CHAPTER II

REVIEW OF THE RELATED LITERATURE

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2.1.1 Introduction

The review of related literature is an important prerequisite to actual planning and then the execution of any research work. Feeling the importance of this review, Best (1963) wrote, "A familiarity with the literature in my problem area helps the students to discover what is already 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) suggested that the careful student of education, the research worker and investigator should become familiar with the location and use of the sources 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 what 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. Godd, Barr and Scates quote the poor results of investigations carried out on this point by D.A. Worcester and Ashbaugh, 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 other hand or 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 has received the research work done in India and abroad. The investigator has gone deeply in this area because no research work on role of a teacher is specially done. The reviewed areas are as under:

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

2.1.2 Conceptual Literature about Role of a Teacher

According to Havighnest (1968), every person feels a whole set of social roles. A teacher assumes the roles of worker, husband and wife, parent, character, club-members and citizen. In describing the social roles of teachers, however, we shall not deal with the various roles 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
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 (1972) puts it in this way, "Primitive societies do not as a role have teachers in the sense of persons whose specialised role in society is to instruct the young.

In 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 the values embodied in religion and or the more generalised values held by the ruling groups.

In 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 organising learning situation of a less formal kind. The appropriate role is that of teacher as instructor which is the most obvious and public of teacher's role. 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 the 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. Teacher's role is like that of a gardener, 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 fulfil. One set corresponds to major functions of institutions, socialisation and evaluation. The second set is concerned with motivating pupils, maintaining control and creating an environment for learning.

2.1.3 **Teacher's Role**

The role of the teacher involves two broad fields
where the some 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.

Subject Person

Teacher role expectations may be held by a variety of persons who usually identified by the social positions which they hold. Thus expectations held by parents may be constrained with those held by teachers themselves. Principals, school board members and so on. Along the criteria used by investigations to differentiate groups subjects where the subjects ethnic, religious or racial backgrounds (Fishbun, 1962; Mays, 1963, Tervien 1955, 1958) the school level (e.g. Merrill & Jex 1964; T. Smith 1965; D. Smith & Cooper, 1965; Yamanoto & 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, 1952; Halffield, 1961; Seidman and Knapp 1955; Yourglicb, 1955); the training received (Arokoff & Sheurs, 1961); Brenner and others, 1962), the subjects' life conditions, such as socio-economic level (e.g. Cheong & Devalult, 1966; Colliws & Smith, 1945; Hust, 1965; Phillips, 1955); the community ecology (e.g. Chilcott, 1961); Jordan, 1929; Mays, 1963; Reifz and others,
1965); and the subject matter taught by teacher respondent (e.g. Brookover 1943; Dunlop, 1965; Fishburn 1962; Lacoghal, 1965) 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 investigators to enable them to sample a limited groups of subjects of the 74 studies dealing with role expectations, 17 limited coverage to the primary level, 25 to the secondary level and 30 to the tertiary level. Of these studies 48 reported data from teacher-subjects, 43 had pupil or student-subjects, 12 had administrator subjects, 4 dealt with guidance counsellors (Dunlop, 1965), Schmidt, 1962; Warman, 1960; Walley, 1965) but none with janitors, secretaries, school nurses or dieticians and
track coach and experienced teachers. Among the 74 studies reviewed, 50 asked for expectations pertaining to teachers in general, thus exhibiting a wide spread term "teacher". However, a wide variety of sub-positional investigations were also conducted; of male and female teachers (Lantz, 1965; Mason & other 1959) of inexperienced and experienced teachers, Lantz, 1965, Mason & others, 1959, J. Smith, 1965; Tmbue, 1953) or special education teachers (Bradley, 1966; Lantz, 1965), of guidance and counsellors (Datop, 1965) Riphee & others, 1965; Warman, 1960; Watley, 1965), of administrator (Arkott & Shears, 1961); Bidweel, 1965; Carson & Schultz, 1964; Strong, 1950); and of the school as a reified quality (Laesognata, 1965); Masgrove, 1961). In addition, either by adventunce 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 limitations also appeared in that studies asked respondents to consider the role of a specific persons themselves in 13 studies concerned with teachers' own self-expectations, and another individual teacher in 10 other studies where subjects were asked to give expectations for a specific teacher.  

Research literature on Teacher's Role  

Holeis (1935) conducted research with over 8000
children of different ages on both mixed and single sex schools. The characteristics of teacher's which they valued most was the ability to explain difficulties patiently.

Other teacher characteristics in descending order of importance were sympathy, fairness, human readiness to accept children's questions, wide interests and firm disciplines. Allen (1959) carried out research in English Secondary Modern Schools and his findings were both boys and girls went their teachers to make lessons interesting, to take a joke and to be friendly and approachable, and competent as an instructor.

Wright (1962) investigated the self concepts and the perceptions of parents and teachers among 105 last year secondary modern school boys and girls. He concluded that in their year at school, secondary modern pupils were a good deal less identified with their teachers than with their parents.

According to him 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.
Gump (1964) has obtained similar results through his indirect approaches to the study of pupils' expectations 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 classroom 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' response referred to these. While 27% referred to subject matter. Evidently, high school juniors do attribute their plus and minus experiences to more than the personal social variables of their teachers.

Musgrave (1966) conducted a study of adolescents' demands of home and school in England. He noted the sharp contrast in expectations. 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 1,379 essays were analysed for content by 21 teachers. Each teacher analysed a separate batch of essays. Every independent statement made about 'good and poor' teachers was then assigned to one of four categories (i) Teacher (T), (ii) Discipline (D), (iii) personal qualities (P), and (iv) organization (O). The meaning to be attached to these categories was clarified in a general discussion. With the 21 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 most weight to the good teacher's teaching and least weight to his personal qualities. The only affection among the children were that junior school children placed more emphasis than secondary children on the good 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 children's view. 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' than the nongraduate teachers.

This inquiry highlights the discrepancy between children's notions of a good teacher, and teachers' notions of a good teacher.

Kulandaival and Rao, (1968) analysed the qualities of a good teacher as rated by students. In the sample, there were 1227 boys and 1435 girls from standards VI to XI of eleven schools of different types public-private, 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, teachers well, inspires good qualities in the students, and reteaches a lesson when not understood by the students.

3. In his dealings with the students, he treats them alike without showing caste prejudice, he reprimands students for their follies and tries to reform problem-students, and (iii) he is conscientious and acts as a guide to the students.
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 individual child and report to parents, the progress of the 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.

2.1.4 **Studies of Teacher-Role Performance**

In contrast with expectational studies, studies of teacher-role performance have been fewer in number but generally more systematic in their approach presumably this reflects the greater cost of investigations of overt behaviour. Studies of teacher behaviour have also been kind primarily within the classroom context. That is unfortunate, as suggested earlier, studies of teacher-role expectations cover a broader range of contexts than simply the classroom, and patently teacher especially secondary school teachers often exhibit unique and job-related performances in other settings than class-rooms, both within the school and in the community. However, majority interest in teacher role performance research has appeared to stem from concern with the direct effects of teacher behaviour
on pupil learning, and for such a concern the observation of the classroom would appear to be more relevant (Besides, classrooms are easier to observe in them is the school lunch room or playground. It should be pointed out that for most investigator, teachers' classroom performance is but an integrated part of the behavioural system of the classroom, thus, many studies have dealt with other behavioural properties of the classroom system in addition to teachers' performance.

Coverage:

Generally speaking, investigators 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, including grade level (Gump, 1907; Hughes, 1959; Meax and Smith, 1964; Taba & others, 1964), subject matter (Bellack & others, 1963; Biddle & Adams, 1967; Flanders, 1960), social class of pupil (Jackson, 1965; Perkins, 1965; L. Smith & Geoffrey, 1965), pupil achievement (Perkins, 1965; Taba & others, 1964; and pupil adjustment (Koumin & 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 variations in the age and sex of the
Methods of Data Collections

Research on teacher performance has exhibited a wide variety of methodological approaches. These may, however,
be classified under three headings: nonparticipant observation, observer rating and behavioural recording. In nonparticipant observation (examplified by Studies of Jacobson, 1965 and I. Smith & Geoffrey, 1965). The behavioural scientists enters a new social system unobstrusively to take detailed unsystematic notes and to develop insights about the culture of the system.

Findings:

Because of wide variety of methods, hints and concepts that have been used in studies of teacher-role performance, it is extraordinarily efficient to summarize their collective findings. In addition, as was pointed out earlier, but a small range of classrooms have been studies to date, and with the exception of the studies by I. Smith and Geoffrey (1953) no investigation has reported data from a lower-class setting. However, some generalizations may be worthy of note. Several investigators (notably Jacson, 1966) have committed on the rapid pace of classroom exchange. Teachers may be expected to generate several thousand acts or moves or exchanges during the classroom day. The teacher is also a "ring master" (Biddle & Adams, 1967). He tends to occupy the center of the classroom much of the time to engage in formation dissemination,
within the context of a single, integrated, communication structure and to communicate with pupils the classroom 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.

Research in other Countries

Of the studies reviewed, only that of Nuthall and Lawrance (1966) clearly represents data gathered in another country (New Zealand). While only one study, that of Flanders (1960) compared teaching practices of American teachers with teachers from another country (again New Zealand). There is considered interest in classroom research in other countries, however, and studies of teacher performance, Sweden, Australia, New Zealand and other countries.

The majority of both normative and galuational studies asked for positively valued characteristics (those prescribed or approved) although sizable group asked for both positive and negative characteristics. Only two studies (Haer, 1959, Philips, 1955) were confined to the negative case. Among anticipatory studies, the majority
deals with anticipatory studies, the majority deals with anticipations that were laid in the timeless present, although six dealt with reports of past activities (e.g. Ryns, 1966, Very & Dye, 1966) and two with future events (Allen & Sebrg, 1964, Muson and other, 1959). Among the five studies in which expectation were attributed to sentiment persons. The majority of the expectations attributed were normative, although one study (Fausti & Moore, 1966) dealt with attributed anticipation.

Object Characteristics:

It is also possible for teacher-role expectations 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 & Gottfried, 1966) through backgrounds teachers are presumed to exhibit (Bogen 1954, Hert 1965; Ryns, 1966) to traits of teacher behaviour (e.g. Becker, 1953, Keighin, 1948; Richey & Fox, 1948; Rogers, 1950; Yamamoto & Dizney, 1966; Yourglich, 1955). However, the majority of studies reviewed have concerned themselves with teachers' performances. Since the realm of performances is largely unbounded. Investigators have been constrained to limit coverage by a variety of strategies for contextualization.
For nine studies teachers' performances were laid within a specific physical location such as the classroom, home or "community" (e.g. Allen & Seaberg, 1964; Bogen 1954; Mogill 1951; Twyman & Biddle, 1963); two studies used academic schedules as contexts (Washburne, 1957; Watley 1965); seven utilized the contextualizing properties of activities such as "Lessons" or "Field trips" (e.g. Greenhoe, 1940; Hanson & Umstattd, 1937; Story, 1950; Yamamoto & Dizney, 1966); and four studies dealt with teachers' responses to teachers' problems (Bidwell, 1955; Lacognata, 1969; Ryan, 1966; Warman, 1960). A single study used the context of teachers' plans for the future (Mason & others, 1959), while ten studies used one or more types of functional categorizations to apply to teachers' roles (Biddle & others, 1962; Colombotos, 1963; Furst, 1965; D. Smith & Cooper, 1965). As used by this last group of investigators, functional contexts are prechosen and states presumed by either the investigator himself or some stated theorist to define the domain of impact of the teaching occupation. Examples given have included the teacher as an instructor, counsellor representative of community values and member of a profession. Todate there has appeared no apparent agreement on such a basic list of functions for the teaching profession, although a number of functions (particularly that of instructors) appear in most lists.
Findings:

Although most of the studies reviewed have dealt with specific problems, such as role conflict for public school teachers, differences in expectations, effects of teacher training on teacher-held role expectations and the like, nevertheless, a number of findings or stereotypes have been repeated in various studies. For example, teachers generally felt that their position is held in low esteem by members of the community at large and that they do not receive appropriate rewards for their efforts (Brenner and others, 1962; Collins and Smith, 1965; Terrien, 1955; Washburne, 1957). Teachers were generally felt by others to be nonaggressive and acquiescent and to sin primarily by omission rather than by commission. In addition, both teachers and other subjects expressed concern over the fact that in many (especially 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 positions, there appeared to be generally high consensus among students in their expectations of teachers' characteristics (Dallo too, 1955; Demos & Belock, 1963; Tiedman, 1942). However, differences appeared in expectations depending upon subjects, year at the university, sex, personality
characteristics, school activities, attitudes toward school and social acceptability (Cheong & Devault, 1966). In addition, varying expectations were held for teacher role within various types of communities Champlin, 1931; Chiton, 1930; Getzeals & Guba, 1955). When disparities appeared between expectations held for teachers by teachers, school officials, parents and pupils they usually centered on behavioural involving teachers' self-indulgence, participation in community affairs and maintenance of discipline (Twyman and Biddle, 1963).

As a true of most fields of educational research, the bulk of studies reviewed were American in origin, the expectations being those of Musgrove (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 of 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 only two comparative studies of teacher 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 & Schachter, 1959) studies of teacher role are presently underway, however, in Britain, Italy, Australia, and elsewhere and a comparative study will shortly be reported by the reviewer and others in which teacher roles in the major Anglo-American countries are compared.

It has often been assumed (see for instance, Scles, 1964; Soreson and others, 1963; Qezels, 1958) that the study of teacher-role performance that expectations and performance are linked either through behavioral conformity to expectations that this assumption is questionable has been suggested by Biddle and others (1965), who point out that both theory and evidence from other fields suggest independence of the role performance and role expectation fields. However, they also observe that so far no study has appeared in which teacher role expectations were measured and corresponding teacher-role performances were observed directly. This startling lack of information leaves us somewhat in the dark about the true meaning of findings for teacher-role expectations. 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 (see for example, Twyman & Biddle, 1963) are based on the assumption that disparities between expectations held by various groups (or attributed to 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 the behavioural implications of teacher role information may not be clear at present, the phenomena of teacher-role expectations may be presumed to hold continued interest for teachers and others."

Role Performance in Role Conflict Situation

Since Getzels and Coludara (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 Getzels and Guba (1954, 1955), Campbell (1957) Bidwell (1955), Rosen (1955), Galluhorn (1956) Twyman and Biddle (1955), Gross et al (1958),
Seaman (1953), Lauliclit (1955) and Simmons (1968) are notevely in this area. Among them all, except that by Neal Gross et al. they focused their focus on the study of the phenomena of role conflict. As such while surveying the available studies up to date. Liphan (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 finding made by Sharma (1967) and Bholge (1969) and a few others at Ph.D. level and Sharma (1968) at M.Ed. level. Hence the remarks made in the review article in the encyclopedia of Educational Research (1960) are pertinent. "So far no study has appeared in which role expectations were measured and corresponding role performance observed directly. This startling lack of information leaves the researchers and educational administrators somewhat in the dark about the true meaning of findings for role expectations which on one hand, might verify the postulates emerging from the theoretical relevance for identification, selection, training and placement of
educational administrators. Hence it is worthwhile and interesting to identify the role conflict situations as experienced by educational administrators and study the corresponding patterns of role performance.

Here it may be noted that there is some basic controversy about the definition, problem of role conflict on the point of actor-observer perception. While Getzels and Thelen (1960), Jacobson, Charter and Liebermen (1951), Seeman (1953) etc., do not count the perception of the actor as a necessary criterion to label one as a role conflict situation, the other group of scientists like Person (1951), Stouffer (1949), Gross et al. (1958), Brookover (1955) etc, insist on the actor's perception of incompatibility in expectations as a criterion for a role conflict situation.

2.1.5 Research in Teacher Education in India

Mahida's (1979) finding says 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 and 43 women) trained graduate teachers in science were taken into sample.

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

Shah (1969) in the study of the role of the teacher viewed that the degree of consensus
regarding the teacher's role among the students, the principals, the school board members within the school system and the male parents and the community leaders in the wider social systems and (ii) the relation between the degree of the role consensus among these various groups and similarity of difference in the school backgrounds. The different role definers included in this study were 172 boys and 128 girls of Std. XI selected at random from 9 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. Main findings 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 more intellectual terms than in terms of individual character building of pupils, (iii) the non-professional groups (parents, school board members and community leaders) were concerned with individual building and less with their intellectual training in subjects, and (iv) community leaders expected the teachers to participate only in safe and non-controversial religions, cultural and social welfare organizations. They were not expected to participate in political parties and occupational associations of an agitational type.
Rama (1975) in her study on the teacher in administration selected schools from two cities Baroda and Patan. Some schools were those in which education was imparted in English and in others education was imparted in mother tongue. From these cities 11 schools were selected from these 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 teachers and the administrators should be members of our curriculum committee, (ii) teachers motivate the pupils to use library, and (iii) teachers feel that relations between teachers and their pupils should be liked 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 teachers self ratings or ratings by parents, members of the community or ratings by leader of educational authorities.

Objectives

1. To find out the attitude of pupils towards different functions of teaching profession.

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

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

An attitude scale, an interest inventory and a role expectation scale were used to collect the data.

Major findings

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

2. Female pupil teachers were more favourable towards the academic aspect of teaching than male pupil teachers.

3. Fresh pupil teachers were found to indicate higher degree of positive attitude than deputed pupil teachers towards teaching as a whole.
4. The deputed pupil teachers were inclined towards administrative aspects more than freshers.

5. Even among female pupil teachers the freshers had registered a higher degree of positive attitude than deputed pupil-teachers.

6. The experienced female teachers were more favourable towards academic aspect than the deputed female pupil teacher.

7. The experienced pupil teachers were more interested in teaching than their counterpart.

8. Experience had no effect on the role expectations of male pupil teachers and

9. Fresh female pupil teachers exhibited a higher degree of role expectation than the experienced.

Lavingia, K.U.

A study of job satisfaction among school teachers.

Findings

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 twenty to forty four years were more satisfied in both the groups of primary and secondary teachers and unmarried teachers were more satisfied.

Venkatarayappa, K.N. and Mukta L.


The investigator aimed at studying the different aspects of the life of the primary teachers, namely, school, family, community, economic conditions and his attitude towards certain social problems.

The sample for this study comprised fifty per cent teachers of each sex group from the two major types of schools—public and private. In all seventy six men and 167 women teachers from public schools and twenty men and sixty seven women teachers from private schools were selected. Half of the sample belonged to the age group of thirty to forty. The data were collected through a questionnaire containing multiple choice type and open ended questions.
The major findings of the study were:

i. Educational achievement of the teachers was found to be very poor and had remained unchanged through a number of years.

ii. Their economic achievement was found to be poor and unchanged over a number of years.

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

iv. Their restricted friendship with teachers in general and nonparticipation in the local bodies or community organisations made their recognition vague in the public.

v. By the nature of their occupation they were found to influence the community besides moulding the child, as change agents and builders of democracy; and

vi. In popularising and implementing family planning they were considered competent enough.

Jadeja, Y.D.

Primary school teachers: A study. The Centre for Regional Development Studies, Surat, 1969. pp. iii. 18
Major findings

1. Majority of teachers are worldly in their orientation - 69%.
2. They are secular in their outlook - 55%.
3. 93% of teachers are activity oriented and with the belief in achievement criteria of status evaluation.
4. Principal aim of education according to 63% of teachers is to prepare good citizens and
5. 67% of teachers want to educate their children in urban area only.

Kulandaivel, K. and Rao T.R.S.


Sample: The questionnaires were given to 1227 boys and 1435 girls.

Findings

1. In the class a good teacher, as viewed by the students;
   - teaches well,
   - inspires good qualities in the students,
   - reteaches a lesson when not understood by the students.
2. In his dealings with the students he treats them alike without showing caste prejudices.

3. He reprimands students for their follies then and there and tries to reform the problem students.

4. He is conscientious and acts as a guide to the students.

Bhatnagar D.P.


The present research has undertaken in M.P. and conducted on a sample of 90 university, 65 Government, 60 supervisors and 40 super level workers.

Tools

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

The major findings are:

1.1 There were significant identical roles to be performed by both categories of school masters.
3. There were significant agreements among the 'Role-set' in rank ordering of sub-items into their major heads on direct teaching and training need, but for the subject matter authority, the agreement was on expectation, frequency in performances, adequacy and training needs.

4. There were some relationships between cadre, age, education, service in university departments, experiences, training, work loads, recognition obtained and career satisfaction.

5. There were significant relationships between and within independent and dependent variables.

A study of the Role Perspective of the Headmasters of the secondary schools of the Kaira District.


Objectives

This study on hand is undertaken with the following objectives in view:

1. To study the role perspective of the head masters of the secondary schools:
   - as the Administrators.
2. - as the Academicians.
3. - as the Motivaros.
4. - as the Educational Leaders.
5. - as the Socio-Democratic Personnels.
6. - as the Evaluators.
7. - as the Change Agents.
8. - as a link between the members of the staff and the other agencies like management.
9. To study the correlation of the above roles as perceived by the teachers and as perceived by the Headmasters themselves.

**Scope**

The investigator has taken 160 teachers and 60 head masters of secondary schools of Kaira District.

**Tool**

The investigator has prepared his own tool consisting of 53 statements. It was opinionnaire.

**Major findings**

1. There is no significant difference in total perspective of the teachers and the head masters for the headmasters.
2. The significance difference in the perspective is recorded in the area 6 and 8 viz., the area of evaluation and as a link between the staff and the other agencies like management.

3. The teachers are of opinion that head masters often look into the administrative affairs.

4. As for academic side of the head masters, the teachers have negative view.

5. The head masters gave positive view regarding the administrative side of the headmasters. They often look into the administrative side of the institution.

6. As the change agents and the educational leaders, the record is negative. They themselves opine that the head masters are found passive in this area.

Sharan M.B.


The study was designed to understand role conception, role demands, personality and role performance of the college students. Some of the hypotheses tested were:

1. Students' role conception would differ significantly from their parents' expectation.
2. Students' role conception would be similar to their friend's expectation.

3. There would be positive correlation between parents' and teachers' expectation 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 group would be lower than that of low role conflict group.

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

The study was designed on the line of role theory. Nine independent inventories, forms and schedules, namely SRC inventory, PESR inventory, TESR, FESR, SRP inventory, PIS, ISC inventory, SC and SS inventory were developed in order to measure different a sample of 500 students (385 male and 115 female) of Bhagalpur University.

The important findings are:

1. Male and female students differed significantly on the variables out of nine studied.
2. The difference between students' role conception and parents' and teachers' expectations on students' role was not significant.

3. There was a wide gap between students' role conception and their friends' expectations on students' 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 role 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, and

9. The influence of perception of irregularities in society was an index of role conflicts) was not clear either upon personality or role performance of the students.
2.1.6 References


9. Ibid.


15. A Study of the Role Expectations of teachers undergoing training in the City of Bangalore, Department of Post-graduate studies in Education. B.H. Uni. 1974.


