CHAPTER - II REVIEW OF RELATED LITERATURE

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2.9 REFERENCES
2.1 INTRODUCTION:

The review of related literature is an important prerequisite to actual planning and the execution of any research work. Feeling the importance of this review, Best (1963)\textsuperscript{1} wrote "A Familiarity with the literature in my problem area helps the students to discover what is known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved." Therefore, Good, Barr and Scates (1941)\textsuperscript{2} suggested that the careful student of education, the research worker and investigator should become familiar with the location and the use of the source of educational information."

Need to know about related literature in any field of enquiry and availability of sources and possession of knowledge about them, both are necessary.

Practically all human knowledge can be found in books and libraries. Unlike other animals that start a new each generation, man builds upon the accumulated and recorded knowledge of the past.

The search for reference material is a time consuming but very fruitful phase of a research programme. Every investigator must know that sources are available in his field of enquiry, which of them he is likely to use and where and how to find them.
In the field of education, as in other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research. But it is found that generally the extent of important, up-to-date information regarding educational research and ideas possessed by educational workers is very limited, Good, Barr and Scates quote the poor results of investigation carried out on this point by D.A. Worcester and Ashbough, and rightly conclude that the present status of professional information in education was at a very low level. Availability of adequate information and possession of sufficient familiarity with it, however, are not one and the same, availability of adequate information about educational thought and research does not by itself result in possession of its knowledge by the researcher. The researcher must apply himself keenly to the task, on the otherhand a research worker may be very keen to possess up-to-date information regarding his field.

With a view to getting well acquainted with the research work done in the field of role of a teacher, the researcher tried his best to receive the research work on the role of a teacher from India and abroad. The investigator
has gone deeply in this area because no research work on role of a higher Secondary teacher is specially done. The reviewed areas are as under:

1. Conceptual literature about role of a teacher
2. Teachers role and his role performance.
3. Research in India.
   - Teacher Education.
   - Perception of the role of a teacher.
   - Socio Economic status.
   - Role conflict.

2.2 CONCEPTUAL LITERATURE ABOUT ROLE OF A TEACHER.

Whenever we analyse we realise that every person feels a whole set of social roles. A teacher assumes the roles of worker, husband and wife, parent, character, club member and citizen. In describing social roles of teachers, however we shall not deal with the various occupied by teacher as persons, but instead with the various roles occupied by persons when they are teachers. The role of teachers is made up of a cluster of sub-roles, some that refer primarily to the teacher's behaviour in relation to pupils. In real life of the sub-roles are neither separate nor distinct, but for purposes of analysis it may draw attention upon one after another. The concept of role involves both
behaviour and expectation regarding behaviour. To ask what is the teacher's role in the community is at least in part to ask what are the social expectations that the community has of the teacher.

Hoyle (1969) \(^3\) puts it in this way "Primitive Societies do not as a role have teachers in the sense of persons whose specialized role in society is to instruct the young."

The pre-industrial society the role of a teacher was concerned with the transmission of a high culture and a particular set of values to the children of elite groups. It was also concerned with the transmission of values embodied in religion and or the more generalised values held by the ruling groups.

In an industrial society, the role of a teacher is to transmit a body of knowledge and skills appropriate to the abilities and needs of the child. He performs this function through direct teaching and by organizing learning situation of a less formal kind. The appropriate role is that of teacher as instructor which is the most obvious. Moreover the teacher prepares the child for participating in the way of life of his society. The teacher differentiates children on the basis of their intellectual, and often social skills in preparation for the social and occupational set up.
Mukhopadhyay (1975) has reviewed this aspect. Students want a teacher to be cheerful, friendly respect. A head master wants him to be obedient, loyal hard working, intelligent, co-operative and able to produce best class results.

Parents want him to sympathise with children, pay attention to the individual child and report to parents the progress of child from time to time. Thirst for knowledge and good expression is also regarded as essential qualification of person for discharging role of a teacher. Teachers role is like that of a gardner caressing the plants.

He caresses young human beings and looks after their physical, mental and social growth of development. The child perceives second birth at the hands of a teacher. The teacher moulds the habits, tastes and character of the pupils. He orients the child from animality to socialised human form. It is his teaching skill, his personal influence, his character, his dynamism and his life force that turns them to be truly human contributing their best to the humanity. He feels that teacher has two basic sets of role to fulfill. One set corresponds to major functions of institutions, socialization and evaluation. The second set is concerned with motivating pupils, maintaining control and creating an environment for learning.
2.3 TEACHER'S ROLE:

The role of the teacher involves two broad fields of research. On the one hand 'ROLE' refers to behaviour thus studies of teacher - role performance are those in which the actual behaviour of teachers is observed. On the other hand 'Role' refers to expectation of behaviour. Thus studies of teacher's role expectation are those in which expectation maintained for teachers by teachers and others are investigated. In general these are two distant fields of research investigation and are summarised separately here.

2.3.1 STUDIES OF TEACHER'S ROLE EXPECTATION:

As it is suggested by Biddle (1966) the role field is characterised by some terminological and conceptual confusion. This is particularly evident in research published on Teacher Role expectation where wide variety of terms are often used to describe common methods and where the same terms may be applied to guide different techniques. In general for purposes of this review terms similar to those proposed by Biddle and Thomas are used.

2.3.2 SUBJECT PERSONS:

Teacher's role expectation may be held by a variety of persons who usually are identified by the social position, which they hold. Thus expectation held by parents may be
contrasting with those by teacher themselves, Principals, school board members and so on (Fishkun, 1962; Mays, 1963; Terrien, 1965; Yamamoto Dizney, 1968). The number of years within the school (e.g., Caubin, 1931; Cliton, 1930; Davis, 1966; Hagard, 1943; Tiedeman, 1942); the school type such as religious public or independent (e.g., Allen Steperg, 1964; Becker, 1953; Halffield, 1961; Seldman and Knapp, 1953; Yourglicht, 1955); the training received (Arokoff and shears, 1961); Brenner and others (1962). The subjects' life conditions, such as socio-economic level (e.g., Cheovg and Devalult, 1966; Collowis and Smith, 1945; Hust, 1965; Philips, 1955); the community and color (e.g., Chilcott, 1961); Jordan, 1929; Mays, 1963; Reifr and others, 1965; were given the wide range of subject persons whose expectations were to be differentiated. It is not surprising to discover that a variety of limiting criteria were also applied by the investigator to enable them to sample a limited group of subjects. Of these studies, 48 reported data from teacher subjects, 43 had pupil or student subjects, 12 had administrator subjects, 4 reacted with guidance counsellors (Dunlop, 1965); Schmidt, 1962; Sa man, 1960; Salley, 1965; but none with monitors,
Secretaries, School nurses of dietician and 13 dealt with numbers of the Family, or the community in general. In the last group, it is interesting to note that to data no study has appeared in which a random sample of public opinion concerning teacher role expectation has yet been published, although an early study did report data from a natural sample of teachers (Chartor and Napes 1929).

2.3.3 OBJECT PERSONS:

Expectation for role of teacher may be held, of course for teachers in general or may refer to any sub-group of teachers, such as primary teachers, male teachers, track coach and experienced teachers. Among the 74 studies reviewed, 50 asked for expectation pertaining to teacher in general, thus exhibiting a wide spread term "teachers." However, 9 wide variety of sub-positional investigations were also conducted; of male and female teachers (Luntz, 1965; Mason and others, 1959) of inexperienced and experienced teachers (Luntz, 1965, Mason and others 1959) J. Smith, 1965; Tombue 1953) or special education for teachers (Bradly, 1966; Lunk. 1965) of guidance and counsellors (Datop 1965), Sarman 1960; Valley 1965) of administrator (Arkott and Shears, 1961); Bidweel, 1965; Carson
Ana Schultz, 1964; Strong 1950) and of the school as a
cotyled quality. (Lacognata, 1965; Musgrave 1961). In
addition either by advancement or by inadvertence, many
investigators limited their study to the teacher's role
within a specific, institutional context: in 16 cases
to the primary level, 21 cases to the secondary, 21 cases
to tertiary etc. Another type of limitation also appeared
in that studies asked respondents to consider the role of
specific persons themselves in 13 studies concerned with
teacher's own self expectations and other individual
teacher, in 13 other studies where subjects were asked to
give expectation for a specific teacher. 

2.3.4 Research Literature on Teacher's Role

Hollins (1935) conducted research with over 8,000
children of different ages in both mixed and single
schools. The characteristics of teachers which they
valued most, was the ability to explain difficulties
patiently; other teacher characteristics in descending
order of importance were, sympathy, fairness, humour
human readiness to accept children's questions, wide
interests firm discipline.
Michal (10) in a study of expectation of the older adolescent pupils in America found that the teacher's method of the teaching was judged to be his most important attribute, of less importance were the teacher's personality and his mode of enforcing discipline.

Allen (11) (1959) carried out research in English secondary Modern schools and his findings were very much resemble those of Michael. Both "Boys and Girls" were found to value most highly the teacher's competence as an instructor, his pedagogical skills but they also wanted their teachers to make lessons interesting, to take jokes and to be friendly and approachable."

(12) Wright investigated the self concepts and the perceptions of parents and teachers among 105 last year Secondary Modern Schools boys and girls. He concluded in that years at school, Secondary Modern Pupils were a good deal less identified with their teachers than with their parents.

According to Wright pupils value their teachers mainly for their intellectual abilities, they are little concerned with their more general human qualities. In so far as the pupils to identify with teachers, it is
restricted to those aspects of personality which relate to academic achievement.

Kynans (1960) used the critical incidental technique to study the teacher's behaviors by asking the teachers to write about crisis in the classroom. It was seen that teachers should have prepared for teaching. Teaching should be more classic. If teaching task cannot be done as planned teacher should consider individual differences. Further more, teaching aids should be used in order to make things to be learnt more interesting. In teaching, the teacher should guide, demonstrate and explain things to be learnt properly and clearly. Besides teaching, the teachers are obliged to concern with governance commitment and discipline. Most of the pupils like kind teachers, sometimes strict and the characteristic that the pupils like least are the teachers who always scold, force or punish the pupils.

In punishing pupils, Karch and Estrabrook (1964) have revealed from their study that punishment should be done fairly and reasonably. Teachers should try to understand about the pupils' problem, try to remove obstacles or stumbling block and try to control the emotion.

The other crucial role of the teachers is concerned with personality and emotion. Characteristics of teachers and their dressing may also influence their teaching. The
characteristics that pupils prefer may dressing tidily, politeness, kind, good emotion and having good health. It can be seen from the studies which are mentioned, that their results go along with each other. It can be summarised that the teacher's role being wanted, which is considered to be the first number in importance is, teaching well and helping pupils. The next one which is considered to be less important are sympathy given to pupils, justice, humour friendliness and owning discipline.

Gage and others (1961) compared experimental and controlled group of sixth grade teachers which indicates that the following occurred when teachers were provided with information as to how their pupils described, their actual teacher and their ideal teacher (i) Teachers' behaviour changed in the direction of pupils initial description of their ideal teacher and (ii) Teachers become more accurate in predicting pupils description of their teachers.

Gamp (1964) has obtained similar results through his indirect approaches to the study of pupils' expectation as Allen (1959). In this study American High School pupils have been asked to say which of their classes they
have found especially good, satisfying and worthwhile and further asked them to describe what went on these classes, what they receive from them and what they found enjoyable. First in importance was the subject matter, second the type of class room activity that the lessons required and third the teacher's pedagogical ability. Far less weight was attached to the teacher's personal and social qualities only 7% of the pupils' responses referred to those, while 27% referred to subject matter. Evidently, high school juniors do attribute their plus and minus experiences to more than the personal and social variables of their teachers.

Musgrave (16) (1966) conducted a study of adolescent's demands of home and school in England. He noted the sharp contrast in expectation. When young people between 14 and 18 years of age were asked what they expect of their homes, 77% of their statements referred to excessive needs.

In the studies cited above, 866 children in twelve junior schools, 401 in four secondary modern schools, and 112 children in one grammar school were asked to write two short essays on "A good teacher" and "A poor teacher" between twenty and thirty minutes were allowed to both essays. The 1379 essays were analysed for content by
21 teachers. Each teacher analysed a separate batch of essays. Every independent statement made about 'good and poor' teacher was then arranged to one of four categories (i) Teachers (T) (ii) Discipline (D) (iii) Personal qualities (P) (iv) Organization (O). The meaning to be attached to these categories was clarified in a general discussion with 27 teachers after a sample of the essays had been read.

General findings of the inquiries regarding the role of the teachers are as under.

(1) All children gave greatest weight to the good teacher's teaching and least weight to his personal qualities. The only aspect among the children were that junior school placed more emphasis than secondary children teacher's discipline and secondary school children placed more weight than juniors on the good teacher's personality qualities; particularly on his being cheerful, good tempered and having a sense of humour.

(2) There was a striking contrast between the teacher's views and the children's views whereas the children emphasised teaching. The teacher emphasised 'personality'.
The graduate teachers gave greater emphasis to teaching, but the college of education students gave even greater emphasis to 'Personality'.

This enquiry highlights the discrepancy between children's notion of a good teacher and a poor teacher.

Kulandaival and Rao (1968) analysed the qualities of a good teacher as rated by students. In the sample there were 1,227 boys and 1,435 girls from standard VI - XI of 11 different types of schools: Public schools; Private schools; single sex and co-educational. A check list for studying the qualities of teachers was developed.

The major findings of the study are:

(1) A good teacher as viewed by the students, inspires good qualities in the students and reteaches a lesson when not understood by the student.

(2) In his dealing with the students, he treats them alike without showing caste-prejudices; he reprimands students for their follies and tries to reform problem students.

(3) He is conscientious and acts as a guide to the students.
From these it can be summarized that teacher's role being wanted, which is considered to love the first number in importance is teaching well and helping pupils. Hence, above mentioned types of researches on role were carried out at the end of 19th century.

2.4 STUDIES OF TEACHER'S ROLE PERFORMANCE

In contrast with exceptional studies, studies of teacher's role performance have been few in numbers but generally more systematic in their approach presumably this reflects the greater cost of investigation of overt behaviour, studies of teacher's behaviour have also been laid primarily within the class-room contact. That is unfortunate as suggested earlier studies of teacher role expectation cover a broader range of contact than simply the class-room. Teachers especially secondary school teachers often exhibit unique and job within the school and in the country. However major interest in teacher's role performance researches have appeared to stem from concern with the direct effects of teacher behaviour on pupils' learning and for such a concern the observation of the class-room would appear to be more relevant. Besides, class-rooms are easier to observe. Thus, many students have dealt with other behavioural properties of the class-room system in addition to teacher's performance.
2.4.1 COVERAGE:

Generally speaking, investigation of teacher performance to date have attempted to examine only a small range of classroom types. Various criteria have been used to specify the type of classroom to which the investigation was limited (Gump 1907; Hughes, 1959; Meax and Smith, 1964; Taba and others, 1964), subject matter (Bellack and others, 1963; Biddle and Adams, 1967; Flanders, 1960), social class of pupil (Jahson, 1965; Perkins, 1965; Smith and Geaffrey, 1965), pupil achievement (Perkins, 1965; Taba and others, 1964); and pupil adjustment (Koumin and others, 1966). Again where various classroom structural conditions have been investigated as independent variables, the range of variables chosen has been limited. Studies dealt with variation in the age and sex of the teacher (Biddle and Adams, 1967) subject matter (Biddle and Adams, 1967; Flanders, 1960; Hughes, 1959) teacher training (Flanders, 1960; Taba and others, 1964; Naimon and Herememowicz, 1965) naturality difference (Flanders, 1960) and phase of school year (Smith and Geoffrey, 1965). These limitations on coverage and variability of the classroom situation have had effects on the fruitfulness of teacher...
performance research. First studies have operated to be experience of concepts, methods and outlook unique to the particular type of class-room investigation. Second results of studies done so far represent but a restricted range of class room investigation. Second result of studies done so far represent but a restricted range of class room of these studies reviewed only that Lavis in Smith and William Geeffrey (1965) have dealt explicitly with the lower class school. Finally the restriction of independent variables limits the possibility of discovering interaction among independent variables conditions that may determine teacher class room performance. It is reasonable to presume, for example, that both teacher had role expectation and other class room events help to determine teacher class room behaviour but the specific part played by each variable cannot be determined until both are explained within a single study.
2.4.2 FINDINGS:

Because of wide variety of methods, hinds and concepts that have been used in studies of teacher-role performance, it is extra promaroyy efficient to summarize their collective findings. In addition, it was pointed out earlier, but but a small range of class room have been studied up-to-date and with the exception of the studies by L. Smith and Geoffrey (1953). No investigation has reported data from a lower class setting. However, some generalization may be worth of note. Several investigators (Nabably Jackson, 1968) have committed on the rapid pace of class room exchange. Teachers may be expected to generate several thousands acts or moves or exchanges during the class room only. The teacher is also a "ring master" (Middle and Adams 1967), He tends to occupy the centre of the class room much of the time to engage information dissemination, within the context of a single integrated communication structure and to communicate with pupils the class room appears to be a setting of some boredom. To the extent that these findings may indeed be applied to contemporary role behaviour by teachers. The teacher of today has been little affected by a progressive ideology or the concepts of an actively centered education.
2.5 PARENT-TEACHER RELATIONSHIP

In the Plowden Committee's investigation children and their primary schools, the parents of a representative sample of primary school pupils in England and Wales were interviewed which few of these parents criticized them the arrangements made for them to see the teachers. They were much more critical of what normally happened when they did see them.

Approximately half of the parents said that they would have liked to be told more about how their children were getting in at school. Almost one third thought that the teachers should have asked them more about their children. One considered if they went up to the school the teachers only told them what they know already.

Results of research in the U.S.A. where such communication is generally assumed to be greater than in Britain suggests that misconception may be common.

Jenkins and Lippitt (1951) in a detailed study of one Massachusetts junior high school, found that teachers commonly believed that parents wished them to help their
children with their personal problems and to give them distinctive treatment.

Biddle Rosencram and Ranlan (1961) on the other hand, found that in their midwest sample perceived teachers as desiring to avoid participation in P.T.A.S and wishing to assert publically their educational opinions, whereas teachers claimed that they neither wished to nor actually did believe in these ways.

In one of the very few British institutions in these areas (Musgrave and Taylor, 1965) parents and teachers were asked to list six possible aims in order of their centrality to the teacher's role, and teachers were also asked to rank them in order of the value. They believed parents placed upon them.

Parents and teachers showed a high degree of agreement in giving precedence to instruction in subjects and moral training as the two most important aspects of the teacher's role, and in considering that education for family life should not be a responsibility of the teacher. But teachers generally underestimated the importance attached by parents to the moral training and education for citizenship aspects of their role.
Musgrove and Taylor (1965) have shown, the majority of teachers consider the moral training of children to be an important aspect of their teaching role. One implication is that they themselves hold moral codes with sufficient confidence to impose them on their pupils.

In an interesting study in Chicago (1952) Becker found that young teachers found the difficulties of instructions and discipline to be much greater if they were in 'slum' districts.

2.6 EXPECTATIONS OF THE PUPILS

At the end of the 15th century Kartz reported an investigation which showed that School children demanded first and foremost of their teacher's hold in study

In the Nineteen thirties Hollis conducted research with over 8,000 children of different ages in both mixed and single sex schools; the characteristics of teachers which was valued most highly was the ability to explain difficulties patiently. Other characteristic of describing order of importance were (i) sympathy (ii) fairness (iii) humour (iv) readiness to accept children's questions (v) wide interest. (vi) Firm discipline.
The study of the expectations of the older adolescent pupils in America, aicho found that the teacher's method of teaching was judged to be his most important attribute of less importance was the teacher's personality and made of enforcing discipline. These findings are in line with research carried out by Allen in English Secondary Modern Schools. Both boys and girls were found to value most highly the teachers' competence as an instructor, his pedagogical skills. But they also wanted their teachers to make lessons interesting, to take a joke and to be friendly and approachable.

Musgrove (1969) there is one research paper in that there is an evidence that pupils are expecting their teachers to take on a class less specialized role with reduced emphasis on pedagogical functions home rather than school is still the main source of expressive emotional satisfaction. The school and its teachers are expected to meet instrumental meaning mainly intellectual needs.

A study of adolescents demand home and school in England has shown this sharp contrast of expectation.
2.6.1 OBJECT CHARACTERISTICS

It is also possible for teacher role expectation to deal with a wide variety of teacher characteristics. Studies reported have, indeed, represented a broad range of interest from physical features of the teaching population (Jones and Geoffrie, 1960) to background. Teachers are presumed to exhibit (Jensen, 1964, hert, 1965, Kyns 1960) to traits of teacher behaviour (e.g. Becker, 1953; Keigvin 1948; Hickey and Fox 1946; Rogers 1950; Yamamoto and Bryan 1966; Youglick 1955). However, the majority of studies reviewed have concerned themselves with teacher's performance. Since the realm of performance is largely unbounded, investigators have been constrained to limit coverage by a variety of strategies for contextualization. In nine studies Teachers' performance were laid within a specific physical location such as the classroom, home or 'community' (e.g. Allen and Seaberg, 1964; Bogen 1954; McGill 1951; Wyman and Middle 1962). Two studies used academic schedules as contents (Kashburne, 1957; flat leyk 1955) seven utilized the contextualized properties of activities such as 'Lessons' or 'Field trips' (e.g. Greenhoe 1940; Hanson and Umsattd, 1937; Story, 1960;
Yamamoto and Dizney, 1960; and four studies dealt with teacher's responses to teachers' problems (Sidwell, 1955; Lacognata 1969; Ryan 1966; Karman 1960). A single study used the content of teacher's plans for the future (Masson and others 1959) while ten studies used one of more types of functional categorization to apply to teachers' roles. (Biddick and others 1962; Colombotto 1963; Furust 1965; Smith and Cooper 1965).

As used by this last group of investigators, functional contact are prechosen states presumed by either the investigator herself or some stated theories to define the domain of the impact of the teaching occupation. Examples given here included the teacher as an instructor, counsellor, representative of community values and member of a profession. Today there has appeared no apparent agreement on such a basic list of functions for the teaching profession, although a number of functions appear in most lists.

2.5.2 FINDING:

Although most of the studies reviewed have dealt with specific problems, such as role conflict for public school teachers, differences in expectation effect of teacher training on teacher had role expectation and the like,
Nevertheless, a number of findings or stereotypes have been repeated in various studies. For example, teachers generally felt that their position was held in low esteem by members of the community of large and that they do not receive appropriate rewards for their efforts (Brennan and others 1962; Collins and Smith, 1965; Terrien 1955; Ashburne 1967). Teachers were generally felt by others to be non-aggressive.

In addition, both teachers and other subjects expressed concern over the fact that in many (specially in small) communities teachers are expected to maintain their professional roles during off-duty hours and in settings outside of the school. Among findings that were reported for differences among subject position, there appeared general consensus among students in their expectation of teachers' characteristics (Ballo Too 1955; Lewis and Bolock, 1963; Tiedman, 1942). However, differences appeared in expectations depending upon subjects, year at the university, sex, personality characteristics, school activities, attitudes towards school and social acceptability (Cheong and Levault 1966). In addition, varying expectations were held for teacher role within various types of communities (Champlin, 1931; Shilton, 1930; Retreats and...
and Guba 1955) when disparities appear between expectations held for teachers by teachers, school officials, parents and pupils, they usually centered on behaviors involving teacher's self-indulgence, participation in community affairs, and maintenance of discipline (Wyman and Middle 1963).

It is true that most fields of educational research, the bulk of studies reviewed were American in origin, the expectations being those of Munsrope (1961); Taylor (1962) and the organization for comparative social research reported by Jacobson and Schacter (1954), that is unfortunate, because good reasons exist for presuming that expectations for teacher role vary as a result of different educational values, goals, and procedures. For example, teachers in many other countries are educated in training colleges that are outside the university system and again in many other western countries, the primary and secondary schools are operated by the state within a system of centralized control. The reviewer is aware of the comparative studies of teacher's role, in which data were actually collected from subjects representing more than one country, one is the brief study by Anderson and
Anderson (1961) and the other to somewhat longer but unfortunately never adequately reported investigation sponsored by the organization of comparative social research (Jacobson and Schachtor, 1959). Studies of teachers’ role are presently underway, however, in Britain, Italy, Australia and elsewhere.

It has often been assumed (see for instance Sales, 1964; Sorensen and others, 1963; Gerels, 1958) that in the study of teacher’s role performance, expectations and performance are linked either through behaviour conformity to expectation, that this assumption is questionable has been suggested by Biddle and others (1965), was pointed out that both theory and evidence from other fields suggests independence of the role performance and role expectation fields. However, they also observes that so far no study has appeared in which teacher’s role expectation were observed directly. This startling lack of information leaves us somewhat in the dark about the true meaning of findings for teacher’s role expectation. It is reasonable to presume that expectations have ‘some’ effect on behaviour certainly teachers report being aware of the expectations of others the studies of role conflict in teachers (Jayman and
Biddle (1963) based on the assumption that disparities between expectation held by various groups lead to problems and unhappiness for the teachers involved. It is also reasonable to presume that 'some' expectations are used to plan social behaviour, while others may in fact reflect only rationalization, prejudice or stereotype. This although behavioural implications of teacher's role information may not be clear at present, the phenomena of teacher's role expectation may be presumed to hold continued interest for teachers and others.

2.7 Role Performance in Role Conflict Situation

Since Getrels and co-workers (1955) presented their theory of educational administration, in which the behaviour of an individual in a social system has been defined as the function of the interaction between role and personality. The concept role, on which the role theory had been developed later on, has evoked a plethora of studies in the field. Role conflict is a concept derived from this theoretical model. The studies by Getrels and Guba (1954, 1955), Campbell (1957), Bidwell (1955), Roson (1955), Galluhorn (1956), Ayman and Biddle (1955), Gross et al (1958), Seaman (1953), Lauliclit (1955), and Simmons (1963) are
noteworthy in this area. Among them all, except that by Neal Gross et al have focussed on the study of the phenomena of role conflict. As much while surveying the available studies upto-date Liphon (1964) highlights a significant, research gap in the field and observes that the major weaknesses of role conflict studies are failure to determine causation and failure to relate extent of conflict to significant criterion variables even those of immediate nature, such as rated effectiveness or satisfaction. It is further to note that in India little work has been done in this field. Only the phenomenon of role conflict has been studied at an exploratory level which includes the incidental findings made by Shatma (1964) and Anogle (1969) and few others at Ph.D. level and Sharma (1968) at M.A. level. Hence the remarks in the review article in due encyclopaedia of Educational Research (1960) are pertinent. So far as no study in which role expectations were measured and corresponding role performance observed directly.

2.8 RESEARCH IN TEACHER EDUCATION IN INDIA

Mahida's (1979) finding says that man and women teacher do not differ significantly in their verbal creativity. There is positive and significant relationship
between teacher's self and their divergent questions.

One hundred (57 men and 43 women) trained graduate teachers in science were taken into sample.

**STUDY II THE ROLE OF SECONDARY TEACHER.**

Perception of the role of a teacher by parents, teachers and community.

Shah (1967)\(^1\) in the study of the role of teacher viewed that the degree of consensus regarding the teacher’s role among the status, the principals, the school board members within the school system and the male parents and community leaders in the wider social system and the relation between the degree of the role consensus among these various groups and similarity of difference in the school background. The different role definers included in this study were 172 boys and 123 girls of Std XI selected at random from schools of Anand, 300 male parents or guardians of these students, all 198 full time teachers, 9 principals, 43 school board members, 62 community leaders. Structured qualifications were used for data collection. The main findings of the study were:

1. All the groups of respondents regarded good citizenship training as one of the important functions of the teachers.
(ii) The professional educators (teachers and principals) looked at the teacher's function comparatively in more intellectual terms of individual character building of pupils.

(iii) The professional groups (Parents, School Board members and community leaders) were concerned with individual building and less with their intellectual training in subjects.

(iv) Community leaders expected the teacher to participate only in safe and non-controversial religious, cultural and social welfare organizations. They were not expected to participate in political parties and occupational associations of an agitational type.

STUDY III

Jadeja Y.D (1967) in his study of primary school teachers focussed very important findings. The most important and major findings of his study as follows:

(1) Majority of teachers are worldly in their orientation 60%.

(ii) They are secular in their outlook - 55%.

(iii) Teachers are actively oriented and with the belief of achievement criteria of status evaluation - 93%.
(iv) Principal aim of education according to 63% of teacher is to prepare good citizens.
(v) 67% of teachers want to educate their children in urban area only.

STUDY IV : A SOCIOLOGICAL STUDY OF PRIMARY SCHOOL TEACHERS

Venkatarayappa K.M. and Mukta in a sociological study of primary school teachers aimed at studying the different aspects of the life of the primary school teachers namely, school, family, community, economic condition and his attitude towards certain social problems.

The sample of this study comprised of 50% teachers of each sex group from the two major types of schools - public and private. In all 76 men and 167 women teachers from private schools were selected. Half of the sample belonged to the age group of 30 to 40 years. The data was collected through a questionnaire containing multiple choice type and open ended questions.

The major findings of the study are:

1. Educational achievements of the teachers was found to be very poor and remained unchanged through a number of years.
Their economic achievement was found to be poor and unchanged over a number of years.

Teachers in large numbers came from families of low income groups. Their status was low and they belonged to their parents' class society.

Their restricted friendships with teachers in general and non-participation in the local bodies or community organisations made their recognition vague in the public.

By the nature of their occupation they were found to influence the community besides moulding the child, change agents and builders of democracy and in popularising and implementing family planning they were considered competent enough.

Bhatnagar O.P. (1971) in his study, this research was undertaken in M.P. and conducted on a sample of 90 universities, 65 Government, 60 supervisors and 40 Super level workers.

Tools:
Personal interview schedule, or role expectation performance
instrument and career satisfaction scale prepared on Likert's technique and Thurston's equal appearing interval technique were used for collecting data.

The major findings were:

i There were significant incidental roles to be performed by both categories of school masters.

ii There were significant differences in the consensus among the 'Role Set' on expectations, performance and training needs of subject matter specialists.

iii There were significant agreements among the 'Role Set' in rank ordering of sub-items into their major heads on direct teaching in training role of: expectations, Performance and training needs, but for the subject matter authority, the agreement was on expectation frequency, in performance, adequacy and training needs.

iv There were some relationships between cadre, age, education, service in University Departments, experiences, training work loads, recognition obtained and career satisfaction.

v There were significant relationships between and within independent and dependent variables.
vi The ratings of performance by the supervisors with respect to frequency, time spent, adequacy and skills were positively and significantly related to cadre, in-service training, research experience, recruitment to subject matter specialists recognitions obtained etc.

vii Important problems faced by the subject matter specialists in performing their role were lack of incentives and recognition to subject matter specialists, lack of resources, motivation among farmers, transport facilities, interpersonal relationship, leadership and training facilities viz. Factorial study of certain personality variables of Popular Teachers in secondary schools.

Kauf L (1972) conducted the study of popular Teachers in Secondary Schools. The objectives of the study were:

i To sort out the differentiating personality tracts (Cattell's Factors) of 'Popular' and 'non-popular' teachers;

ii To extract and interpret the common factors of the differentiating personality traits of Popular teachers.

iii To sort out the differentiating sprangerian values of 'Popular' and non popular teachers.
iv To extract and interpret the common factors of the differentiating sprangarian values and

v To study the effectiveness of the popular teachers with respect to attitude towards teaching, public examination results of their students and the appraisal of their work as teachers.

Twenty boys of high school and higher secondary schools of the State of Haryana were randomly selected. All the classes VIII, IX and X were taken up in the study. Popular and non popular teachers were selected from each of the schools on the basis of the liking of the students.

The sample of popular teachers and non popular teachers were 1240 and 100 respectively. The differentiating personality traits of 'Popular' teachers were assumed by using 16.pf. (Cattell) the sprangarian values of popular teachers were assured by using the adopted Allport Veron Lindzay study the values, (modified by Choudhary for Indian Students). An attitude scale for measuring attitude of school teachers towards teaching in schools was constructed and used. The public examination results of classes VII to X of the session 63-69 were used to assess the academic attainment of the students whom the popular
teachers taught. The significance of the differences in means on the personality inventory and the study of the values were found at co-relation between the differentiating personality variables were computed. The factional study of differentiating cattell's personality traits of popular teachers was carried out.

The results of the study were:

i Popular teachers distinguished themselves as more outgoing intelligent, emotionally more stable, sober, conscientious, tough minded, shrewd, placid controlled and relaxed.

ii Popular teachers were significantly high on theoretically social, political and religious values and were significantly low on economic and aesthetic values.

iii Popular teachers had favourable attitudes towards teaching in schools and non popular teachers were found to be effective in their work as teachers.

SRC inventory, DESR inventory, TESR, EESR, SHF inventory, PSB, ISC inventory were developed in order to measure different sample of 500 students (335 male and 115 female of Sharda pur University).
The important findings were:
1 Male and female students differed significantly on the variables.
2 The difference between students' role conception and parent's and teachers' expectations on students' role was not significant.
3 There was a wide gap between students' role conception and their friends' expectation of student's role.
4 There was positive correlation between teachers and parents' expectation.
5 There was a wide gap between role conception and role performance of the college students.
6 There was a significant gap between ideal self concept and self concept of the college students.
7 The relationship for one correspondence between self concept and self satisfaction was very high in both the samples of males and females.
8 Although the influence of the conflict depended upon the nature of role conflict, the conflicting expectations had definite influence of role conflict depended upon the nature of role conflict, the conflicting expectations had definite influence upon their role performance.
STUDY VII A STUDY OF ROLE CONFLICT AND ITS INFLUENCE ON ROLE PERFORMANCE

Sharan K.S. (1974) in his study the study was designed to understand role conception, role demands, personality and role performance of the college students some of the hypotheses tested here:

1. Students role conception would differ significantly from their parent's expectations.

2. Students role conception would be similar in their friend's expectation.

3. There would be positive co-relation between parent's and teacher's expectations on students' role.

4. Students role performance would be significantly lower than their role conception.

5. There would be one to one correspondence between self concept and self satisfaction.

6. The role performance of high role conflict traits would be lower than that of low rate conflict group.

7. The self concept of high role conflict group would be lower than of role conflict group.

The study was designed on the line of role theory.
1. To find out the attitude of pupil teachers towards different function of teaching profession.

2. To find out the interest pattern of pupil teachers in respect of teaching as a profession.

3. To investigate the role expectation of pupil teachers regarding the function of a teacher.

The sample consisted of all the pupil teachers involved in the four teachers training colleges of Bangalore city during the session 72-73. The total sample included 350 students teachers of which 124 were experienced male and female teachers, 226 were fresh male and female teachers - 157 males and 193 female. The total employed for the collection of data had three parts.

a. an attitude scale.

b. an interest inventory

c. a role expectation scale was used for data collection.

Part 'a' of the 8001 contained 50 items dealing with all the fields of teacher activity viz, academic (20 items) administration (10 items) co-curricular (10 items) and community (10 items).

Part 'b' contained eighty items dealing with four
aspects mentioned above.

Part 'C' contained 25 items out of which ten were dealing with academic, 5 were with administrative, 5 were with co-curricular and the remaining 5 (five) were with community aspects of teacher's activity field.

Major findings of the study were:

i. Female student teachers were found to be more favourably disposed towards teaching than male student teachers, though both the groups expressed high degree of favourable attitude.

ii. Female student teachers were more favourable towards the academic aspect of teaching than male student teachers.

iii. Fresh student teachers were found to indicate high degree of positive attitude than deputed student teachers towards teaching as a whole.

iv. The deputed student teachers were inclined towards administrative aspect more than freshers.

v. Even among the female student teachers freshers had registered a higher degree of positive attitude than deputed student teachers.

vi. The experienced female student teachers were more
favourable towards academic aspect then the deputed female student teacher.

vii. Female student teachers were found more interested in curricular and community activities than male student teachers.

viii. The experienced student teachers were found interested in teaching than their counterparts.

ix. Experience had no effect on the role expectations of male student teachers and

x. Fresh female student teachers exhibited a higher degree of role expectation than the experienced

STUDY IX: WOMEN'S ATTITUDE TOWARDS SOCIAL ISSUES CONCERNING WOMEN AND ASSOCIATED FACTORS

Mehta (1974) in his study, the major objectives of the study were:

i. To study women's attitude towards social issues like education, marriage, different profession, participation in political life, social, religious and cultural life.

ii. To verify the conviction that the attitude of women was rarely specific and
iii. To study the relationship between some of the demographic variables of women and their attitudes.

MAJOR FINDINGS:

i. There was no significant difference in attitudes of (a) married and unmarried women (b) Hindu and Muslim women (c) women belonging to higher socio-economic status and those belonging to lower socio-economic status (d) women with higher family education background and those with lower family education background.

ii. Women coming from science group, younger age group less religious group and a group with more progressive family background were modern and progressive in their attitudes.

iii. Women showed a deep sense of identification with their culture.

iv. Women were less agreeable to such traditional institutions as caste as well as community and were not afraid of breaking with socio-religious obligations.

v. Adequate education was considered as an essential pre-requisite for economic independence.
vi. Women were in favour of professional education

vii. Marriages and jobs were considered equally trap.

viii. Women showed a highly favourable attitude towards politics.

STUDY X: A STUDY OF JOB SATISFACTION AMONG SCHOOL TEACHERS

K. U. Lavingia (1974) in his study the major findings were:

1. Primary teachers were more satisfied than secondary teachers.

2. Female teachers were more satisfied than male teachers.

3. Young teachers in the age group of 20 to 44 years were more satisfied in both the groups of primary and secondary teachers and unmarried teachers are more satisfied.

Rama (1975) in her study on the teacher in the administration selected schools from two cities Banak and Patan. Some schools were those in which education was imparted in English and in other education was imparted in mother tongue. From these cities 11 school were selected from those schools, 25 teachers were given questionnaires and 10 were interviewed. As a result findings are:
i. Teachers are not taking interest in school administration. They feel that both the teacher's and the administrators should be members of our curriculum committed.

ii. Teachers motivate the pupils to use library.

iii. Teachers feel that relations between teachers and their pupils should be like that of a parent and child and that it is essential to maintain good relations with parents and community.

Almost all the studies are related to the role of a teacher as perceived by different groups. The perceptions are measured either by the ratings of pupils or by the ratings of teachers or teacher's self ratings or rating by parents, members of the community or rating by leader of educational authorities.

**STUDY XI**

A COMPARATIVE STUDY OF ROLE OF TEACHERS IN GUJARAT AND THAILAND.

Pramoel (1973) in his study, the objectives of the study were:

1. To make a comparative study of the teachers role under two cultural settings - Gujarat and Thailand in terms
of expected roles of teachers from the points of view of students, teachers, principals, teacher educators and community leaders.

ii. To compare the degree of teacher's role consensus among the teachers, Principals, teacher educators and community leaders in Gujarat and Thailand.

iii. To find out the significant roles of teachers as expected by the Gujarat State and Thailand.

Sample selected:

i. The sample under the present study was randomly selected. It consisted of 220 students of Std.X from 20 secondary schools in 4 districts of Gujarat.

ii. 215 teachers from 30 secondary schools in 4 districts of Gujarat.

iii. 50 Teacher educators from three districts in Gujarat.

iv. 55 Community leaders and 60 Principals of Secondary Schools in 4 districts of Gujarat.

v. 230 Students of Std.X from 16 secondary school in provinces in north east part of Thailand.

vi. 200 Teachers from 22 Secondary Schools in 4 provinces in North east part of Thailand.
vi. 50 Principals of secondary schools in 4 province in North east part of Thailand.

ix. 50 Community leaders.

The sample was taken (600) from Gujarat and (600) from Thailand on the whole it was 1200.

**STUDY XII:**

A study of creativity in school Teachers as Measured by Mahidas test in relation to their self concept, attitude towards teaching and class-room verbal interaction. Mahida (1979)\(^3\) in his study, the findings say that men and women teachers do not differ significantly in their verbal creativity. There is positive and significant relationship between teacher's self concept and their divergent questions.

One hundred (57 men 43 women) trained graduate teachers in science were taken as sample.

**STUDY XIII:**

A study of Role perspective of the primary school Teachers in relation to their psycho-socio characteristic.

Patel H.S (1984)\(^3\) in his study, the study was proposed to be done keeping the following objectives in the view:

1. To study the role perspective of the primary school teachers in various capacities.
ii. To study the role perspective of the primary school teachers regarding their relationship with the heads, educational officers, pupils friends and others.

iii. To compare the role perspective of the primary school teachers of urban and rural areas.

iv. To compare the role perspective of male and female primary school teachers.

v. To study the role perspective of B.C. and non B.C students.

vi. To compare the role perspective of different primary school teachers in relation to their socio economic status.

vii. To study the role perspective of the primary school teachers in relation to their personality factors.

viii. To study the role perspective of primary school teachers in relation to their experience of teaching, educational qualification and age.

ix. To study the expectations of the heads, member of panchayat, senior junior teachers, administrative staff, teacher's organisations, persons of society other than teaching profession different levels within regard to the role, role perspective of primary school teachers.
MAJOR FINDINGS:
Findings of variables:

Sex: There is no significant difference between the role perspective of male and female teachers working in primary schools of Gujarat State.

Area: There is some difference of role perspective of primary school teachers working in the rural area. It is significant at 0.01 level which is higher than the teachers of urban areas.

Caste: There is significant difference between the mean score on role perspective of primary school teachers. Their role score is higher than non S.C. teachers.

Experience: Younger teachers have better role perspective than those of elders. The newly appointed teachers who have short experience, work and sincerely and try to satisfy the pupils.

Educational qualification: The role perspective of highly qualified teachers is not higher than those of S.S.C., P.T.C teachers.

Age: It is seen that there is no significant difference between the role scores of different age groups of teachers of primary schools of Gujarat.
socio-economic status: Teachers having high SES perform their role high and those who fall on low SES group, their role perspective is low.

Personality factors: There is no significant difference between the mean score of psychological characteristics.

Society: The group of teacher (1912) who perceived the role perspectives by themselves is greater than the group of persons of either profession.

STUDY XV The professional growth of women teachers of secondary schools of greater Bombay.

U.T. Lakdawala (Research report) in her study, the main objectives of her study were:

i. The professional growth of trained graduates (Ba B.Ed, Bsc. B.Ed) women teachers having at least five years experience of teaching.

ii. Their in service training need.

iii. Their contribution to their profession

iv. The difficulties if any, in achieving the profession growth.

v. Their satisfaction with their jobs and

vi. Self evaluation of professional growth.
HYPOTHESES 1

1. The women teachers because of their double role find it difficult to grow professionally and
2. they are not sufficiently motivated to grow professionally.

The fact that there are very few teachers who do the research work, draw the attention to the fact that very few are research minded. More than 251 of teachers have implemented new techniques in classroom teaching. Excepting the activity of becoming the member of professional association in all other activities, the percentage of the group of unmarried teachers is higher than that of the group of married.

Women having children and the total group of teachers who leads us to the fact that women find difficult to play double role. The majority of women teachers are married and hence they have to look after their homes and members of their family. This means that if these teachers will not be provided with some facilities to make progress in their professional growth, the education of our children will definitely suffer to some extent. The responses of teachers have indicated the following three reasons for not doing any writing work.
1. Lack of time owing to routine work of school.
2. Lack of time owing to demanding home atmosphere.
3. Exhausting school work.

From the facts gathered from the questionnaires and the results of the scale of self rating, it is clearly seen that they know that they should grow professionally. Their main grievances are about the shortage of time and the lack of incentives provided to them for their growth. Comparing the results of self rating and those of the questionnaire and interview schedule, it can be said that in almost all the activities, the teachers of Bombay have over estimated their professional growth. From the over estimation it can be realized that they are aware of the necessity of the activities essential for the professional growth.

STUDY XVI: A study of role perspective of the Headmasters of the secondary school of the Kaira District. R.R. Randya (1960) undertakes the following objectives in view.

1. To study the role perspective of the Headmasters of the school as the administrators.
ii. To study the role perspective of Head masters of the school as academicians.

iii. To study the role perspective of Head Masters as motivators.

iv. To study the role perspectives of the Head masters of the Secondary schools as the educational leaders.

v. To study role perspective of the Head Masters of the schools as the socio-democratic problems.

vi. To study their role perspective as evaluators.

vii. To study role perspective of the Head Masters of the secondary school as the change agent.

viii. To study the role perspective of the Headmasters of the secondary schools as a link between the members of the staff and the other agencies like management.

ix. To study the correlation of the above roles as perceived by the teachers and as perceived by the Head masters themselves.

**FINDINGS:**

1. There is no significant difference in total perspective between the teachers and the Headmasters.
ii. No significant difference is observed in individual areas under research with exception of the area no. 6 & 8.

iii. The scores in area 1, 2, 3, 4, 5 and 7 have no any significant difference.

iv. The score of area 6 and 8 have significant difference.

v. There are no significant differences in perspective of the teachers towards the Headmasters.

vi. There is no significant difference in perspective of the Headmasters toward the head masters.

STUDY XVII:

A FACTORIAL ANALYSIS OF TEACHING ABILITY OF GRADUATE PUPIL TEACHERS OF SECONDARY TEACHER TRAINING COLLEGES

The study aimed at identifying the factor patterns of teaching ability of pupil teachers. The objectives of the study were:

i. To study the components of teaching ability in the context of personality traits, values accepted by the pupil teachers and cognitive abilities.

ii. To study sex differences in teaching components.
iii. To study differences in theory and class room teaching in their proper proportion.

iv. To study the factor pattern constellation of abilities in low and high achievers among the pupil teachers.

The standardized tool like, Cattell’s 16 P.F, test the differential Aptitude Tests Battery and Allport Vernon Lindry’s study of values were administered to 489 pupil teachers in the year 1967-68 in the college of Education of Akaia, Amrohi, Bhandara, Chanda, Nagpur and Wardha - There were thirty seven variables of teaching ability.

The important findings of the study were as follows:

i. The teaching ability factor was highly loaded with the achievement variables and trainings.

ii. Personality variables were more significant with female student - teachers than the male ones.

iii. The cognitive abilities contributed more than personality variable.

iv. Male Student - teachers were more outgoing, assertive venturesome, shrewed and radical than the woman student teachers.
v. The male student - teachers were rated higher on verbal reasoning, theoretical values and economic values, whereas women were higher on aesthetic and religious values.

vi. Success in practice teaching and success in theory were not directly in proper proportion.

vii. The high achievers were found to be more conscientious, venturesome, tenderminded and experimenting, whereas the low achievers were more outgoing and imaginative.

viii. The high achievers were higher on all aptitude on the differential aptitude tests verbal reasoning, numerical ability, space relations and abstract reasoning.

STUDY XVIII: UNIVERSITY EDUCATION IN THAILAND-
Its role perception and Role Expectation in Thailand: a study in Role Theory.

Burntun Gsok Sueter took the following objectives in mind.

i. To study the philosophy, objectives and roles of the University.

ii. To find out the role perception and role expectation
of both the university staff and the university clientele, with a view to finding out whether there was a conflict between their role perception and role expectation and

iii. To formulate guidelines to resolve conflict in order to develop sound university programmes.

This was a descriptive survey research of six universities in Thailand. From these universities, a sample of 1500 subjects was selected, consisting of 542 students, 491 clientele, and 467 members of the staff. A questionnaire was prepared by the investigator, which was retested twice on small samples in order to increase its reliability and validity. Data were collected by administering the questionnaire. The statistical techniques employed were, F - test, Z - test, T - test and chi-square test.

The major findings of the study were:

i. The universities in Thailand had always been in transition as also university education because this had never failed to respond to the pressure, both internal and external.
ii. Thai universities were playing the roles of Teaching, research community services, and cultural preservation.

iii. The objectives of teaching were liberalism, generalism, self direction, professional judiciousness, productivity, and dependence and less importance was given to cultural and traditional elevation, wise consumerism, tolerance, conservatism, self-control and morality.

iv. The role of the research in the universities laid more emphasis on documentary studies, acting as data service centre and playing the part of a judge rather than of an advocate, and less an investing new things, new ideas, surveying community needs, and serving as contributor of ideas.

v. There was a perceptual conflict of students in different faculties. This occurred in the roles of teaching, research, and community services, as well as cultural preservation.

vi. There was no perceptual conflict in the university clientele.

vii. Perceptual conflict existed in the research role of
the university staff in different faculties, and
in different levels of experience.

viii. There was no expectational conflict in the different
categories of university students, clientele, and
staff, on all the three roles of the university.
However, this conflict occurred among three sub-
samples on the roles of research and community
services.

ix. The role perception and Role expectation were in
conflict, on all the three roles of the university,
in all the categories of students, clientele, and
staff.

x. The trend of teaching role has based on the philo-
sophy and the current objectives of higher education,
but this was not so in the case of the other two roles
of the universities.

xi. The alternative roles of universities suggested by
the samples were to serve and to use the community
resources, to seek new knowledge and research, to
criticize and solve social problems and to serve as
the political mechanism.
STUDY XIX:

Job A.H. undertook the following objectives in mind:

1. To find out the special relationship between the teacher's role perception and his socio-economic status.

The tool used for data collection was a questionnaire of closed and open form type. The population covered in the study consisted of 336 secondary schools of Poona district with 5,232 teachers. The sample comprised 856 teachers randomly selected. Out of the total number of teachers, 63 percent responded to the questionnaire. Chi-square test was used for the analysis of the data.

The major findings of the study were as follows:

1. Considering education, seven items having a significant bearing on the role perception of the teachers were the goals of secondary education, satisfying factors in the teaching profession, functions of secondary Teachers, methods of teaching, personal
qualities, teaching ability and methods of discipline.

ii. Taking into consideration a teacher's experience, a good relationship between experience and role perception was observed in the context of handling discipline problems, organizing ability and methods of discipline.

iii. The relationship of socio-economic status of the teacher with his role perception was highly significant with reference to the goals of secondary education, factors in choosing the teaching profession, satisfying factors in the teaching profession, functions of secondary teachers, teaching methods, organizing ability, teaching ability, dealing with classroom discipline and special attention given to outstanding pupils.

iv. So far as urban-rural background was concerned, the relationship was highly significant in the choice of the teaching profession, teaching methods, teaching ability, organizing ability, solving difficulties of pupils in studies, and satisfying factors in the teaching profession.

STUDY X X :
Kushwaha P.L. An investigation into the Attitudes and Role perceptions of Secondary Teachers.
Kushwaha P.L. undertook the following objectives:

i. To measure the attitudes of secondary school teachers towards children and school work.

ii. To collect teacher's personal data regarding their academic qualifications, sex, teaching experience and subject taught.

iii. To construct a questionnaire for determining their role perception.

iv. To find out the relationship between their attitudes and five types of role perception.

The sample consisted of 600 trained graduate/post graduate teachers (398 male and 202 female) teaching humanities and sciences to the secondary classes in the secondary and higher secondary schools of Ajmer, Jaipur and Tonk district of Rajasthan. The tools used were quality point of teachers, Teaching experience, Minnesota Teacher Attitude Inventory and teacher's Role Perception inventory. The investigator prepared a list of social situation and problems teachers had to face regarding their pupils and some actions they usually performed to solve those problems. Based on the comments of a hundred educationists
and social scientists a preliminary form of the inventory was compiled for the try-out. The inventory was administered to a hundred teachers selected at random from the higher secondary schools of Jaipur. The final form of the inventory had twenty five problems or situations. Frequency polygons, Ogives, Coefficient and corelation and t-test were used to analyse the data.

The findings of the study were as follows:

i. Teachers' quality was inversely related to the referrer role.

ii. Teachers' quality point was inversely related to the disciplinarian role.

iii. There was no relationship between teaching experience and the motivator role.

iv. There was no discrimination between teachers with high or low experience in their perception of the counsellor role.

v. Teachers' attitude was inversely related to the adviser role, referrer role, motivator role, and disciplinarian role.

vi. The high quality point group chose the referrer
role more often and more consistently than the medium quality point group.

vii. The quality point did not seem to affect the teacher's perception of their role.

viii. The high, medium and low experience groups of teachers did not mutually differ from one another in their perception of any of the five types of roles. The length of teaching experience was not a factor influencing the teacher's role perception.

ix. There were no significant differences among the high, medium and low altitude groups on the roles of the motivator and the counsellor.

x. The male teachers were better than the female teachers on adviser and disciplinarian roles. The female teachers were better than the male teachers on the motivator and counsellor roles.

xi. Science teachers were superior to arts teachers in respect of referrer, motivator and disciplinarian roles. Both arts and science teachers were the same in respect of adviser and counsellor roles.
Following were the objectives of the study.

1. To study the status of Indian women in its historical perspective.

2. To study the changing role of Indian women in economic, social, cultural, religious, political and educational spheres.

3. To study the opinion of women about the changing role of women.

4. To study the opinion of men about the changing role of women.

5. To study the educational implications of the changing role of Indian women.

The sample of the study consisted of 1050 women and 100 men chosen from different walks of life. The tools used to collect the data were questionnaire and interview schedule. The reliability of the questionnaire was worked out by test-retest method and co-efficient of consistency was worked out to 0.34 content validity was established by through jury opinion.
The changing role of women as perceived by women in the five spheres, namely economic, educational, social, cultural and religious were indicated in detail. Some of these were:

i. Women had a more positive attitude towards their own role in the cultural sphere than men.

ii. Men and women in Indian Society had similar attitudes towards women's role in the religious sphere.

iii. Men had a more positive attitude towards the role of women in economic, political and social spheres than women. Women had a more positive attitudes towards their role in the educational field than men.

iv. Women did not differ in their attitude irrespective of their age and attitude in the economic sphere.

v. In the social sphere, women graduates had a more significantly positive attitude than women non graduates.

vi. Women above 30 years had a higher positive attitude than women below 30 years in the cultural sphere.

vii. Education did not influence the attitude of women regarding their role in the cultural sphere. Education
and age did not influence the attitude of women in the religious sphere.

viii. Women above 30 years had a higher positive attitude than women below 30 years in the political sphere but education did not influence the attitude of women in the political sphere.

ix. In the educational sphere, age did not influence women's attitudes but graduate women had a higher positive attitude than non-graduates.

The implications of the study were:

Men do expect women to assist and to share the responsibilities in as well as outside the home, therefore, there should not be any differentiation between girls and boys or men and women in receiving education.

**STUDY XXII:**


Saita undertook the following objectives:

1. To prepare a tool to measure the role commitment and conflict of women teachers and administrators.
ii. To study the total role conflict experienced by women teachers and administrators of different categories.

iii. To study the role conflict in one's own area as experienced by them.

iv. To study the role conflict in administration as felt by them.

v. To study the student's role conflict as experienced by administrators and women teachers.

vi. To study the teaching role conflict of women teachers as felt by them.

vii. To study the discipline role conflict of women teachers, administrators and students.

viii. To study the social role conflict of women teachers, administrators and students.

ix. To study the personality role conflict of women teachers, administrators and students.

x. To study the administrative role conflict of administrators.
xi. To study the studying role conflict of students as perceived by administrators and women teachers.

xii. To study the total role conflict of the profession of women teachers and administrators.

The investigator constructed a tool to measure the role commitment and conflicts. The statements were collected in four areas (i) Own profession (ii) discipline (iii) Social and (v) Personality. In the experimental form, 108 statements were included. The Likert form was used on the basis of t-value and point biserial statements were selected for inclusion in the final form. The final form was administered to a sample of 249 subjects in the administrative category and 15 subjects selected at random from each female teacher's category - Primary, secondary and college, making a total of 645 subjects in the women teachers category. The t-test was used for testing the significance of difference between means.

The major findings were:

i. There was a significant difference in the total conflict experienced by administrator functioning at three different levels. The administrators
functioning at college level had less role conflict than those at primary and secondary levels.

ii. There was a significant difference in the total conflict among teachers functioning at the three levels - Primary, secondary and college. The teachers working at the secondary level had less total role conflict than those working at Primary and college levels.

iii. There was a significant difference in role conflict in one's own area among administrators at three different levels. The administrators functioning at the college level had a lower-level of own-area role conflict than those at primary and secondary levels. The administrators functioning at primary and secondary levels did not differ much in own-area role conflict.

iv. There was a significant difference in own-area role conflict among women teachers functioning at three levels. Women teachers working at the college level had a lower level of own-area role conflict than those working at the primary level. Women teachers working at college and secondary levels did not differ significantly in own-area role conflict.
v. There was a significant difference in perceiving the role conflict of teachers by administrators functioning at three different levels. The administrators functioning at the primary level had a lower level of the administrator's role conflict than those of Secondary and college levels. The administrators functioning at the secondary level had the highest level of the administrator's role conflict.

vi. There was a significant difference in the administrators' role conflicts among women teachers functioning at three different levels. The women teachers working at the primary level felt a lower level of administrator's role conflict than those at Secondary and college levels. Women teachers working at the college level felt the higher level of the administrator's role conflict. However, the women teachers working at secondary and college level did not differ in level of administrators' role conflict.

vii. There was a significant difference in feeling of students' role conflict among administrators functioning at the three different levels. The administrators functioning at the college level felt a lower level of the students' role conflict than those at secondary and primary levels.
viii. There was a significant difference in realization of student's role conflict among the women teachers working at the three different levels. The women teachers working at the secondary level felt less of student's role conflict than those at primary and college level.

ix. There was a significant difference in teaching role conflict among the administrators functioning at the three different levels. The administrators functioning at college level perceived a lower level of the teaching role conflict of women teachers than those at secondary and primary levels.

x. The women teachers working at the college level felt a lower level of the teaching role conflict than those working at primary and secondary levels.

xi. The administrators functioning at the secondary school level felt a lower level of discipline role conflict than those at primary and college levels.

xii. The women teachers working at the primary level felt more discipline role conflict than those functioning at the secondary and college levels.
xiii. There was no significant difference in the social role conflict among the administrators functioning at the three levels.

xiv. There was no significant difference in perceiving social role conflict among women teachers working at the three different levels.

xv. There was a significant difference in feeling the personality role conflict among administrators functioning at the three different levels.

xvi. There was a significant difference in the administrative role conflict of administrators functioning at the three levels.

xvii. There was a significant difference in the administrative role conflict among the women teachers working at the three different levels.

xviii. There was no significant difference in the discipline role conflict of administrators.

xix. There was a significant difference in feeling the discipline role conflict among women teachers working at the three different levels.
xx. The administrators functioning at secondary level felt a higher level of the social role conflict than those working at primary and college levels.

The women teachers working at college level.

xxi. The women teachers working at college level felt more social role conflict than those working at primary and secondary levels.

xxii. The administrators functioning at the college level felt more personality role conflict than those functioning at primary and secondary levels.

xxiii. The administrators functioning at the secondary level experienced more studying role conflict of students than those functioning at primary and college levels.

xxiv. The administrators functioning at the primary level perceived the highest level of the discipline role conflict of students.

xxv. The women working at the primary level realized the highest level of the discipline role conflict of students.

xxvi. It was realized that the administrators functioning
at the secondary level perceived more social role conflict than those functioning at college and primary levels.

xxvii. The administrators functioning at the college level perceived the lowest level of the personality role conflict of students and the highest level of the personality role conflict was perceived by administrators functioning at the secondary level.

xxix. The women teachers working at the college level experienced more professional role conflict than those working at primary and secondary school levels.


The major objectives of the study were (i) to measure, identify and classify the organizational climate of the schools as perceived by the teachers and principals in the secondary schools in Madras and to study the differences between them, (ii) to measure, identify and classify, the perceived by the teachers and principals
and to study the perceptual differences between them, and (iii) to measure, identify and classify the task and person-oriented leadership styles as perceived by the teachers and principals and to study the perceptual differences between them.

The study involved a survey approach. A sample of 100 secondary schools in Madras city was selected, ensuring representation of boys, girls and co-educational schools, as well as schools of various types of management. The survey covered 100 principals and 900 Leadership Behaviour Description Questionnaire by Halpin and Winer (2) Organizational climate Description Questionnaire by Halpin and Craft (3) Task and Person oriented leadership styles questionnaire adopted from McGregor, and (4) personal data sheet for teachers and principals. Certain descriptive statistics and t-test as well as certain qualitative approaches were used for analysing the data.

The major findings were:

1. Teachers generally perceived the organizational climate of their schools to be closed whereas the principals perceived it to be open.
Both principals and teachers perceived the leadership behaviour of the principals to be mostly in H H pattern.

Teachers perceived their principals as extremely task oriented whereas the principals perceived themselves to be extremely person oriented.

Perceptual differences between teachers and principals was more in autonomous climate and less in controlled climate with respect to task-oriented leadership style, whereas it was more in closed climate and less in Autonomous climate with respect to person oriented leadership style.

The highest perceptual difference with respect to task-oriented leadership style was found in the U-pattern and the lowest in the HL pattern, whereas with respect to person-oriented leadership style the highest perceptual difference was found in the HL pattern and the lowest in the U pattern.

The objectives of the study were:

i. to prepare a reliable and valid tool to measure the role perspective of women teachers.

ii. to study the role perspective of women teachers of secondary schools from urban and rural areas.

iii. to compare the role perspective of women teachers in relation to their marital status.

iv. to compare the role perspective of women teachers of different age groups and having different educational background.

v. to compare the role perspective of women teachers having different teaching experience.

vi. to compare the role perspective of women teachers belonging to non SC/ST and SC/ST castes.

vii. to compare the role perspective of women teachers coming from different socio-economic strata and

viii. to study the role perspective of women teachers in the context of certain personality variables such as aloof vs nature, submissive vs dominant etc.
The scale of measuring role perspective was constructed and standardized by following the method devised by Edmonds and Kalpatrick known as the scale discrimination technique. The tool was standardized over a sample of 1000 women teachers selected from Central Gujarat. The other tools used for collecting the data were the SES scale prepared by B.K. Patel and J.A Vora and the 16 PF inventory of Cattell. The reliability of the scale was established by various methods and it ranged between 0.80 and 0.87. The concurrent validity was established and it was found to be 0.63. Factorial validity was also established. Factorial design was adopted for the study. The analysis of variance and t-test techniques were used for drawing conclusions.

Some of the findings were:

1. The science graduate teachers had higher role perspective than arts and commerce graduates. There was no significant difference between the role perspective of arts and commerce graduates.

2. The married women teachers had a higher role perspective than unmarried teachers. The score
of urban women teachers was higher than that of rural women teachers.

3 The non SC-ST women teachers had a higher role perspective than SC/ST teachers.

4 The role perspective did not depend on the age of the teachers.

5 The experience of teachers had no effect on the role perspective.

6 The women teachers coming from urban area had a better role perspective than those from rural area. Marital status had no influence on role perspective.

7 The main effect of SES was significant and was in favour of women teachers coming from high SES group.

8 The main effects of area, and personality factor, A, that is aloof vs warm, were significant. The interaction effect was not significant. The difference was in favour of high personality.
The main effect of the other factor-3, that is dull vs bright was significant and the mean difference was in favour of high personality. The main effects of factors C, E, F, that is emotional vs nature, submissive vs dominant and silent vs enthusiastic were not significant. Similarly the main effect of factors N, U, that is simple vs sophisticated, dependent vs self-sufficient were not significant. The main effect of factor H, times vs adventurous, was significant. The study of role perspective and personality factors in the context of caste revealed that non-SC/ST women teachers had a better role perspective than SC-ST teachers. The main effects of factors A, B, C, F, H and Q were significant and the difference was in favour of high personality. The main effect of other factors F and N, were not significant. The interaction effect of these variables with caste was not significant. The material status and factors A, B, C, F, H, N and Q had relation as the main effects of these variables were significant and were in favour of high personality. The main effect of factor F was not significant. Hence, it had no relation with the role perspective.
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