CHAPTER X

10.1 CONCLUSIONS

Based on the judgement of criteria and testing the level of significant differences as well as testing the series of hypotheses of the present study, the following conclusions have been reached at.

1. The Teaching role currently being played by a university in India was perceived as high on making the students achieve the following characteristics: conservatism, general knowledge, cultural elevation, tolerance, modernity, humanism, adaptation, judiciousness, good taste and democratic process. It was perceived as low on ability to think and express, ability to personalise, ability to manage and administer, moral values, creativity, productivity, right attitude to work, good fellowship, specific knowledge and understanding one's duties.

2. The Research role of a university in India was perceived as high on borrowing and modifying research results, re-evaluating existing information, acting as data service centres, serving as contributors to ideas, replicating studies to update older findings, committing to laboratory research, facilitating research with provisions of better tools and committing to field research. It was perceived as low on making research a
compulsory requirement for the students, making science a
way of life by committing to research, inventing and
discovering new things, to be centre of research by trial
and experimentation, making learning more convincing
through research, developing theories and discovering
tentative generalizations, conducting research based on
actual problems in areas of interest to the community and
creating knowledge through research.

3 The community services role of a university in India was
perceived as high on acting as depository of traditions,
training future teachers, organising social ceremonies,
contributing constructively to national development
process, acting as career training centre, serving the
needs of man-power requirement and participating in
social ceremonies. It was perceived as low on following
up the implementation of research results, satisfy all
rather than selected few, giving teachers practical
experiences in solving problems of rural development
serving the locality more than the nation, heading as an
institution of regional planning, giving knowledge to the
community through radio, television and publications and
clarifying the individual's role in the society.

4 The teaching role currently being played by a university
in India was expected as high on making the students
achieve the following characteristics; creativity,
ability to think and express, productivity, ability to
manage and administer, specify knowledge, moral values,
right attitudes to work, planning life goal, intelligence
and leadership quality while it was expected as low on
conservatism, good fellowship, judiciousness, adaptation,
group behaviour, loyalty, open mindedness, humanism,
wise consumer ship and cultural elevation.

The Research role of a university in India was expected
as high on inventing and discovering new things, creating
knowledge through research, developing theories and
discovering tentative generalizations, serving as
contributors of ideas, making learning convincing through
research, conducting research based on actual problems
in areas of interest to the community, providing
technical research based advice to the country and
training research personnel. It was expected as low on
making research a compulsory requirement for the
students, making science a way of life by committing to
research, providing facilities for learning research in
other allied areas, acting as data clearing house on
research findings for the community, providing
computerized research facilities, replicating studies to
up-date older findings, re-evaluating existing
information and committing to documentary studies.

The community services role of a university was expected
as high on contributing constructively to manpower requirements, serving the society by finding solutions to various problems; providing welfare to the community, giving teachers practical experiences in solving problems of rural development, organising a forum where current issues can be thrashed out and training the community in various courses. It was expected as low on organising social ceremonies, serving the locality more than the nation, clarifying individual's role in the society, participating in social ceremonies, acting as a depository of traditions, heading as institution of regional planning and not isolating itself as an ivory tower of elites.

7 There was no perceptional conflict existing among the different categories of university students on all the three roles of a university under study i.e. teaching, research and community services. The result was the same in the different categories of university teachers (in the different faculties, in the different statuses and in the different levels of experiences) as well as the different categories of community members (in the different occupational groups and in the different levels of educational qualifications) on all the three roles of a university.

8 There was perceptional conflict among the three sub-
samples, i.e., university students, university teachers and members of the community on the three roles of a university under study i.e., Teaching, Research and Community Services.

9 There was no exceptational conflict among the different categories of university students (in the different faculties) on all the three roles of a university i.e., teaching, research and community services. The result was same in the different categories of university teachers (in the different faculties and in the different levels of experiences). There was no expectational conflict on the teaching and community services roles of a university among the university teachers in the different statuses or designations (Lectures, Readers and Professors). Expectational conflict in their research role expectation. No expectational conflict occurred among the different categories of community members (in different occupational groups and in the different levels of educational qualifications). On the three roles of a university, i.e., teaching role, research role and community services role.

10 There was no expectational conflict among the three sub-samples under study i.e., university students, university teachers and members of the community on the teaching and community services roles however
expectational conflict occurred in the research role.

11 There was role conflict in each category of the university students, conflict in each category of the university teachers and conflict in each category of the community members showing that the role currently being played by a university in India was not satisfying their expectations. This conflict occurred in all the three roles of a university under study, i.e., teaching, research and community services roles respectively.

12 The co-efficient of correlation between role perception (RP) and role expectation (RE) was of negligible relationship on all the three roles of the university i.e. teaching, research and community services.

13 The preferences of the respondents to the role and alternatives of a university in India were in sharp conflict. One third preferred 'to seek new knowledge' as the role and alternatives of a university in India. Slightly less than one third preferred 'serving and using the community resources'. The remaining were for 'developing sharp mind', 'to criticize and solve social problems in groups' and 'to criticize and solve social problems individually' respectively.

10.2 Role Theory Developed in the Light of the Present Study

Role theory developed in the present study could be described as conflict arising as a result of the
incompatibilities in the perceptions and expectations of the sample (groups) as a result of the role currently being played by a university. The university could be taken as an organic being or an actor playing three major roles i.e., teaching, research and community services respectively for the audience (sample) which comprised university students, university teachers and members of the community. The observability (role perception) of role performance of the university depended much on the structure and composition of the groups or audience and due to constant interactions and flow of information, the groups were able to perceive the roles currently being played and were in position to anticipate (role expectation). Conflict arose when role perception was not satisfying role expectation i.e., when the role currently being played by a university was in disagreement with the expectation of the audience (students, teachers and members of the community).

Among the audience (students, teachers and members of the community) perceptual conflict occurred when each group perceived according to the group's own cultural background, personality make-up, levels of academic attainment and experiences. Each group observed the roles of the actor (university) in the groups own way resulting in conflict (perceptual) among the groups. There was no within group perceptual conflict among each group, because
each group perceived the role of the actor (university) in the same way.

Role perception could be taken as an observable assessment due to awareness of the roles currently being played by a university. This means that the university students, university teachers and members of the community were able to perceive the roles of a university through observation. Those items perceived as high, showed that the university is currently discharging its duties on them with much emphasis while low perceived items depicted less emphasis on them by the university in its role playing.

Role expectation is a set of evaluative standards. It is what is expected of a university in its role performance by the university students, university teachers and members of the community. Put simply, it is how the university should play its role to the satisfaction of the groups mentioned above. A kind of role-demand in which conformity is expected.

The items expected as high on the three roles of a university showed that the students, teachers and members of the community wanted that these items should be given top priority by the university in its role playing under the teaching, research and community services roles respectively. Those items expected as low on consensus basis should remain as the same in the role playing of the
university.

The conflict in the present study regarding the role currently being played by a university could be reduced through role consensus and by the university developing performance indicators and institutional appraisal and evaluation regarding the roles it play.