CHAPTER I

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 Introduction

From the ancient time the teacher has been enjoying a high status and esteem in the society. He has been termed the 'torch-bearer' of the race, the one, who by light of his knowledge, removes the darkness of ignorance. He moulds the lives of thousands of children and is known as the builder of the nation. The urgent need of the present time is to prepare boys and girls, men and women to take an active part in developing international understanding and co-operation and creating a world society.

He dedicates his life to the service of others and symbolises a candle which burns to light the way for others. There is no profession so rewarding, so demanding and so rich in potentialities as the profession of teaching. Those who are in it, have an opportunity for public service which is reserved for few professions and few occupations.

The story of the teacher, however, presents new problems, inviting serious considerations. The long years of slavery under foreign domination have seriously told upon the high status and noble profession of the teacher. Authoritarian control, social backwardness, economic troubles and cultural
set backs have all resulted in the perversion of the teaching profession.

It is only since the dawn of freedom that the Indian teacher has been favoured with independence, allowing him to think freely about the social economic and cultural conditions of people in this country. He has been awakened from his long slumber and is now seriously considering responsibilities placed on his shoulders.

This is not the whole and real story. The teacher today is faced with a new era in education calling for greater effort on the part of teachers. After political independence and the establishment of democratic form of Government, the teachers have new ideals before them. The social change has brought a new order of life. The economic condition, however, takes time to change and under the circumstances, the teacher's lot has not improved. The problem of bread and butter is attracting their great attention, to the neglect of higher demands of their profession. These situations affect on teacher's role. Today position is totally changed.

People make good schools. The quality of the school can be no better than the people who are responsible for its working. Therefore, the teacher's role is very important in school. Today there is a need of teachers who can realise their duties and responsibilities to the pupil, to the Parents to the
community and to the nation at large. But for good teachers even the best system is bound to fail. As without a good principal even the best school would not function well? The teachers role is vital in the society. She acts as a pivot. She keeps the lamp of civilization burning. Tagore \(^1\) rightly says, "A teacher can never truly teach unless he is still learning himself, a lamp can never light another lamp unless it continues to burn its own flame". This statement shows the paramount importance of any system of education and how the whole system revolves round the teacher. The teacher is the spiritual and intellectual guide of the students, she leads the students from the darkness of ignorance to the light of knowledge and understanding and helps to keep the lamp of civilization burning. She significantly influences physical, intellectual, emotional, social, moral, cultural and spiritual development of students.

Thus, the teacher is a person who plays the most important role in bringing out the best out of an individual

\* Note: During this writing of this thesis the pronoun for the teacher is kept 'she' or 'her' but in general terms it may also include male teachers. This is because of the fact that the thesis is for women teachers and general statements apply equally to male teachers.

and gives right type of personality. However, a teacher has to move with the society and time. A person who works only for the sake of money has no right to become a teacher, as he/she is likely to neglect his/her duties and cannot give justice.

A teacher is doing the most important work of preparing future citizens of the society and the world, a work that is not done by any agency. This work is more important than even producing food grains and clothes or running an office or any business. It is expected of every teacher that she should take note of the life of the child outside the walls of the class. She should be a lovable personality to whom children can confide their secrets even without any fear of reproach and look at her for guidance at every moment.

History should be rewritten in a constructive way to shape the future of humanity and designer of it is a teacher. A teacher has occupied a place of prestige because of his significant contribution in building up of the civilized society. The teacher is that particular person who is incharge of changing old traditional habits of the individual in light of advancing society.

A person who gives intellectual moral or spiritual vision to the world or the society is called a teacher. So he is always expected to be a master of excellent, physique,
perfect health, unblamished character, preserver of knowledge and good manners.

Time is changing very fast today. The teacher of today is different from the concept of ancient Guru. Today a teacher may be a man or woman. Women have entered all walks of life. Requirements of the society are changing day by day, there is really a need of good teachers. When a woman works as a teacher, she is likely to fulfil above mentioned expectations. As a teacher she has proved that she can also stand as equal to man. Though she may be a career woman, she has also to perform domestic duty. So a woman has to perform dual role. Therefore, sometimes it becomes difficult to ride on two horses together. As a teacher, she has not only to teach but she is also always expected to perform different roles. The roles of men and women teachers are not different while teaching in the class-room, yet much more is expected from women teachers. Why is it so?

Indian women's attitude is seasoned by our ancient culture as depicted in the Ramayana and Mahabharat. In our culture if a man neglects his wife and children for some cause, he is not much criticised but if a woman does so, she is looked down.

Ideals set before Indian women are not applicable today. She has to break all wrong traditions. It is high time that
re-casting of roles should take priority in the reconstruction of society.

The term role denotes a set of expectations and obligations associated with a particular status within a group or social situation. Expectations and obligations entailed by a role are in terms of activities and qualities. The best way to assess the status of women is to analyse the roles she has to perform. Well known writer, K. Natrajan has once said, "If a person who died a hundred years ago comes to life today the first and foremost change that would strike him is the revolution in the status of women." From the 'Smriti' period down to 19th century the woman was seen only as a member of the family but not as an individual with separate identity of her own. With the impact of changing time, today her obligations are not limited to child-bearing and child-rearing and her house holds. Today her roles are totally changed. Dr. Radhakrishnan an eminent philosopher once stated, "Though the greatest profession of a woman is and probably will continue to be that of the home-maker she should not be limited to that role".

The Education Commission (1964-66) has rightly observed, "In the modern world the role of a woman goes beyond the home and bringing up children. In the struggle for freedom women fought side by side with men".

The traditional concept of the role of a woman is gradually changing. The traditional prejudice against women working outside the home has disappeared due to economic pressures. She has become a productive member of the society. In addition to her traditional roles as wife and mother, guardian of the house hold and keepers of cultural traditions, she is very fast becoming career-oriented. She has become a career woman developing her individuality. It is seen that sometimes she is unable to perform her house hold duties because she has started to give importance to her career. She is successful in her traditional role; moreover she is also making progress in her external duties. The list of top rankers at various examination results indicate excellent account of women. Thus, in all spheres of works, women have come forward to compete with men today. Including police and administration female access to higher education is one of the indicators of social transformation. But still women are not accepted as an individual in the society.

The roles which she has to perform today are quite different from what they were a few decades ago.
"The teaching-learning process is considered to be one of the most delicate, complex, challenging and significant of all the social process". The success of the teacher lies in making the teaching-learning process as effective as she can. She would be successful if she understood her role. To teach in the classroom is one role but this role is affected by others. The trained teacher is supposed to have already undergone training for the above purpose from the training colleges but it is very difficult to train fully a teacher for her profession. She learnt different techniques for teaching process but it is not necessary that after training she could perform her role as people expect. During the short period she might have grasped training, experiences which will help them to face the classroom situation with courage, patience and confidence. These are the basic needs for role performance.

Education should not end after one year training only. They take training before starting their career, while training, their roles are different from their career roles. In real situation they have to perform their roles. In this connection it is pointed out by Secondary Education Commission that:


"However excellent the programme of teacher training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skill and attitude which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analysed through individual and group efforts for improvement".

Modern world of technology is changing rapidly. The teacher must be aware of the latest innovations in the field of education and if this happens she would not be lacking anything in new role. This is very clearly pointed out by Shri R.N. Safaya.

"He shall have to drink deep from the ever fresh, ever green spring of educational art and science ... He must refresh his knowledge, orient his attitude and outlook on manifold problems of education. Otherwise he is bound to fall into a mechanical routine, devoid of life and interest ... a dead and dreary root".

It is the duty of human beings to prepare themselves to face, to improve, to adjust and to go along with the changes so that they may live happily in their environment.

The institution which the society puts such a great task to do is the 'school' and one who is performing such a great task is the 'teacher'. The school is a place to impart knowledge, skill and experience, a teacher cultivates it in their minds, he prepares the students to live in the complex society. Not only in the four walls of the school but the teacher guides them everywhere. Education in the present has to enlarge its own concept endlessly. The word 'teaching' has been changed to 'instruction'. It means the student is not only to take and the teacher is not only to give, but her role peeps from her activities. Pressures from different agencies, circumstances affects the teacher's role.

Both the lay public and educators agree that the 'goodness' of an educational programme is determined to a large extent by the quality of teaching. To maintain quality of teaching, the teacher should keep his torch burning in order to light others' torches. To allow his process to take place, the school atmosphere or environment is very essential. Without this kind of environment, educational activities of the teachers may not become successful. If the teacher is satisfied with environment he will perform his duties perfectly.

The teacher is a key figure in the life of a nation. She can put her heart and soul into the task assigned to her, if
she is in proper mental health. Her mental health depends on the degree of her adjustment with herself and her environment. A well adjusted teacher is a source of inspiration to the students and boon to the society as well as herself.

National development is correlated to the quality of teachers. Chaurasia \(^7\) (1967), while emphasising the relationship wrote, "It is universally accepted that the quality of a nation depends upon the quality of citizens. The quality of citizens depends in the critical measures upon the quality of their education. The quality of education depends upon several factors - home, inherited traits and attitudes of parents, financial support, building, books equipment in the school, curriculum and methods of instruction. But the most significant factor is the quality of teacher".

Really teachers are the builders of nation's destiny. While opening the eleventh conference of Indian Association of Teachers Education (1968) the then Governor of Gujarat Sriman Narayan \(^8\) said, "Teachers are the real architects of a nation. If a nation possesses young men and women of sterling

\(^7\) Chaurasia. Quoted in article on "Successful Teacher", Published in The Progress of Education, March, 1979. p.171.

character and unimpeachable patriotism, she is bound to make rapid progress on all fronts. Young men are entrusted to the care of the teaching profession and it is therefore the sacred duty of the teacher to impart the right type of education to students in order to make them right type of citizens. Teachers can play a very vital role in shaping the future of India by paying attention to the young men entrusted to their care."

According to the 1971 census, there were 31.3 million women workers in the country. Today there is not a single profession in which women have not entered. There are about 25,000 women teachers in Indian universities and one lakh are school teachers in schools of different categories. Many are decision making levels in administration, law, banks and diplomatic services. Yet it is the common complaint that a woman has to perform double role, so she is lagging behind in her profession. Moreover sometimes she is unable to perform her duties satisfactorily. She may not be well prepared mentally so she is unable to give proper attention to the job. Especially, when it is discussed about a woman teacher, some draw-backs are found in both the sides. Why does a blame go to only women teachers? While teaching roles are quite similar to men teachers. Due to innovations and changes in the teaching-learning process, attention of the researchers in this field is much more required to study the Role Perspective.
of woman teachers. It is also not true to say that a woman teacher is not able to perform dual role. So, it also requires research in this field.

As the past and the recent researches in the field of education reflect, most of the investigators have tried to compare role of male and female teachers, Role Perspective of primary teachers, Role Perspective of principals, teachers' attitude towards their job, job satisfaction, teacher as a social change agent. Therefore, 'a study of Role Perspective of women teachers' is a work worth undertaking. It is also essential to study relationship with the variables so that it would not remain subjective. Researches of this kind have not been undertaken in Gujarat, except for the comparative studies between Role Perspective of men and women teachers.

Sometimes the findings of researches often undertaken in foreign countries, have a handicap in that, they can hardly be applied to Indian conditions, since, the very nature of Indian society is different from those of others, and India's problems and priorities are of a different dimension. This highlights the necessity of undertaking such researches in Indian conditions. In short what is implied here is that, in this age when a woman has come forward and knocking the doors of all the fields, it is expected that some important studies have to be undertaken to study the Role of a woman to Indian classroom and society.
In social context, the teacher's role is bound to be of an advanced and elaborate nature. To impart instruction is the most important function of the teacher. She has to socialize the children. This role includes many things, training in personal and social behaviour, inculcation of values, development of attitudes and skills etc. Today society is changed, it is a competitive society, the teacher has to perform the important role of judging the students on their academic performance again and again. The students' competence and progress is to be evaluated at the time of admissions, then in monthly, quarterly, half yearly and annual examinations. The grade given by teachers have a determining effect on the student's progress in their academic and occupational careers. Thus the role of the teacher as a judge of merit assumes great importance in this society.

Today in our society, social class differences go on widening day by day. Students coming from lower social classes may be at a disadvantage in comparison to students coming from upper and middle classes. The teacher, in such a social situation has to play the role of a promoter of equalization of educational opportunity and of social integration. A woman can handle this problem very effectively; she may promote merit and cultivate high competence in students. Since the progress of the country depends on such brilliant ones, the teacher's role includes the training of students for the right kind of say, democratic citizenship.
Indian societies are mixed societies as agrarian and industrial; the teacher has to strike a healthy balance among all demands upon her role. She has to socialize the students, as well as prepare them for the modernizing society. Not only this, she has to take due note of the demands of the future society and assume the responsibility of developing proper values, attitudes and skills in students. In future only tactful, resourceful, highly educated and disciplined persons who can cope with changing situations will be able to work effectively. Old lessons learnt in the past may not be of much use in a new situation. Therefore, the teacher's role should be in the direction of developing skills of comprehension, quick decision making, initiating and carrying out innovations, evaluations, researches etc. Thus in general terms the teacher has to play these types of roles. It is also important to focus attention on the kinds of role a teacher has to play in the school campus. A teacher performs different kinds of roles.

Basic Role

The first and foremost role of the teacher is that of a leader. She has to organize her students into a well-knit group and take them with her, showing the way and influencing and guiding them in their thinking, activities and conduct. Secondly she has to treat all students with objectivity and fairness. She may be an effective socializer. She represents the adult society and her task may be to propagate and promote the social norms and ideals all the time. Besides this, she
may be sensitive to the demands of the democratic age, and so, she may not behave in ruthless oppressive manner. Her role is to deal with the students and socialize them in human and rational ways, she may act as an agent of morality and moral development of students. She may advise and correct students if necessary never hesitate to give them punishment in a timely and judicious manner for their moral lapses. She may present her own behaviour as example.

Specialist Roles

In the school campus, there are different special roles like that of a supervisor, subject teacher and instructors of special subjects like physical education, craft, art, music, counsellor etc.

A teacher must be task oriented so she may achieve certain desirable goals. A teacher must be a person oriented so she may understand personal needs of the students. Therefore, she may create a healthy climate in the school/class in which students feel enthused and motivated to work. She must behave in a democratic way and trustful manners. She is specialized in the art of maintaining human relations.

In the primary classes, there are teachers who have to teach all the subjects. But in secondary and higher secondary
schools subject specialists are supposed to play the role of subject teachers. They are expected to equip themselves with adequate mastery in the subject as well as the proper methodology and skills of teaching the subject concerned.

Professional Roles

Now-a-days school teachers are eager to call their occupation a full fledged profession, like law and medicine. A woman teacher ought to clearly analyse two different but inter-related roles and behave in a balanced and responsible manner to avoid conflicts. However, it largely depends upon the home role.

A profession implies a significant social service which the members must perform with a sense of commitment and dedication.

Informal Roles

Although not officially defined, teachers perform several informal or secondary roles also in the school. They may act as picnic organizer, co-curricular activities in-charge, special adviser, accept special responsibilities relating students' problems like discipline, examination, external examinations supervision of cleanliness, office, students and guidance work.
It has been observed that informal roles are very significant on account of three functions served by them. First, they allow self-expression to teachers who do not get sufficient opportunities for doing so in the formal structure of the school. Second, they facilitate the smooth working of the institution with a wide range of educative activities. Third, they seek to improve upon and strengthen the procedure of the formal organizations of the school.

Class-room Role

The generally recognised overall role of the teacher in the class-room is to teach or conduct the educative process. She performs her roles by following a variety of teaching maxims, teaching methods and techniques, specific subject methods and techniques of organization and control.

The overall role of teaching in the class-room may be split up into several sub-roles. According to Watterberg\(^9\), the most significant of such sub-roles may be listed as under:

1. **Representative of Society**

   The teacher upholds the traditions and norms of the society and inculcates the attitudes and moral values cherished by the society.

2. **Judge**

   The teacher judges the academic and other performance, and achievement, and conduct of students and awards, marks or grades, remarks or certificates.

3. **Resource Person**

   The teacher acts as a resource person who possesses knowledge of the subject matter and skills better than the learners.

4. **Helper**

   The teacher acts as a helper to pupils by way of providing them academic guidance and help in difficulties.

5. **Referee**

   While settling disputes among pupils, the teacher acts as an objective and fair referee.
6. **Detective**

He detects offences and rule breakers.

7. **Serving as an object of identification**

He behaves in a manner whereby the traits exemplified by him may be emulated and imitated by the students, through the mechanism of identification.

8. **Limiter or reducer of anxiety**

He helps children to control their impulses, and reduce anxiety about conduct and performance in different problematic situations.

9. **Ego-supporter**

He helps children to build up and maintains a healthy and strong 'ego', and self concept and feel wanted and important.

10. **Group leader**

He acts as a leader in establishing suitable climate in the class as a social group.

11. **Parent surrogate (substitute)**

He acts like a parent to the students and attends to their psycho-cultural needs, treating them with affection and care.
12. **Friend and Confidante**

The teacher plays the role of a friend, philosopher and guide to the students and wins and share their confidence.

1.2 **Importance of the Study**

The present world is different from what it was in the past. 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. Old notions have changed hence the ideas of Role Perspective to one's profession have also undergone change. The women folk have also come forward to contribute to the welfare of the society through taking up jobs.

Education plays an important role in social changes. It improves the people of the society and the society itself. Today teachers need part-time jobs to cover their expenses. Thus the quality of teaching suffers from the economic situation. Hence the teacher's role is affected somehow. When a teacher is a woman, her other roles have become challenging. These other roles may affect her
teaching role. Therefore, the Role Perspective of women teachers is worth studying.

Various studies have shown the utility of Role Perspective of teachers in teaching and teacher's behaviour. The effectiveness of Role, in terms of students' achievement has been proved better by studies in India as well as abroad.

This study deals with not only the Role Perspective of women teachers, but also between the certain variables. First of all, the investigator has standardized the tool and used it for the data. The survey method was used to focus the implications in the field of education. This is to enhance mutual understanding and encourage educational institutions to work for intended programmes more speedily.
The present study has been undertaken so that.

- Results of the study will make the administrators understand the Role Perspective of teachers in school campus, with students, with peers and co-curricular studies.
- Results of this study will guide the administrators and teachers to perform their role in better way.
- Research findings will enable the teachers to perform their job efficiently.
These research findings can be used as a guide line for improving teachers themselves and develop their teaching role in order to make it more efficient.

Therefore, the present investigation is not only aimed at developing a reliable and valid tool, but also investigating role of a woman teacher in the secondary school.

1.3 Statement of the Problem

All educational researches should begin with a carefully formulated problem. The problem selected for the present investigation is:

"A Study of the Role Perspective of women teachers in relation to certain socio-psychological variables".

1.4 The Definition 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. They are as:

**Study:**

The word study has different connotations. In the
Dictionary of Education Good\textsuperscript{10} (1945) writes about the study as under:

i. Application of mind to a problem or subject, and

ii. An investigation of particular subject. According to Stein\textsuperscript{11} (1953) in the American Everyday Dictionary, the word 'study' means:

i. Application of mind to the acquisition of knowledge.

ii. Deep thought, and

iii. To examine or investigate carefully.

According to Teall\textsuperscript{12} (1960) in Webster New Illustrated Dictionary 'Study' means:

i. To investigate closely and

ii. To scrutinize or earnestly contemplate.

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

\begin{itemize}
  \item \textsuperscript{12} E.N. Teall. Webster New Illustrated, New York: Book Inc., 1960, p. 313.
\end{itemize}
The word 'study' here, means compilation of informations about the behaviours of teachers.

Role

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\(^\text{13}\) (1962) define the concept as follows:

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

\[\text{13. Eric Hoyle, "The Role of Teachers". Department of Education, University of Manchester, 1969, p. 36.}\]
It can be concluded from the above that the definition can be divided into three main constituents:

1. The first constituent mentions that the concept thus indicates a position or status of a woman teacher 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 a woman teacher which is independent of any particular person occupying that Role.

3. The third constituent mentions a pattern of expectations held of the occupant of a position; the expectations held of a woman teacher will imply how she ought to act, not merely how it is anticipated that she will act.

Sargent (1951) defines a person's Role as a pattern or type of social behaviour which seems situationally appropriate to him in view of the demands and expectations of those in his/her group. It depends upon the goals which the members of that group have set to achieve. A teacher is considered as one of those who occupies a particular social position in society where he/she lives. He has therefore, a particular Role to play within the society or a nation.
With reference to the definitions of Role mentioned above, 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 'Roles' 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.

8. 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 enquiry studies only the problem of Role Perspective of the women teachers of the secondary schools.

**Perspective**

*Noun*

1. The art of drawing solid objects on a flat surface so
as to give the right impression of their relative size, distance, etc., drawn according to the rules.

2. Apparent relation between different aspects of a problem, see things in their right without exaggerating or neglecting one aspect, with proper attention to all points.

According to Webster dictionary the meaning of Perspective is as under:

1. Perspective means the art of drawing an object on a flat surface in such a way as to give one impression, he is looking at the object itself.

2. Second meaning is that a view that includes things in the distance as well as things nearby, hence, the ability to see things in their right relation to each other, as true perspective of historical events.

3. The third meaning is this that the right relationship of things to each other as to look at the causes of the world war in perspective.

Perspective, here, means insight or knowledge derived immediately from the mental state of consciousness.
Socio-psychological variables

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 get inspiration from teachers' day by day life. In our society teacher is expected to work in fixed pattern. She is called a real innovator, revolutionary, although we should not forget he/she is an individual. She/he has also instincts. Man has biological drives rather than instincts. School is 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 potentialities have an impact on it. This ultimately results into a set pattern of reaction habits which is known as personality traits. Hence, the investigator viewed that these variables may have some effect on the development of role perspective. The investigator accepted the trait theory of personality and choose carefully a few factors related with role. The investigator viewed that the physical and biological facts also play role
in shaping the role perspective of an individual. Hence the investigator thought it proper to view the role in the context of some traits of personality and social factors like socio-economic status, marital status, area, education and caste.

So it can be said that socio-psychological is a united term, made up of two words belonging to different sets or fields 'Socio', factors are those, that as the word suggested belong to the sociological set up. Similarly psychological factors are those factors that belong to the psychological set up.

1.5 Objectives

This study is proposed to be done keeping in the view the following objectives:

1. To prepare a reliable and valid tool to measure Role Perspective of women teachers.

2. To study the Role Perspective of women teachers of secondary schools.

3. To compare the Role Perspective of women teachers coming from different areas such as urban and rural area.
4. To compare the Role Perspective of women teachers with different marital status.

5. To compare the Role Perspective of women teachers of different age groups.

6. To compare the Role Perspective of women teachers with different educational back-grounds.

7. To compare the Role Perspective of women teachers with different teaching experiences.

8. To compare the Role Perspective of women teachers belonging to Non-SC/ST and SC/ST caste.

9. To compare the Role Perspective of women teachers coming from different socio-economic status.

10. To study the Role Perspective of women teachers in 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
   Factor - 'N' Simple Vs Sophisticated
   Factor - 'Q2' Dependent Vs Self sufficient
1.6 Hypotheses

A sound research must make the use of carefully formulated hypotheses. Hypotheses can give an idea or suggestions 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 still more important the investigator framed out hypotheses in null form. To test, the adequate statistical tests of significance were used. The null hypotheses of the study are as follows:

Ho 1: There is no significant difference between the mean scores achieved by urban and rural areas women teachers.

Ho 2: There is no significant difference between the mean scores of Role Perspective of women teachers of different marital status.

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

Ho 4: There is no significant difference between the mean scores of Role Perspective of women teachers having different educational background.

Ho 5: There is no significant difference between the mean scores of Role Perspective of women teachers having different teaching experience.
Ho 6: There is no significant difference between the mean scores of Role Perspective of women teachers of different castes.

Ho 7: There is no significant difference between the mean scores of Role Perspective of women teachers coming from different socio-economic status.

Ho 8: There is no significant difference between the mean scores of Role Perspective of women teachers in relation to different personality factors 'A', 'B', 'C', 'E', 'F', 'H', 'N', 'Q_2'.

1.7 Limitations of the Study

The present investigation has certain limitations. They are as under:

1. The investigation is limited to women teachers of selected secondary schools of Central Gujarat (Ahmedabad District, Baroda District and Kheda District) only.

2. Its norms are established only from the population of Central Gujarat.

3. The norms are established on the scores made by women teachers on the whole scale.
4. The scale is limited to Gujarati speaking women teachers. (Teachers who serve in other medium schools but are Gujarati speaking have been covered).

5. From the tool of 16 P.F. only eight factors (A, B, C, E, F, H, N, and O) are considered for the present investigation.

6. The study is limited to married and unmarried women teachers only.

7. Home-science graduate teachers are included in the category of Science teachers.

8. In this study trained teachers included B.Ed. and higher qualified, dimmed trained teachers recognised by the government which include senior H.S.S. and S.T.C.

(a) A Geographical Outline of Gujarat

Gujarat, one of the twenty two States of India, came into existence on 1st May, 1960, as a result of the bifurcation of former Bombay State under 'The Bombay State Re-Organization Act' of 1960.

The State is situated on the West cost of India, between 20.1 and 24.7 degree North latitude and 68.4 and 74.4
degree East longitude. The State is surrounded by Arabian sea in the West Pakistan in the North, Rajasthan in the North-East, Madhya Pradesh in the East and in the South-East and Maharashtra in the South.

The State has an area of 19,5,984 Sq.km, which is 5.7 per cent of the total area of Indian union.(Fig:1.1)

(b) Population

Rapid increase in population is one of the key problem in India. Same is the case with Gujarat. It can be seen from the table 1.1 that the population in Gujarat increased from 162.63 lakhs in 1951 to 339.61 lakhs in 1981. Thus, 108.82% increase recorded during the period of 30 years.

Table 1.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Population in lakhs</th>
<th>Growth rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>162.63</td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>206.33</td>
<td>26.88</td>
</tr>
<tr>
<td>1971</td>
<td>266.97</td>
<td>29.39</td>
</tr>
<tr>
<td>1981</td>
<td>339.61</td>
<td>27.21</td>
</tr>
</tbody>
</table>

The population in Gujarat, according to 1981 census, was 339.61 lakhs. During the decade 1961-1971, the growth rate of population in Gujarat State was 29.39 per cent which was decreased to 27.21 per cent during the decade 1971-1981, according to census report of 1981. It will be interesting to note that the average all India growth-rate of population was 24.75 per cent during the last decade.

So far the percentage of literacy is concerned, it increased from 35.79 per cent in 1971 to 43.75 per cent in 1981, according to the Census. Thus 7.96 per cent increase was recorded during the decade. According to the census of 1981, the percentage of literacy among male and female was 54.33 and 32.31 respectively. They were 46.11 per cent for male and 24.75 per cent for female in 1971. Thus during the last decade 18.26 per cent increase in literacy among male and 30.55 per cent among female was recorded.

Thus due to massive increase in population, the notable feature of educational growth in Gujarat, is rapid increase in enrolment at all levels.

(c) Growth of Education at school stage Bird's Eye View

The figures in table 1.2 show a picture of growth of education at school-stage in Gujarat.
Table 1.2

INCREASE IN NUMBER OF SCHOOLS, TEACHERS AND PUPILS AT SCHOOL STAGE IN GUJARAT

<table>
<thead>
<tr>
<th></th>
<th>1960-61</th>
<th>1979-80</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>18,512</td>
<td>24,000</td>
<td>29.65</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,099</td>
<td>3,116</td>
<td>183.53</td>
</tr>
<tr>
<td>(b) Pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>22,47,000</td>
<td>48,84,000</td>
<td>117.39</td>
</tr>
<tr>
<td>Secondary</td>
<td>3,65,000</td>
<td>9,34,000</td>
<td>115.49</td>
</tr>
<tr>
<td>(c) Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>58,762</td>
<td>1,25,400</td>
<td>113.40</td>
</tr>
<tr>
<td>Secondary</td>
<td>14,159</td>
<td>35,600</td>
<td>156.56</td>
</tr>
</tbody>
</table>


The above table and figures about schools, teachers and pupils indicate that the enrolment of pupils at primary education shows an increase of 117.39 per cent during the period of 20 years; but the increase in institutions was recorded only 29.65 per cent during the same period. At the same time the increase in number of teachers in primary education was 113.40 per cent.
So far the secondary education is concerned, the number of high schools, increased from 1099 to 3116; recording 183.53 per cent increase during the period 1960-61 to 1979-80. At the same time 115.49 per cent increase in enrolment was recorded. This figure may look less in comparison to the increase of 115.39 per cent during the year 1960 to 1970.

Latest reports show the figures of year of 1982-83. In the year 1947, the number of secondary schools recorded were 4,000 and in the year of 1982-83 the number was 52,279. The total strength of the pupils were 7 lakhs in 1947 and it increased upto 140 lakhs in the year of 1982-83. In the year of 1947 teachers of the secondary schools were 93,000 and in the year of 1982-83 it increased up to 9,93,000. Thus, it can be said from the above discussion that schools increased 14 times when pupils strength is increased 20 times. From this it can be said that ratio of pupil teaching is going down.
Here, it is important to note that Gujarat State has accepted the 10 + 2 + 3 pattern of educational structure from June, 1976. Hence the duration of secondary stage was reduced from 4 years to 3 years (i.e. Stds. 8, 9 and S.S.C.E. instead of Stds. 8, 9, 10 and S.S.C.E.) During the period of twenty years 150.56 per cent increase in the number of teachers were recorded.

These statistics show the remarkable growth of secondary education since the formation of the State.

1.8 Tools

As a tool for the data collection was not readily available. A fresh five point scale of Role Perspective was prepared and standardized by the investigator.

The other two standardized tests (S.E.S. and 16 P.F.) S.E.S. prepared by Dr. B.V. Patel and Dr. I.A. Vora. 16 P.F. by R.B. Cattell are used for correlated studies.

(1) Role Perspective of women teachers (five point scale).
(2) S.E.S. Socio-economical status (Dr. B.V. Patel and Dr. I.A. Vora).
(3) 16 P.F. 16 Personality Factor (R.B. Cattell).
1.9 Scheme of Chapterization

A brief description of the chapters to follow is given here under with a view to acquainting the reader with the treatment of the subject under investigation.

Chapter I

This will be the introductory chapter revealing the problem of research, the background, the objectives, the hypotheses, the limitations, tools used and conceptual classification are discussed.

Chapter II

The second chapter deals with the concept, theory and techniques to measure the Role Perspective. It also discusses different views of Role Perspective, Role explained by different experts in the field. The common views are also threshed out after discussing different views.

Chapter III

The third chapter deals with the review of the related studies. Few studies are also taken specially and they are done on women's workers. The main focus is given to the area of 'Role' and teaching by teachers. The studies which are done in foreign countries and available studies from our country are described in detail in this regard.
Chapter IV

The fourth chapter deals with multifarious Roles of women teachers. Few other Roles are also taken specially as well as working women's changing status is discussed in detail. The main focus is given on 'Role'.

Chapter V

In the fifth chapter, the collection of data items for the scale and assessment of the statements by the experts, have been described in detail. The experimental try out of the scale, the full description of the procedure and criteria for selecting the statements for the final form of the scale have also been discussed in detail.

Chapter VI

The sixth chapter deals with the final form of the scale in which the final testing work has been mentioned. The percentile norms for urban and rural areas and urban married women teachers, urban unmarried women teachers, rural married women teachers, rural unmarried women teachers are given with a view to increasing the ability of the scale.

Chapter VII

The seventh chapter describes the various methods adopted to establish the reliability of the present scale.
It also describes different methods to estimate validity of the scale.

Chapter VIII

The eighth chapter describes the correlational studies as mentioned in the objectives. This studies are conducted in detail using descriptive statistics to come to the reliable findings.

Chapter IX

The last chapter deals with the several note-worthy observations and conclusions on the basis of statistical analysis of the data. In this chapter the attempt is made to give suggestions for further researches in the field of Role Perspective.

Thus, this thesis contains detailed description of all the essential steps taken to investigate the Role Perspective of women teachers of Central Gujarat only. Besides this, it also contains necessary figures, graphs, tables appendices and bibliography at the end.