CHAPTER I
INTRODUCTION

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INTRODUCTION

1.1 Introduction

1.1.1 Initiation

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

In most countries, new thinking is developing about the role of education in national development programmes. Some countries accept education as an essential instrument for changing society, whereas some others regard schools as projection of the country. As Cropley and Dave (1978) opine education is not only factor to be relied upon in coping with societal problem such as those arising from rapid change, nor is education capable of providing solution of its own. It is merely a part of the complex of economic, social and political influence which operate in any society. Nonetheless it has an important contribution to make provided that progressive changes in society go hand to hand with it. UNESCO (1976) too agrees that education makes a society based on social justice. The problem of national development could be solved with less difficulty if
educational programmes were suitably modified related to problem of national reconstruction.

The economists construe education as primarily an investment in human capital, in the sense, that, through education the required degree of skill and knowledge is created and imparted to the population, so as to render it both efficient and useful to the society. This approach should have significant consequences for the allocation of national resources for educational programmes. Although one has to observe here that in India, fortunately, enough resources are not made available for social investment function of education. Education is broadly looked upon as an agency which would promote the development of an enlightened society.

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

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

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

1.1.3 Education as a Communication Model

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

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

1.1.4 Education as an Agent of Social Change

Educational systems are normally designed for communities to meet the immediate and intimate goals, laid down by the society. In an address, Allaway (1951)\(^3\) says that the educational process in inescapably a part of the social process. Social life among human being necessitates some kind of education. Without education in one form or the other the social heritage could not be handed on from one generation to another. Thus, the educational process like political, economic and morale processes, form a part of a whole network of social process. Educational system, however lags behind other social systems which are
undergoing ratio changes. The educational system has been accused of inertia, but, this cannot be said so any more as education is now undergoing rapid reform; these reforms are taking the form of revolution. The educational reform movement is resulting in a renewal of national educational system as a whole in many countries. Attempts are being made to adopt the current system to the changes in the social and cultural environment on the basis of scientific study and carefully evaluate pedagogical experiences. As Mclusky (1974) states "Continuous change requires continuous learning".

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

Education is a process of learning treated as a social function taking place not only within school walls, but also outside the schools, in homes, communities and public organisations and agencies and learners are not only
children but also people in the community, out of school youth and adults. Cropley and Dave (1979) put it this way: "What is said to be particularly important in contemporary life is that people be able to adjust effectively rapid and permissive change, which is already occurring and is likely to continue for a considerable time. Schools are, thus, seen as no longer capable of providing most of the learning experiences people need.

Education is an agent of social change, this view regards that education can engage itself in much more positive action and can rebuild society by inculcating in the young a programme of social reform. It regards those who assume change as universal and inevitable as wrong. As Brehmald (1955) says, the overlook the supra-individual nature of many forces and institution such as socio-economic classes, mass media, preserve groups and other centres of power in society. They undertake the persistence and recurrence of cultural patterns and, therefore, over emphasise the novelty of history, opportunities for unplanned change and the inevitability of process. They do not see, therefore, that broad social change must be planned rationally and executed finally so that reactionary preserver can be diminished and special goals may be achieved in greater proportion.
1.1.5 Changing values in a Changing Society

The pace of progress in all spheres is faster than it ever was before. Progress implies change, and change necessitates a shift in aims. To be relevant, education must reflect this deviation in emphasis. If value education is to meet the challenge of the changing values of society, it too must contend with modern issues that control life. With the evolution of the old and the emergence of the new values, value education must meet the demands to set fresh goals for attainment in the personal, emotional, social, cultural, moral and spiritual fields of human development.

1.1.6 Changing Role of Teachers in Society

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

1. education is necessary condition for bringing about social change;

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

3. education is an effect of social change in any country.
But, change does not operate in vacuum. Some characteristic features, potentials and problems of social change do influence change process. Anyhow, the objectives of educational institution are basically the same to inculcate changes in thought and value of their students. Teachers then become agents of a change system. They, as change agents, have to play a crucial role in educational institutions and in society. Unless teachers are going to be the active agents for bringing about this change, and are properly enlightened for this task, nothing can be accomplished. It is the task of the teachers to educate for change to educate for orderly planned revolution. Education is looked upon as an instrument to develop a full man and to build a society based on justice and equality. This requires that the school has a full and continuous interaction with the society. Efforts are being made to engage various elements of the society and the community in the process of changing educational policies and engaging the teacher and student in a continuous recounter with the world outside the school. The school and community relations are undergoing change. The first generation of under privilege children is entering the school. The society outside the school is looking at the teacher with careful eyes. The community and the parents are developing a keen
desire to understand what is happening in the school and to influence its organisation, its programme and personnel.

With this regard, UNESCO (1976) reports that he (teachers) should accept organising the co-ordinate the educational potential of elements foreign to the traditional school. He can no longer remain, a 4x2 teacher i.e. he cannot continue his teaching within the four walls of the classroom and to the two covers of the textbook. The various media of communications, cultural and artistic activities of the community, the specialization knowledge of professionals and paraprofessionals in various fields and the practical wisdom and experiences of workers in industry, crafts and agriculture must all be brought into the classroom to make teaching effective and community-oriented. Social relevance requires that the teacher goes beyond the task of giving instruction to become a guide to his pupils, an effective mediator between the young child and the confusion of the environment. This expanded function of education requires a broadening and deepening of the teachers' own knowledge and understanding of the culture of the students and world current of thought, with that of having that knowledge for inculcating in the pupils. Lyuch (1977) "opines that the teacher is not seen as a spectator who will stand by as pupils act out their own impulse. On the contrary, a central
and major role is envisaged for teachers, and a systematic and genuine learning task is still seen as required of the pupil. However, the relation of those two agents to each other is seen as changed along with their relationship to knowledge and the mechanisms through which it is created, disseminated and evaluated. Pupils, for example, will need to know 'How' and 'Where' as much as 'What'.

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

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

If education is to meet the demands of our time and of the coming decades, the organisation, content and method of teacher education will have to play a crucial and decisive role. Secondary Education Commission (1952-53) states that the most important factor in the contemplated educational reconstruction is the teacher to enable the teacher to play his key role in the use of education as an instrument of national development, it is absolutely necessary to improve his social status, economic position, and his condition of service. But equally important is the expansion and improvement of the training facilities for teachers.

1.1.7 Step to the Work

It is quiet obvious that after the attainments of independence the proportion of persons being educated has
increased at all stages of education. The increase in number of persons taking education has also demanded the increase in number of teachers at all levels i.e. primary, secondary and higher education. Now society has newer and newer demands from the leaders of the society. The old techniques and functions require to be radically oriented with regard to the ideology and perception. In the educational structure of present India as well as Gujarat, the primary education is an important organ to prepare the youth. For their preparation, the primary school-teachers having the perspective in the past cannot work in the present situation. Sociologically the compositions of the student community with regard to their social background has changed. Persons from depressed classes whose forefathers had no opportunity to go to school are today not only entering but are contributing to the national economy. This is also true for the teachers because the social composition of teachers has also undergone a change. The society where the teaching profession was the monopoly of the elite class does not exist today. Not only that but the expansion of primary education is also now very wide and teachers who today work in primary schools also come from various sections of the society. Various categories and different capacities of those teachers have much impact on the standard of education. It is, therefore, imperative to orient these persons on the
lines that are suited to the national requirements and the theories of the modern pedagogy.

Prior to this, it is necessary to study the role perspective of the primary school teachers. Only after knowing this, we can be in a position to direct them. It is a common complaint that the boys and girls studying in primary schools do not have proper education and they do not get any basic and primary knowledge as well as education during their studies. They are not well prepared and no specific habits are formed. They are not trained according to the philosophy of primary education.

It is very likely that this may be due to some deficiencies on the part of the teachers who guide and teach them. If the role perspective of the primary teachers be studied, it can be hoped that it would throw some light on the causes of stagnation, wastage, indiscipline, negligence of study and rough behaviour and deterioration of educational standard of primary school.

Now, primary school teachers get some what better salary than before, so there may be a change in their role perspective.

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

There is hardly any study focussing on the role perspective. Consequently the investigator felt need to prepare a reliable and valid tool to measure the role perspective of primary teachers of Gujarat.

1.2 Statement of the Study

The title of the present investigation is as follows:

"A study of the role perspective of primary school teachers in relation to their psycho-social characteristics".

1.3 General Objectives

Generally it is a notable thing that teachers working in the primary schools do not work properly. They have not proper insight for their teaching work. Teachers working in rural areas do not perform their duty as they have to do. B.C. teachers and female teachers comparatively backward in performing their duty rather than Non-B.C. and male teachers.

The role perception of primary school teachers up till now has not been studied. Our society is an opinion oriented society. To give any opinion in a rough way for
any large group is nothing but to make a great damage to them. Sometime any opinion or any hypothesis should be tested or evaluated in a scientific way. If it is to be done, it demands a research work.

In performing the role, some other factors work effectively. The socio-economic condition of teachers, social problems of teachers, the personality factors, age, training, the place of work, educational qualifications also work effectively in performing the role.

Keeping these objectives in view, this study is undertaken. The specific objectives have been discussed at length in the ensuing chapters.

1.4 General Hypotheses

It is hypothesized that all teachers at primary school level work equally. There is no difference in their role perception. The details have been dealt with elsewhere in the ensuing chapters.

1.5 Scope and Limitations of the Study

1.5.1 Introduction

Scope: Now-a-days it is felt by every citizen of Gujarat as well as India that teachers working in the primary
schools are very important factor in moulding the present civic by giving primary education by day by day the standard of education goes down, many experienced, trained teachers are there, many experiments are implemented. There is a nationalisation of school text books, many training colleges are there, many types of educational facilities are provided. The pay scales have been improved to some extent even though there is no satisfactory result in primary education. It is assumed that the teachers of Gujarat in primary schools of urban and rural areas do not work properly, not performing their role properly. For the study is compiled with some variables, up till now, there is no study in this field so the investigator got the scope to study the role perspective of primary school teachers of Gujarat State.

1.5.2 Limitations

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

This research work is limited in the following way:

1. The study is confined only to a sample of the primary school teachers of Gujarat.
2. It is limited to only 7.45% of the total teachers of Gujarat.

3. There is a limitation in selecting the schools, schools run by minority (Urdu, Sindhi, Marathi, Hindi) are not covered in this study.

1.6 Review of Related Literature and Studies

A study of the related literature is made with a view to finding out techniques employed for the study.

Very few researches have been done in this area, eventhman in the following categories the past work has been reviewed.

1. Conceptual literature about the role of a teacher.

2. Teacher's Role


4. Research in teacher education in India.

Some of them are described here:

1. Jadeja, Y.D. Primary School-Teachers - a Study
   The Centre for Regional Development Studies, Hurat, 1969.
   * The major findings:
   The principle aim of education according to 63% of
teachers is to prepare good citizens and 67% of teachers want to educate their children in urban area only.


* The major findings :

People expect many things from teachers. The teacher is expected to help pupils in learning, reading and in making him good citizen. A very large majority of all the groups expect the teachers to follow a special code of conduct in school and be a model of behaviour for the young.


* The major findings :

There is no significant difference in total perspective of the teachers and the head masters. The teachers are opinion that head masters often look into the administrative affairs only. As for academic side of the head masters, the teachers have negative view.

Professional efficiency has been studied from threeanalyses, namely:

1. efficiency in classroom teaching,
2. efficiency in organising curricular activities,
3. efficiency in organising activities related toschool community relationship aspect of school life.

1951 male and female teachers and 1000 students ofclass VIII have been included in the sample. The findings aredescribed in the thesis.

The list of researches pertaining to the above andothers categories is discussed at length in the theses. Thishas given an insight to the investigator into his own problemas well as in preparing research design and analysing thedata.

1.7 The Tools Used

The following two tools were selected by the investigatorto the measurement of social-background and personalityfruits of the teacher.
1. S.E.S. by Dr. A.S. Patel
2. 16 P.F. by R.B. Cattel
3. RPPSTI (Role Perception of Primary School Teacher's Inventory) was prepared by the investigator. 54 statements are included in this inventory. The tool had been made valid and reliable.

1.8 Analysis and Discussion of Results

The information collected through the three tools and interviews, was analysed keeping in view the objectives cited previously. Various statistical methods were used and the data were tabulised to lead to inference. Data received from all the districts is recorded in details in the thesis.

The conclusions that are drawn after analysis of the data have been described in the light of statistical inference.

Besides this the body of the thesis contains many tables, graphs whenever necessary.

Suggestions for further study are also mentioned at the end of the thesis.
1.9 **Chapterization**

There were totally eight chapters in the thesis.

The first chapter is devoted to introduction etc.

The second chapter gives the view of reviewed related literature in details.

In the third chapter it is described the history of primary education in England, India and Gujarat. Not only that but the present administration up to taluka level had been described in details.

The fourth chapter consists of the concept of role of a teacher. The theoretical aspect of role-philosophy is detailed here.

In the fifth chapter some thoughts on teachers expressed by eminent educationists, i.e. Mahatma Gandhi, Rabindranath Tagore, Vinoba, Sardar Patel, Radhakrishnan etc. By the way a few pages are put about the future teacher.

The sixth chapter is devoted to planning and procedure.

The seventh chapter is of data and analysis.

The eighth one is on implication and suggestions.
1.10 Bibliography

Before appendices, the last one is bibliography. It also has the appendices containing all the forms of various phases of the scale and other psycho-socio tools.

1.11 References


5. Ibid.


7. M. Pla Nazareth rjm and Maria E. Waples. To Live or not to live with values, AIACS, 28, CBCI Centre, New Delhi: 1980. p. 73.


"Every serious piece of research includes a review of relevant research. Researcher begins with ideas and concepts that are related to one another through hypothesis. But where do the original ideas and concepts come from? To some extent, they come out of the researcher's need, but to a large extent, they come from some collection of prior work, referred as the LITERATURE".

- B.W. TUCKMAN