefore, imperative to orient these persons on the lines that are suited to the national requirements and the theories of modern pedagogy.

Prior to this, it is necessary to study the Role Perception of Higher Secondary School teachers only after knowing this we can direct them. It is a common complaint that boys and girls studying in higher secondary school do not have proper education & they do not get proper insight for future to meet the challenge & solve them. They are not well prepared according to the expectation of Higher Secondary Education. They are not trained according to the philosophy of higher secondary education.
It is likely that this may be due to some deficiencies on the part of teachers who guide and teach them. If the role perception of higher secondary school teacher be studied, it can be hoped that it would throw some light on the causes of maladjustment, indiscipline, lack of insight, negligence of study, rough behaviour and other psychological adjustment problem.

Now Higher Secondary School teachers get somewhat better salary than before, so there may be change in their role perception.

Hence there is a need of scientific study with regard to their role. This will be of a great value for the emergence and propagation of the new idea.

There is hardly any study focussing the role perception of Higher Secondary School teachers. Consequently the investigator felt need to prepare a reliable and valid tool to measure the role perception of higher Secondary School Teachers of Gujarat.

1.7 STATEMENT OF THE PROBLEM:

The title of the present investigation is as follows:

"A Study of the role perception of Higher Secondary School teachers in relation to certain variables."
THE DEFINITIONS OF SOME OF THE TERMS:

Before a beginning is made for the investigation, it is obligatory on the part of the investigator to be clear about some of the key - terms used in the investigation.

STUDY:

The word study has different connotations. In the dictionary of Education, Good^{11} (1945) writes about the study as under:

1) Application of mind to a problem or subject, and

2) An investigation of particular subject. According to Stein (1953)^{12} in the American Everyday Dictionary the word 'Study' means:

a) Application of mind to the acquisition of knowledge,
b) Deep thought, and
c) To examine or investigate carefully. According to Teall (1960)^{13} in Webster New Illustrate Dictionary

'Study' means:

i) To investigate closely and

ii) To scrutinize or earnestly contemplate.

The present investigation after synthesizing the definitions cited above defined the term as it relates to the problem in the following way.

The word 'Study' here means compilation of informations about the behaviours of teachers.
The concept of 'role', however is very complex and highly important for the behavioural science. The term 'role' has been defined differently by different writers in Social Science literature. Some define it as what the society expects of an individual occupying a particular position in the social system. Some define it as rights and responsibilities which go hand in hand. According to this definition, role is a set of socially expected behaviour consisting of both duties and privileges, associated with a particular position in a group.

Havighurst and Mengarten (1962) define the concept as follows:

"A social role is defined as a coherent pattern of behaviour common to all persons who fulfill the same position or place in society and a pattern of behaviour 'expected' by other members of society".

From the above it can be concluded that the definitions can be concluded that the definition of role can be devided into three main constituents.

1) The first constituent mentions that the concept thus indicates a position or status of Higher Secondary School Teachers as a specific occupational position.
2) The second constituent mentions a pattern of behaviour associated with that position; there is a pattern of behaviour associated with the position of higher secondary teachers which is independent of any particular person occupying the role.

3) The third constituent mentions a pattern of expectation held of the occupant of a position. The expectations held of higher secondary teachers will imply how they ought to act, not merely how it is anticipated that they will act.

With reference to the definition of Role, this study defines the 'Role' as expectations assigned by society to the individual on the basis of the position for which he has responsibility and study. It will also be appropriate to define and clarify certain meaning of 'Role' such as Role expectation. Actual Role, administrative Role, etc. They are as follows:

1) **Role**: The behaviour pattern on an individual in doing their duty and the way of behaving in accordance with the actual status.
2) **Role expectations:**
The behaviour pattern of any individual which is expected to be by other people, for example, the teachers expect the principals that he should have a certain behaviour pattern in such a way that he must deal with the pupils in particular way of their concept. On the other hand, the principal may expect that the teacher should have a behaviour pattern that they should make the pupils feel and can get along with the pupils etc.

3) **Actual Role Performance:**
The actual role performed by an individual which can be seen by other people.

4) **Administrative Role:**
The behaviour pattern of the principal concerned with all kinds of management in school in order to attain the goal.

5) **Teaching Role:**
The behaviour pattern of teachers concerning with imparting knowledge to pupils.

6) **Learning Role:**
The behaviour pattern of the pupils concerning with acquiring knowledge both from teachers and self instruction.

7) **Discipline Role:**
The behaviour pattern of the principals, teachers and pupils that they have to behave according to certain rules and norms.
3) **Social Role:**
The behaviour pattern of the Principals, teachers and pupils concerning with relationship with each other and other people.

9) **Personality and Emotional Role:**
The behaviour pattern of the principals, teachers and pupils concerning with physical and emotional expectations. The social science literature shows an increased interest in treating role consensus as an important variable for studying individual social behaviour and the functioning of social system. This inquiry studies only the problem of Role Perception of the teachers of Higher Secondary School.

And perception means how a person, in this study teacher perceives, sees, understands different rates as a member of teacher community - a professional group. The elaborated clarity is already explained in the ensuing chapters.

**CERTAIN VARIABLES :**

There are many variables. The investigator has taken socio-psychological variables for the present investigation.

With the help of the process of socialization, an individual is made to control his instincts. Teachers'
views are reflected in her/his teaching. Students are encouraged by the teachers. Teacher is expected to work in a fixed pattern. He/she is called the real innovator, revolutionary, although we should not forget he/she is an individual. He/she has also instincts. Man has biological drives rather than instincts. Schools are situated in the society; so it is called miniature of society. He/she shows his/her ideas, thoughts through his/her role which he/she performs. A teacher has to perform social roles also.

Individual's learning to think, feel and behave in proper way in the functions, age, area and other physical make up and basic mental personalities have an impact on it. This ultimately results into a set pattern of reaction habits which is known as personality traits. Hence, the investigator views that these variables may have some effects on the development of role perception. The investigator accepted the trait theory of personality and chose carefully a few factors related with role. The investigator viewed that the physical and biological facts also play role in shaping the role perception of an individual. So the investigator thought it proper to view the role in the context of some traits of personality and social factors like socio-economic status, area, education and caste.
Here the investigator has chosen the socio-psychological variables as certain variable.

1.8 OBJECTIVES OF THE STUDY:

The present study is proposed to be done keeping in the view of the following objectives:

1) To prepare a reliable and valid tool to measure Role Perception of Higher secondary School teachers.

2) To study the Role perception of Higher Secondary school teachers.

3) To compare the Role Perception of Higher Secondary teachers coming from different areas such as urban and rural area.

4) To compare the role perception of Higher Secondary school teachers with different marital status.

5) To compare the role Perception of Higher Secondary teachers of different age groups.

6) To compare the role perception of Higher Secondary teachers with different educational back grounds.

7) To compare the role perception of Higher Secondary teachers with different teaching experience.
9) To compare the role perception of Higher Secondary teachers belonging to Non-SC/ST and SC/ST caste.

10) To compare the role perception of Higher Secondary teachers coming from different socio-economic status.

11) To study the Role Perception of Higher Secondary teachers in the context of the following personality factors in relation to area, caste and marital status.

Factor - 'A' Aloof Vs Warm, Outgoing.
Factor - 'B' Dull Vs Bright
Factor - 'C' Emotional Vs Mature
Factor - 'E' Submissive Vs Dominant
Factor - 'F' Glum, Silent Vs Enthusiastic
Factor - 'H' Timid Vs Adventurous.

1.9 HYPOTHESES:

A sound research must make the use of carefully formulated hypotheses. Hypotheses can give the idea of suggestion put forward as a starting point for reasoning or explanation like objectives. Hypotheses have also a definite place in any research work. To make the study more fruitful the investigator framed out hypotheses in null form.
The null hypotheses of the study are as follows:

**Ho 1**: 
There is no significant difference between mean scores achieved by urban and rural areas Higher Secondary Teachers.

**Ho 2**: 
There is no significant difference between the mean scores of Role perception of Higher secondary teachers of different marital status.

**Ho 3**: 
There is no significant difference between the mean scores of Role perception of different age groups.

**Ho 4**: 
There is no significant difference between the mean scores of Role perception of Higher Secondary teachers having different educational background.

**Ho 5**: 
There is no significant difference between the mean scores of Role perception of Higher Secondary teachers having different teaching experience.
H o 6.
There is no significant difference between the mean scores of Role Perception of Higher Secondary teachers of different castes.

H o 7.
There is no significant difference between the mean scores of Role Perception of higher secondary school teachers coming from different socio-economic status.

H o 8.
There is no significant difference between the mean scores of Higher Secondary teachers in relation to different personality factors 'A', 'B', 'C', 'E', 'F' and 'H'.

1.10 LIMITATIONS OF THE STUDY

Every investigator has one's own limits and in every investigation, there is also a limitation because without any limitation, no good research work can be carried out.

Following are the limitations of the present investigation.

1) The investigation is confined to Higher Secondary teachers of Higher secondary schools of Gujarat (Ahmedabad District, Baroda District and Kheea District).
2) Its norms are established only from the population of three districts.

3) The norms are established on the scores made by higher Secondary teachers on the whole scale.

4) The investigator is limited to common stream and Science Stream teachers teaching in Gujarati medium.

5) From the tool of 16 PF only six factors ('A', 'B', 'C', 'D', 'E', 'F') are considered for the present investigation.

6) Home Science teachers of Higher Secondary Schools are included in the category of Science teachers.

I.11 TOOLS:

As there was no tool readily available for the data collection, a fresh five point scale of Role Perception of Higher Secondary school teachers was prepared and standardized by the investigator.

The investigator used other two tools for co-related studies. They are as follows.

1) S.E S Scale (Socio - Economic status Scale) prepared by K.G. DESAI.

2) 16 P.F (16 Personality factors) prepared by R.B. Cattell.
I.12 SCHEME OF CHAPTERIZATION

A brief description of the chapters to follow is given here under.

CHAPTER - I

This will be the introductory chapter indicating the problem of investigation, the objectives the hypotheses, the limitations, tools and definition of the terms.

CHAPTER - II

The second chapter deals with the review of related literature. In this chapter the investigator has taken the studies done in India and abroad. The studies are related with the 'role' of the teachers.

CHAPTER - III

The third chapter deals with the concept of role of a teacher and role perception. The investigator has described different view of role. The investigator has thoroughly explained the concept of 'role'.

CHAPTER - IV

The fourth chapter deals with the process of constructing the tool which includes the selection of the statements and preparation of the pilot form. The
Investigator has also discussed the criteria for selecting the statements.

CHAPTER - V

The fifth chapter deals with final run of the tool. In which the investigator has thoroughly discussed the form of the scale method of the sample, administration of the Role perception tool, age norms, grade norms etc.

CHAPTER - VI

The sixth chapter deals with the reliability and validity. The investigator has also discussed the techniques and the techniques followed for establishing the reliability of the present tool.

CHAPTER - VII

This chapter describes the role perception and study of variables in detail along with the statistical analysis. Area, Caste, Marital status, Education & background, teaching experience, age, SES and personality factors are the variables.
CHAPTER - VIII

The last chapter deals with conclusion and suggestions. The conclusions are drawn after the scientific analysis of the data described in the light of statistical inference. Suggestions are also made to carry out further investigation in this and allied area.

The thesis contains number of tables, graphs, bibliography, appendices and tools used for investigation.
REFERENCES:


9) Lynch, T. Life Long Education and Preparation of Educational Personnel UIE, Monographs, 1977


