CHAPTER III
REVIEW OF RELATED LITERATURE

India's institutions of higher education are increasing in number and growing in size in response to the individual aspirations of young Indians and to the pressing needs of the nation. In this chapter, an attempt has been made to review research studies on the role perception and role expectation of students, teachers and members of the community, also on role conflict and on the functions of a university with a view to identifying research trends in the area. However, no previous work has been done on the specific problem under study. The existing researches are related only indirectly to the present study. Researches conducted in the areas of university education are as follows:

Bernard(1971) studies the "Role expectation and role conflict in the university faculty work activities". The principal findings are limited only to the sample studied and useful primarily as bases for further research. His findings showed that contrary to the general views, the faculty considers instructional activities most important of all their activities. They attach more importance to it than do the students. Role expectation for faculty work activities differ according to the status of respondents, their membership in organisation at structural functional
Faculty members judge more accurately as to how graduate students rate faculty work activities which more directly relate to the students. (e.g. teaching and counselling). Faculty tend to under-estimate students ratings of other faculty work activities (e.g. research and consulting services).

Research and writing are associated with the highest level of faculty subjective role conflict. Faculty experience most role conflict concerning those work activities of greatest importance to faculty themselves and to the school administration.

Faculty experience subjective role conflict because of what appears to be a simultaneous identification with their academic discipline. On the one hand, and with teaching and students, on the other. Because of heavy teaching demand which must be met, faculty are unable also to fulfill pressure for such activities as research and writing.

Kroeke (1973) researched on "The relationship between faculty, student and administrator perception of goals and practice of a state four-year institution". The basic problem of this study was to determine if there were any relationships among the faculty, students and administrators on the perception of institutional goals and institutional practices in a state four-year institution of higher
The analysis of the data indicated significant differences existed among the faculty, students and administrators of this one subject institution in the perception of the importance attached to institutional goals and institutional functions. Faculty and administrators tended to agree on the perception in both goals and functions, but the students responses were divergent.

The relationship between perception of goals and function was also analysed on an indication of "appropriateness" of the institutional goal position. Positive correlations larger than the critical values were observed in each of the twenty scale areas.

The study indicated that the institutional functions were consistent with institutional goals.

Saylor(1973) studied the "Students expectation and perception of the university environment at the Florida Agricultural and Mechanical University". The purpose of the study was to determine what students of the Florida Agricultural and Mechanical university expected and perceived to be characteristics of their environment.

The result of this study suggested that the entering freshman's expectation of the environment are exceedingly high when compared with the perceptions of the upper-class students on all scales except one. The expectation was the
quality of teaching and faculty-student relationships. The upper-class students varied in their perception of the university. The sophomore students had higher perceptions than juniors and seniors on all scales except scholarship and quality of teaching and faculty-student relationships. The juniors had higher perception than sophomores or seniors on these two scales. The seniors' perception of the university environment was lower than the sophomores and juniors on all the seven scales.

Moreover, the study deals with the perception of the goals and practices at a large, multipurpose university by the faculty.

Lockwood (1973) researched on "The difference in perception of goals and practice among ten disciplinary groups". His study showed that whereas there was congruency between the present goal and practices of the university in eighteen of twenty goals/practices areas, there was congruency only in eight goal areas and ideal goals. The faculty was satisfied that the university was fulfilling its present goals, but indicated that selected goals were not given the right emphasis.

Certain goals/practice areas appeared to be more controversial than others. There was much difference across local needs, the need of accountability/efficiency and advanced training and community. These areas are source of
potential conflict.

Bubtana (1976) researched on "A comparative study on the perception of students, faculty members, administrators and governing authorities of the role of the university system in the national development of Libya". His study showed the following conclusions:

1. Government officials who responded to the questionnaire appeared to be uncertain in their perceptions of the relationship between university functions and development process in Libya.

2. Significant difference in perception of the four groups on issues provided by the questionnaire items were attributed to two main reasons
   i. the pattern of response of government officials and
   ii. difference in the respondents' range of "agreement or disagreement" with items provided by the questionnaire.

3. There was agreement among the respondents that some policies followed by the Libyan system of university education are ineffective and should be changed; and

4. The questionnaire suggested some new policies that should be adopted by the Libyan university system in order that it became more responsive to national development needs.

The findings of this study indicated that four groups of respondents who formed the main constituencies of the system tended to agree that the new suggested policies
should be considered by the system.

Data from the study supported role conflict theory in regard to factors related to perception of role conflict, institutional characteristics found to be related to perceived role conflict were: public or private nature, single or multi-campus status, and collective bargaining status of the institution(s) governed.

James (1983) conducted a study on the "Functions and objectives of North Texas State university, division of higher education as perceived by selected graduate students, faculty members and administrators". The purpose of this study were to identify the major functions and objectives of the division at North Texas University; to determine the degree of importance of functions and objectives as perceived by selected graduates, faculty and administrators, and to determine the perceived degree of financial support of these functions and objectives.

Analysis of data for this study revealed that (1) graduates, faculty and administrators believed that the functions and objective relating to producing quality graduates should be of the highest importance to this decision. (2) There were no significant differences in the perception of three groups concerning the functions and objectives of the decision and (3) None of the fourteen functions and objectives was perceived as being well
supported financially in the division.

Garga (1986) researched on "Nigeria and the open university system (Volume I & II). The study explored the open university concept and its application in various parts of the world and investigated the problems and prospects for an open university in Nigeria. The thesis was divided into three parts. The first part (chapters 1-3) examined the concepts and the methodologies chosen for the study and provides a political, economic and educational background to Nigeria with emphasis on the problems of higher education.

Part two (chapters 4, 5 & 6) provided a general illumination to the particular problems of open university system and current trends in established open university institutions. The third part (chapter 7 & 8), investigated the particular problems and prospects for an open university system in Nigeria, through a study of the perceptions of a cross-section of the country's policy-makers and potential university candidates. Chapter 7 focussed primarily on the analysis of collected empirical data on policy makers while chapter 8 was concerned with personal characteristics of potential open university candidates interpretation of their personal circumstances, their perceptions and the implications for university level home-study.

The last chapter 9 was concerned with conclusions on the findings of the thesis, their policy implication,
suggested open university models for Nigeria and fruitful areas for further research.

Hussein (1986) conducted a study on "The role of higher education in development with special reference to Ethiopia".

The objective of the study was to show the contradictory elements in the interplay between development and education by raising pertinent key issues which enhances or retards the development process. It tackles the concepts and issues of development as they relate to the country in question and establish the background facts of the socio-economic potential and the nature of the system of education in that context.

In the light of the above hypothesis, the following corollaries stand out (a) that the higher education provision in Ethiopia is by no means geared to help solve basic problems of the basic needs of the rural poor. Higher education has not been adjusted with due recognition of the vast adult working population who are effectively left out by the system which remains formal-oriented open only to those who pass the examination hurdle (b) that the university and other institutions of higher education in the country have continued to serve the university's traditional roles and functions without making any genuine effort to identify themselves with the realities of predominantly
rural setting and the aspiration of highly expectant people.

Stateman(1987) conducted a study on "The role of the university of Liberia in National Development, 1960-1980". It was concluded that while university of Liberia made substantial contribution by providing trained manpower, the institution did not produce sufficient number of trained high-level manpower to satisfy national development needs. Further, the university failure to supply adequate qualified personnel for national development was due to the limited financial resources of the university and lack of clear set priorities.

Stateman recommended that (i) There is need for increasing of a high-level manpower which should be planned in accordance with the comprehensive manpower need analysis. This implies the establishment of a procedure for regular data collection by the university of Liberia and government (ii) There is need for both the university and government to utilize this improved data base and to develop supervisory or monitoring system to assess more precisely the manpower situation in the country (iii) The Liberian government should increase funding to the university of Liberia since inadequate financial resources were found to be a major factor, limiting the university's performance in generating manpower.
James (1987) conducted a study on "Student perception of a university learning environment; five year after an academic calendar change". This study, the third and final phase as a long longitudinal research project was used to examine the effect of change from a quarter to a semester calendar on student perceptions of the learning environment at Iowa State University.

Exploration of the relationship between student perception of learning environment in 1986 and the independent variables of academic classification, sex, grade point average, age group, place of residence, level of organizational involvement, employment status and part-time enrollment revealed significant difference on at least one factor for each independent variable. Significant interaction were found for sex and place of residence on two factors and for sex and employment status on two factors.

William (1989) researched on "The role perception in strategic planning in higher education". The purpose of this study was to analyse strategic planning and the role of perceptions in strategic planning, and to determine the image of Brevard College, a two-year United Methodist college in Brevard, North Carolina. The research sought to answer three questions. (1) How was Brevard college perceived by its significant public? (2) What perceived strengths and weaknesses do Brevard college's publics have of
the college? and (3) What was the overall image of the college created by the combined perceptions of the significant public.

Based upon an analysis of the data, the questions were answered revealing that Brevard college's overall image was positive. The college had many perceived strengths and a few perceived weaknesses. If the advantage of the perceived strengths were taken and corrected or avoided the perceived weaknesses, it should not only survive but be able to strengthen its position in the turbulent environment in which today's colleges and universities found themselves.

Falarriva (1990) studied "The university and its role in rural development in the developing countries". The purpose of this research was to examine by a case study approach, the rural development activities of a number of higher learning institutions in India, using an analytical framework based on intensive research of theories and practice of education and development.

The analytical framework consisted of major concepts, processes, role and linkages underlying the institution's philosophy, goals and objectives, staff student participation, rural people participation, relationship with government agencies including programme planning and implementation, integration of functions (research, teaching and community services) and internal organisation and
administration. Using this framework, the study identifies the major constraints and implications underlying well-meaning university efforts in rural development. New perceptions and insights derived from the analysis are further proposed as generalizations for the benefits of educational planners, researchers, policy makers, university administration, staff and faculty.

As far as researches into the "perception and expectation of students, teachers and members of the community regarding the functions of a university in India; A base for developing a successful role theory are concerned. It can be stated that no research has been done on the problem under investigation. Thus forming the base of rationale for the present study.

There is no doubt that one cannot investigate such a problem without the co-operation of students, teachers and members of the community and the various experts associated with it.