CHAPTER-8

SUMMARY AND CONCLUSION

1. INTRODUCTION
1.1 THE PROBLEM OF RESEARCH

Man is a creator of ideas. Through his enormous mental capacities and interaction with his physico-socio-cultural environment, he has generated a wealth of knowledge. With this knowledge, he has brought in tremendous changes in the social and economic life of the humans. As man moved on in his endeavours for the development of the society, he along with his fellow human beings was responsible for institutionalising this collective knowledge into an educational system. The main goal of this system was to impart intellectual and moral training to the young persons.

During the last few decades, the developing countries have achieved a momentous progress in education. The enrollment ratios of students at all levels have increased at an unprecedented rate. In the case of higher education, this enrollment of students has taken place at a greater rate than at the secondary and primary levels in the developing countries, yet in qualitative terms, the achievements are far from satisfactory.

Even after more than fifty years of independence, our pattern of higher education is run on western lines, without changing of the syllabi for various courses suitable to our present social needs and goals. We have a number of crises in the university system such as outdated course syllabi, lack of funds, faulty examination and evaluation methods, politicization and bureaucratization of the university, stress on liberal arts rather than on vocational courses etc. Apart from these problems, what stands out as a sore thumb is the limited role of the teachers in the higher education both at the university and college levels. This is mainly due to lack of influence of teachers on the students because of structural constraint of less number of teachers to more number of students. Besides, organizational constraint,
lack of autonomy to teachers also affects higher education adversely. As such, there is a need to re-organise the pattern of higher education and a system needs to be evolved in which the teachers play a more creative role.

A teacher's role has various dimensions such as teaching, research, administration and consultancy. Therefore, it may be worthwhile to examine the role of a teacher in the university system. As a teacher, one is expected to rise above one's self-interest and develop a concern for the common good of the students in particular and of the society at large. By virtue of his or her status, he or she is also in a position to influence the character of students and build up their personality structure for their effective roles in the society. However, a teacher has to operate within the university prescriptive system. As such, there are sets of expectations related to his or her functioning. Besides, he or she also has certain perceptions of his or her role as a teacher and acts as a guide in transmitting appropriate knowledge, developing suitable skills and building up necessary attitudes among the youth so that they may perform with distinction and competence in their later life.

Thus, it becomes imperative to analyse the role performance of the teachers in terms of how they perceive their own role as well as how they try to relate it to the set of expectations from them by others. The present study is an attempt in that direction.

1.2 OBJECTIVES OF THE STUDY
The main objectives of study were as given below:
1) To analyse the socio-cultural and economic characteristics of the selected respondents (selected teachers, Chairpersons and students of university departments and selected teachers, Principals and students of colleges).
2) To delineate the role perception and performance of teachers both at the university and college level and to relate these to some of their socio-cultural characteristics.

3) To analyse the expectations of selected students as well as Principals of colleges and Chairpersons of the university departments towards the role performance of the teachers.

4) To analyse the nature of role conflicts of teachers and their views on crisis in higher education alongwith suggestions to make their role more effective.

1.3 HYPOTHESES OF THE STUDY

Some of the general hypotheses of the study were as follows:

1) The academic levels of the teachers may determine the extent of recognition of their services in the society.

2) The gender (sex), status (rank or designation held) and the academic levels (high or low index) of teachers may influence their perceived duties, expectations and performance from students. Even the expectations of students from teachers may be related to their gender (sex of the students).

3) The gender of the students may influence their views on (a) issues related to higher education (b) the attributes of teachers that influence them most and (c) the significant role of teachers in their growth and development.

4) The gender of the students and their family social status standings may be related to their views on difficulties faced by them in going for higher education.

It may be pointed out here that variations may also be observed on the above aspects between the university and college teachers, between teachers belonging to different streams of courses (science, social science and professional) at the university level and also between the teachers of the Government and the Privately managed colleges. These are also
examined in view of above stated hypotheses for an explicit comparative analysis of the data.

1.4 METHODS OF THE STUDY

The study was carried out in the Panjab University and two of its affiliated colleges in Chandigarh. In all there are 53 teaching departments in the university. Excluding four Chairs and seven smaller departments, of the remaining 42 departments, 10 departments (nearly 25 per cent of the all departments) were chosen randomly with the help of random number tables, after arranging them in an alphabetical order. In all, 156 teachers were identified in these departments, out of which 14 were on long leave while 10 of them did not respond to the questionnaire. As such, 132 teachers, 58 in science departments, 56 in social science departments and 18 in the professional (laws) department were provided with the questionnaire. Out of 10 affiliated colleges functioning in Chandigarh, 2 were selected. The main criterion was to choose colleges having co-educational facilities where both boys and girls could be chosen to match the sampling of the same in the university. Another criterion was to select one Government college and one Private college for comparative analysis. Five departments were selected in the Government college with the help of random number tables after arranging all the departments in an alphabetical manner. The same departments were chosen in the Private college for comparative purposes. All the teachers in these departments were given the questionnaire. As many as 23 in the Government college and 22 in the Private college returned the same. This excluded two teachers in the Government college (one who was on leave and the other who did not respond) and five in the Private college (two of them were on long leave, while three did not return the questionnaire).

In view of large variations observed in the number of students in the selected departments in the university as well as in the two colleges, it was
considered best to choose four boys and four girls from the final year class of these departments. The students were chosen from the final year class mainly because they had more interaction with the teachers than the others. The selection of students was done on purposive basis and the main criterion was the willingness of boys and girls to fill in the questionnaire. The teacher in-charge of the regular class in the final year was helpful in identifying these students and they were contacted to fill in the questionnaire separately prepared for them. In all, 77 students in the university and 72 from both the colleges were provided with the questionnaire.

All the Chairpersons of the selected departments in the university and the Principals of both the colleges were also contacted for interview purposes with the help of guideline questions. Out of 10 Chairpersons, 7 of them willingly granted interview while 3 of them did not do so. The data collected were mainly analysed through ratios, proportions, mean values, while the rating and ranking of data was also worked out wherever required.

1.5 LIMITATIONS OF THE STUDY

The main limitation in carrying out this study is that this has been confined to one university (Panjab University) and its affiliated colleges in Chandigarh. Therefore, it may not be possible to generalize about the role analysis of teachers without the validity of the present findings in respect of other universities and their affiliated colleges. Further, there are 42 main departments in the university and 10 affiliated colleges in Chandigarh. Since this study has been done by a lone student, only 10 departments in the university and two affiliated colleges in Chandigarh have been chosen due to limited time and resources. It is assumed that the data generated for the selected teachers and students will reflect the role-analysis of all the teachers in the university system. Again, data were collected through a
subjective reporting method. Therefore, all the intrinsic limitations associated with this method will be valid for this study as well.

In the construction of the Family Social Status Index for teachers and students, built up of variables like education, occupation and income, it is assumed that each one of these contributes equally towards the socio-economic status, though this may not be true. Again, in the preparation of the Academic Level Index of teachers and the Participation Level Index of teachers in the university bodies and association, it has also been assumed that various dimensions associated with them contribute equally towards their categorisation into high or low levels. However, this may also not be true. It is only a methodological exercise to classify the teachers and the students into different groups. Further, the selection of two affiliated colleges and that of students in the university and colleges, has been done through purposive sampling method for the reasons already explained earlier.

2. DEMOGRAPHIC, SOCIO-CULTURAL AND ECONOMIC PROFILE OF RESPONDENTS

CHARACTERISTICS OF TEACHERS

2.1 There is a higher proportion of male (61.36%) than female teachers (38.64%) at the university level but in the case of colleges, we have a higher proportion of female (60.00%) than male teachers (40.00%).

2.2 A major proportion of teachers (31.06%) in the university belong to the age group of 36-45 years whereas another 20% are in the age-group of 26-35 years. Even, in the case of college teachers, a higher proportion of them (40.00%) are in the age-group of 36-45 years.

2.3 An overwhelming majority (80.39%) of teachers in the university and (82.23%) in the two colleges were married, whereas those who were single were marginally represented in both the cases.
2.4 The majority of the teachers (78.79%) in the university belong to the Hindu religion while in the case of colleges, the majority of them (53.33%) belong to the Sikh religion.

2.5 A higher proportion of teachers (33.33%) in the university belong to Khatri/Arora caste groups whereas another 30.30% are of Brahmin origin. There is no teacher who belongs to the Scheduled Caste/Scheduled Tribe group. In the case of colleges, the majority of teachers (17) belong to Khatri/Arora caste followed by Jats(16). However, there are two teachers, one each belonging to SC/ST and OBC categories.

2.6 An overwhelming majority (86.36%) of teachers in the university are holding a Ph.D degree. But, in the colleges, there are only three teachers each in the Government and the Private college respectively, who have a Ph.D degree.

2.7 Out of 132 teachers in the university sample, as many as 37.88% are having a high academic level index whereas 62.12% belong to the low academic level index. On the other hand, in both the colleges, out of 45 teachers only 17 (37.78%) are having a high academic level index whereas the remaining 28(62.22%) belong to the low academic level index.

2.8 A large majority of university teachers, (56.06%) had their schooling in the city while another 28.79% studied in a town. Even, in the case of college teachers, we have an overwhelming majority of them (64.45%) having studied in a city while another 20.00% have studied in a town. The number of teachers having studied in a village school are marginally represented both in the university and colleges.

2.9 Out of 132 university teachers in the sample, a large proportion of them (37.12%) are holding a rank of a Lecturer while 32.58% are having a status of a Reader. Again, another 30.30% are holding the
position of a Professor. On the other hand, in the case of colleges, out of 45 teachers more than half of them are holding the status of a Lecturer whereas a good number of them 17(37.78%) are in the category of senior Lecturers. Only 4(8.89%) of them are the Guest Faculty.

2.10 A higher proportion of teachers in the university sample (31.82%) are in the income group of Rs.10,001-15,000 per month, whereas another 25.00% are in the income group of Rs.15,001-20,000 and nearly an equal proportion of them are in the income bracket of Rs.20,000-25,000. On the other hand, in the case of college teachers, nearly half of them 22 (48.89%) are in the income group of Rs.15,001-20,000 per month. Only 10(22.22%) of them are in the higher income group, above Rs.20,000 per month.

2.11 In the case of university teachers, only 22.73% are having a high family social status index whereas more than half of them (55.30%) belong to the medium status. Nearly one-fifth of them are having a low family social status index. However, in the case of college teachers, only 8 of them (4 each from the Government and Private college) are having a high family social status index, whereas 25 of them (13 in Government and 12 in private college) are in the medium category. Besides, six each in both the colleges are having a low family social status index. Nearly half of the teachers in the university and colleges belong to the medium F.S.S.I.

2.12 Out of 120 teachers in the university, excluding 12 who are unmarried, a large proportion of teachers’ spouses (31.67%) are educated upto M.Phil/Ph.D level whereas another 25.83% are holding professional degrees. Another equal number is educated upto post-graduate level. A higher proportion of male than females teachers have their spouses educated upto M.Phil/Ph.D level, while a
large proportion of female than male teachers have their spouses having a professional degree. In the case of college teachers, a large number of them (17) have their spouses educated up to post-graduate level. As many as 4 females in Government and 5 in Private college have their spouses, having professional degrees.

2.13 Both among the university and college teachers, a higher proportion of them (32.50% in the university and 30.77% in the colleges) are having their spouses in the college/university teaching jobs, yet quite a few of them are also housewives. Further, many of the female teachers (14) in the university and in the colleges (5) are having their spouses in the professional jobs. Again, more number of male than female teachers in the university as well as in the colleges, are having their spouses in the teaching profession at the university/college level.

2.14 Out of 83 university teachers, (this excludes 37 house-wives) slightly more than half of the teachers’ spouses are having income above Rs.15,000 per month. Again, more number of female teachers than males have their spouses in the income group of Rs.15,000 to 20,000 per month. Even in the case of college teachers we have a higher number of teachers having their spouses in the income group of Rs.15,001-20,000 per month. Again, in the colleges, we have a higher number of female than male teachers who have their spouses in the higher income group.

2.15 A higher proportion of teachers (32.58%) in the university have entered into this profession between the age group of 24-26 years. But the proportion of female teachers in this age group is higher than that of males. On the other hand, in the case of college teachers, more than half of them (24) have joined this profession when they were in the age group of 21-23 years. The number of teachers in this
age group are equally represented in the Government as well as Private college. But, the number of female teachers in both the colleges is more than that of males in this age group.

2.16 Nearly half of the teachers at the university level have more than 15 years of teaching experience. There is a greater proportion of male than female teachers who have teaching experience of 16-20 years, 21-25 years, 26-30 years and of more than 30 years. But there is a larger proportion of female than male teachers having teaching experience up to 5 years and between 6-10 years in the combined form. This is indicative of the fact that in the last few years, more number of females have gone in for higher education and entered into this profession at the university level. In the case of colleges, we have nearly 60 per cent of the teachers having more than 15 years of teaching experience. Again, we have more number of female than male teachers in both the colleges having more than 16-20 years of teaching experience.

2.17 In the university, a large proportion of teachers (27.27%) have their length of service in their present institutions that of less than five years. Even in this category, we find a higher proportion of female (35.29%) than male teachers (22.22%). Also, in the category of 6-10 years and 11-15 years, the proportion of female teachers is more than that of males. A similar pattern is observed in the case of college teachers. This may indicate that in the recent past, more number of females than males have entered into teaching profession. However, it is observed that there is a higher proportion of male than female teachers having length of service beyond 16 years in the university but in the case of colleges we find an equal number of male and female teachers in this category.
In the case of university teachers, nearly one-fourth of them have a high participation index in the university/college bodies and associations, whereas 68.18% are having a low participation index. The remaining 6.07% have no participation in the above activities.

In the case of high participation index, there is a higher proportion of teachers belonging to social-sciences and professional courses than those in the science stream. However, in the case of colleges, more than half of the teachers (25) showed no participation in these activities. Of the remaining 20, 7 were having a high participation index whereas 13 had a low participation index in these activities. In between the two colleges, there is a higher proportion of teachers having a high participation index in the Private than in the Government college.

CHARACTERISTICS OF STUDENTS

The majority of students in the university are in the age group of 21-22 years while those in the colleges are in the age-group of 19-20 years. Again, the majority of students in the university and colleges belong to the Hindu and Sikh religion. Nearly half of them, both in the university and colleges are having Brahmin or Khatri/Arora caste, whereas the representation of the Scheduled Caste and Scheduled Tribe is marginal. Further, more than 80% of them have nuclear family structure and the majority of them both in the university as well as in the colleges have a family size of 4-6 members. The students in the university have a higher mean number of earners in the family than those in the colleges. Again, a higher number of students in the university have Convent/Public schooling while more number of them in the colleges had gone to the Government schools. Nearly three fourth of university students and more than 80% of college students are observed to have an urban
background. However, in the case of both the university and the colleges, more than half of the students are having a medium family social status index whereas nearly one-fourth of them (almost an equal number) are in the high and low category respectively.

3. ROLE SOCIALIZATION AND VIEWS OF TEACHERS TOWARDS THE PROFESSION

ROLE SOCIALIZATION

3.1 Nearly half of the teachers in the university had family members in the teaching profession whereas in the case of college teachers, as many as 44.45% were having family members in it. This shows that fairly a good proportion of teachers might have been inspired to join this profession due to the influence of their family members.

3.2 In the case of university teachers, the majority of them, more males than females, mention that they have their wife/husband in the profession. On the other hand, in the case of college teachers, out of 20 teachers who mentioned that they had some relation in this profession, as many as 12 indicated that they had wife/husband in it. However, in the case of the Private college, interestingly, all the three female teachers had stated that their in laws were in the teaching profession.

3.3 Only nearly one-fourth of teachers in the university were interested in following other occupations initially. However, in the case of college teachers, only 17 out of 45 teachers stated that they were interested in taking up other occupations initially. It is apparent from the above that most of the teachers were fairly pre-disposed to take up this profession.

3.4 Out of 34 teachers in the university who mentioned that they would have liked to join some other profession initially, some of them
preferred to join professional jobs such as law, medicine, engineering etc (7), civil services (6) and defence services (5). In the case of college teachers, out of 17 teachers who responded positively to their taking up occupations other than teaching, some of them opted for civil services (7), others for professional jobs (4), defence services (4) and judicial services (2).

3.5 All teachers in the university and colleges except one male in the science stream in the university, have stated that they enjoy working in this profession.

3.6 Teachers in the university have ranked ‘inspired by teachers in contact during educational career,’ ‘desire to serve humanity’ and ‘chance for self-expression’ as three most important factors motivating them to join this profession. However, in the case of college teachers, the most important factors motivating them to join this profession in the first three rank order, are ‘desire to serve humanity,’ ‘inspired by teachers in contact during educational career’ and ‘fascination for professional status in the society.’ The sex-wise analysis in the different stream of courses in the university and in the colleges, do indicate some variations in responses of teachers towards different factors motivating them to join this profession. But teachers, by and large, being educated are rationalistic and universalistic in assigning ranks to various motivating factors, though they, especially females, have also shown some element of affectivity in their opinions.

VIEWS TOWARDS THE PROFESSION

3.7 The majority of teachers in the university (54.54%) mention that they rarely expressed regrets for having joined the teaching profession while 34.09% state that they never expressed regret about joining it. Only 11.37% express that they sometimes felt so while
none of them responded that they often regretted having joined this profession. In the case of college teachers, we have got a similar response pattern but a higher number of female than male teachers in the Government college have responded to the category of “rarely”. However, only females (4) in the Private college have expressed that they “sometimes” felt regretful for joining this profession.

3.8 Only 29(21.96%) teachers in the university expressed that this profession was not upto their expectations while 19.69% stated that it did not provide them high social status. Again, as many as 15.90% mentioned that it was not a well paid profession while some of them 7(5.30%) felt that it interfered in meeting family obligations. In the case of college teachers, a higher number of them expressed that it did not provide them a high social status (17), was not upto their expectations (14), was not a well paid profession (7) and it interfered in meeting family obligations (4). All the teachers in the last category are females.

3.9 The sex-wise analysis of teachers belonging to different stream of courses in the university as well as in the colleges show differential responses to their services being recognized in the society. In the university, a higher proportion of female than male teachers in the science as well as in the social science group have expressed that their services are being recognized in some respects. Also, a higher proportion of male than female teachers in social science category have stated that their services are being recognized very definitely, whereas more males than female teachers in the professional group feel that they are being recognized in most respects. The college teachers who mention that their services are not being recognized at all, feel that teachers, by and large, are not dedicated to the cause of teaching and universities have become dens of politics. Further, they
state that students at the college level expect too much from the teachers.

3.10 There appears some positive relationship between the academic level index of teachers and the recognition of their services in the society. The university teachers, having a high academic level index show a larger extent of recognition [mean score value (1.83)] than those with a low academic level index (1.58). Even, the facultywise analysis of teachers in the university also confirms the same. The college teachers, with a high academic level index also feel that their services are being recognized more (1.70) than those with a low academic level index (1.67). The above analysis lends support to our hypothesis that the academic level index of teachers determines the extent of recognition of their services in the society.

3.11 The relationship between the family social status index of teachers and the extent of recognition of their services among the university teachers shows that there is no clear cut relationship between the two. In fact, teachers with a medium F.S.S.I (1.82) have shown more positive relationship than those with a low F.S.S.I (1.75) while, teachers with a high F.S.S.I exhibit least about this relationship (1.39). However, in the case of college teachers when taken together, there appears some positive relationship between the level of the F.S.S.I and the recognition of their services in the society. In other words, those with a high F.S.S.I feel more positive about this relationship than those with a medium and a low F.S.S.I.

3.12 An overwhelming majority of teachers in the university except 3 males in science and 4 males in social science courses and all teachers in the colleges expressed that they could play an important role in the society.
3.13 The majority of teachers in the university (60.80%) felt that they could be useful to the society by upholding human values. This response was more pronounced among teachers with the social science and professional background than those with the science background. Besides, a large number of them suggested that teachers could be useful to the society by providing a role model of conformity for others. Again, a higher proportion of teachers expressed that they could be useful to the society by being innovative and creative in tackling societal problems. They have also suggested that teachers can help in nation building and career making of students. However, in the case of college teachers, a large majority of them felt that they could be useful to the society by upholding human values, by providing direction and leadership and by providing a role model of conformity for the others. The teachers in the Government college as compared to those in the Private college have suggested in greater number, that they can be useful to the society by providing direction and leadership and being innovative and creative in tackling societal problems.

3.14 As regards factors that raise the status of teachers in the society, the teachers in the university have assigned the first three ranks to teaching competence (1.77), setting personal standards of excellence (2.12) and research competence (2.61). Though, there are no marked differences in ranking of various factors faculty-wise, there is some difference observed on sex-basis in between science and social science teachers. In the case of science teachers, females have placed ‘research competence’ (2.36) above ‘setting personal standard of excellence’ (3.00). But, in the case of college teachers, the first three ranked factors are ‘setting personal standards of excellence’ (1.72), ‘teaching competence’ (1.92) and ‘academic
achievements' (3.83). However, male teachers in the Government college have suggested a higher rank to research competence than popularity with students and academic achievements but female teachers have placed teaching competence higher than setting personal standards of excellence. But, the male teachers in the Private college have ranked teaching competence higher than setting personal standards of excellence, while female teachers have placed raising income through various sources higher than active involvement in politics.

4. ROLE PERCEPTION AND EXPECTATION OF TEACHERS

ROLE PERCEPTION

4.1 The three most important professional oriented roles perceived by university teachers are, transmission of knowledge (4.76), building up of knowledge (4.70) and character building of students (4.23). On the other hand, teachers in the colleges have rated, transmission of knowledge (4.78), character building of students (4.55) and career making of students (4.11) as the three most important tasks. The sex-wise analysis of university teachers shows that in the science group, male teachers have given more importance to research and teaching while female teachers give more importance to character building of students and building up of knowledge. However, social science male teachers are giving more importance to preparation of syllabi and courses than guidance and counselling to students and career making of students. Again, female teachers are giving more importance to extension of knowledge for the welfare of society than preparation of syllabi and courses. But male teachers in the professional group, seem to be giving more importance to societal oriented roles such as extension of knowledge for the welfare of the
society and shaping socio-political outlook of students than guidance and counselling to students. However, female teachers in this group have given a higher rating to character building of students than building up of knowledge.

4.2 The sex-wise analysis of teachers in the college suggests that male teachers in the Government college have given more importance to guidance and counselling to students than career-making of students. However, female teachers in this college are inclined to give more importance to shaping the socio-political outlook of students, research competence, extension of knowledge for the welfare of society than career making of students. The sex-wise analysis in the Private college also suggests that male teachers have rated guidance and counselling to students and building up of knowledge higher than career making of students while female teachers have given more importance to preparation of syllabi and courses than extension of knowledge for the welfare of the society.

4.3 The above analysis of teachers in the university and colleges suggests some relationship between the gender of the teachers and their perceived roles and responsibilities. This lends support to our hypothesis that gender of the teachers influences their perceived roles.

4.4 The status-wise analysis of teachers in the university as well as in the colleges shows that status or designation held by them also influences their perceived roles and responsibilities. Further, nearly one-fourth of the teachers in the university as well as in the colleges do not enjoy certain jobs as a part of their duties. In the case of university teachers, a higher proportion of male than female teachers in science, social sciences and professional courses do not enjoy some kinds of jobs. However, in the case of the Government college,
there is a higher number of males than females who do not enjoy certain jobs but it is vice-versa in the case of the Private college. It is observed that, by and large, male teachers in the university as well as in the colleges do not enjoy administrative work, examination duties as well as evaluation of answer books besides coordination of financial affairs, disciplinary duties, election duties and marking as well as calculating the attendance of students. Even, female teachers in the university as well as colleges have also shown disdain for the above type of jobs. The above observations do indicate some kind of diffuseness in their roles. This may bring in some element of role ambiguity and result into intra-role conflict in the case of the teachers to a certain extent.

4.5 In regard to the extent of satisfaction with the job, it is observed that the university teachers (4.29) have better extent of satisfaction than the college teachers (4.17). Among the university teachers the highest satisfaction with the job is shown by teachers of the social science group followed by those in the professional and science group. On the other hand, teachers of the Private college have shown a higher level of satisfaction with the job than those in the Government college. The gender-wise analysis shows that in the university, female teachers have a higher level of satisfaction than the males. But it is vice-versa in the case of college teachers. However, among the science teachers in the university, male teachers have a lower satisfaction with the job than the females. But it is reverse in the case of teachers in the social science and professional groups. It may be that male teachers in the science group have higher expectations and aspirations from the profession than those in the other groups. But in the colleges, male teachers especially in the Private college have a high level of satisfaction
with the job than the females. By and large, teachers both in the university and colleges are fully satisfied with their jobs. This may be indicative of the fact that they are well-adjusted in their positions and may have least role conflict within their organizations.

ROLE EXPECTATION

4.6 The university teachers have expressed that the Chairpersons of their departments expect them to take classes regularly, conform to the rules and behave properly in the meetings as the three most important activities as a part of their responsibilities. On the other hand, teachers in the colleges feel that the three most important tasks expected of them by the Principals are, to take classes regularly, to conform to the rules and obey the order and carry out the tasks assigned.

4.7 The gender-wise analysis of the teachers in the university shows that the male teachers in the science group have assigned a higher rank to 'cordial relationship with colleagues' than 'obey the order and carry out the task assigned', while the female teachers have given the same preferences as stated in the overall analysis of teachers. In the social science group, the male teachers have provided the same rating pattern as observed in the overall analysis while female teachers have placed 'cordial relationships with colleagues' higher than 'behave properly in the meetings' and 'participation in discussion during meetings'. In the professional group, male teachers have placed 'not to involve students in factional politics' above 'conform to the rules' while female teachers have assigned a higher rating to 'not to involve students in factional politics' than 'cordial relationship with colleagues'. As regards, male teachers in the Government college, they seem to be giving more importance to 'obey the order and carry out the task assigned' and 'behave
properly in the meetings' than 'conform to the rules' while the female teachers are in agreement with the overall rating pattern. But, male teachers in the Private college have given more importance to 'behave properly in the meetings' than 'obey the order and carry out the tasks assigned' while female teachers have rated 'cordial relationships with colleagues' higher than 'not to involve students in factional politics'.

4.8 It is observed that in respect of both the university and the college teachers, the instrumental and expressive roles have been emphasized equally except 'participation in discussion during meetings' which in their perception is the least preferred role expected of them by their supervisors. This may indicate that they are not encouraged to participate in discussions during the meetings and are expected to carry out the instructions given by their supervisors. However, the sex-wise analysis in this regard suggests that the gender status of teachers is related to the role expected of them by their supervisors. This lends support to our hypothesis.

4.9 The status-wise analysis of university teachers shows that Professors in the science group are assigning 'cordial relationship with colleagues' a second rank next to 'taking classes regularly'. Even, Readers in this group have given a higher rating to 'cordial relationship with colleagues' and 'participation in discussion during meetings' than 'obey the order and carry out the task assigned'. However, Lecturers have placed 'obey the order and carry out the task assigned' next to 'take classes regularly.' In the social science group, Professors have given a higher rating to 'not to involve students in factional politics' than 'obey the order and carry out the task assigned'. But, Readers in this group have given more importance to 'cordial relationships with colleagues' next to 'take
classes regularly’. But Lecturers in this category are placing ‘participation in discussion during meetings’ higher than ‘not to involve students in factional politics’. However, in the professional group, Professors have given a higher rank to ‘participation in discussion during meetings’, ‘conform to the rules’ and ‘not to involve students in factional politics’ than ‘behave properly in the meetings’ and ‘cordial relationships with colleagues’. But Readers in this group have given second rank to ‘participation in discussion during meetings.’ However, Lecturers have given a higher rank to ‘not to involve students in factional politics’ than ‘cordial relationship with colleagues.’

4.10 Senior Lecturers in the Government college have assigned a higher rank to ‘obey the order and carry out the task assigned’ and ‘behave properly in the meetings’ than ‘conform to the rules’. However, Lecturers have given more importance to ‘behave properly in the meetings’ and ‘not to involve students in factional politics’ than ‘obey the order and carry out the task assigned’. But the Guest Faculty is giving a higher rank to ‘cordial relationship with colleagues’ and ‘obey the order and carry out the task assigned’ than ‘participation in discussion during meetings’ along with ‘conform to the rules’. In the case of the Private college, Senior Lecturers have given more importance to ‘obey the order and carry out the task assigned’ than ‘conform to the rules’, while Lecturers have rated ‘cordial relationship with colleagues’ higher than ‘not to involve students in factional politics’. However, the Guest Faculty have given the highest rank to ‘obey the order and carry out the task assigned’.

The status-wise analysis of teachers in the university as well as colleges clearly shows that there are varied responses to various
roles expected of them by their supervisors. In other words, there are status effects observed on the role expectations of the teachers. This lends support to our hypothesis.

4.11 On the basis of caselets developed to ascertain the views of Chairpersons of the university departments and the Principals of the colleges, one can draw a few inferences. Most of them are for status quo in the organizational arrangements of their departments or colleges. By and large, there is emphasis laid on instrumental roles of teachers such as teaching and research while some of the expressive roles such as cordial relationship with colleagues, communication with colleagues and students, have been taken for granted. Most of them expect teachers to take up their classes regularly, exhibit responsible behaviour and show more commitment and dedication towards the tasks assigned to them. They are also expected to interact more with students and to keep their knowledge updated on the subject in order to serve their interest in a better way. There appears more organisational and management problems in the Private than in the Government college. However, the difficulties faced by the Chairpersons for managing their departments in the university are more or less similar to those faced by Principals of colleges. These are non-availability of funds, inadequate staff for certain essential services and non-serious attitude of some of the teachers.

4.12 The teachers in the university, by and large, feel that the Chairpersons of their respective departments do not lay emphasis on different jobs while only one-fifth of them express otherwise. The faculty-wise analysis brings out that a higher proportion of male than female teachers in the science, social science and professional courses, feel so. On the other hand, in the case of college teachers,
only one-fourth of them think that the respective Principals of their colleges are laying emphasis on different jobs. By and large, teachers in the university are asked to do administrative and completely non-academic activities by the Chairpersons of their departments whereas the Principals in the colleges lay emphasis on cultural activities. The female teachers are especially, expected to make arrangements for these.

4.13 It is noted that some of the teachers in the university as well as in the colleges do not consider certain jobs emphasized by their supervisors as an integral part of their roles. Either they are not prepared to take up any such job responsibility or they have a feeling that their roles get diffused rather than being specific by undertaking such jobs. This may bring in an element of ambiguity in their roles and if it is not taken care of by their supervisors through counselling and advice, the role of the teachers may become dysfunctional.

4.14 As regards expectation of students from the university teachers, the teachers in their perception, have rated ‘to take the classes regularly’, ‘guidance for difficulties in studies’ and ‘encourage them to express their views’ as the three most important activities associated with their role. The college teachers have also rated the above activities in the same rank order. However, male teachers in the science group in the university have placed ‘don’t keep them waiting, if, they want to meet’ higher than ‘respond to their greetings’ but female teachers in this group have given more importance to an expressive role like ‘friendly attitude’ along with an instrumental role ‘to encourage participation in classroom discussion’, than ‘encouraging them to express their views’. But, male teachers in the social science group are giving more importance to ‘don’t keep them waiting if they want to meet’ and
'friendly attitude' than 'respond to their greetings'. Even, female teachers in this group are placing 'friendly attitude' above 'don't keep them waiting if they want to meet'. Again, 'not to turn them out of class' has been rated higher than 'discuss with them their personal problems'. However, the male teachers in the professional group are placing 'friendly attitude' over 'respond to their greetings' and 'don't keep them waiting if they want to meet'. But the female teachers in this group have given a higher rating to 'don't keep them waiting if they want to meet' than 'respond to their greetings' and 'not to turn them out of the class'.

4.15 The male teachers in the Government college have assigned a higher rating to 'don't keep them waiting if they want to meet' than 'friendly attitude'. Interestingly, the female teachers in this college consider 'guidance for difficulties in studies' as the most important role and rank it higher than 'take the classes regularly'. On the other hand, male teachers in the Private college have placed 'encouraging them to express their views' at the top while 'friendly attitude' has been placed above, 'encourage participation in classroom discussion', 'respond to their greetings' and 'don't keep them waiting if they want to meet'. But the female teachers have rated 'respond to their greetings' higher than 'friendly attitude'.

4.16 It is revealed that university teachers as compared to the college teachers have given more importance to instrumental rather than expressive roles. However, females seem to be having more of a humane approach than the male teachers. The sex-wise analysis of teachers in both the settings brings out varied responses towards their various roles. This lends support to our hypothesis that the gender status of teachers influences the role expectations of students from them.
4.17 The status-wise analysis pertaining to students expectations as perceived by teachers shows that Professors in the science group in the university have given more importance to ‘encouraging them to express their views’ than ‘guidance for difficulties in studies’. Further, Readers in this group have given more importance to ‘friendly attitude’ and ‘don’t keep them waiting if they want to meet’ than ‘encourage participation in classroom discussion’. However, Lecturers in this group have placed ‘friendly attitude’ higher than ‘respond to their greetings’. Professors in the social science group have given more importance to roles such as ‘encouraging them to express their views’ and ‘encourage participation in classroom discussion’ than ‘guidance for difficulties in studies’. But, Readers in this group gave a higher rank to ‘guidance for difficulties in studies’ than ‘take the classes regularly’. Even, Lecturers have given a higher rank to ‘guidance for difficulties in studies’ than ‘taking the classes regularly’. Professors in the professional group have given more importance to ‘encourage participation in class room discussion’ than ‘guidance for difficulties in studies’. Further, Readers in this group have assigned more importance to ‘friendly attitude’, ‘don’t keep them waiting if they want to meet’ and ‘not to turn them out of the class’ than ‘respond to their greetings’. But Lecturers in this group have given more importance to ‘don’t keep them waiting if they want to meet’ than ‘encouraging them to express their views’ and ‘respond to their greetings’.

4.18 Senior Lecturers in the Government college have given more importance to ‘guidance for difficulties in studies’ alongwith ‘encouraging them to express their views’ than to ‘take their classes regularly’. However, Lecturers in this college have given the highest
rank to 'take the classes regularly'. But the Guest Faculty in this college have assigned more importance to 'friendly attitude' than 'encouraging them to express their views' and 'don't keep them waiting if they want to meet'. However, Senior lecturers in the Private college have given the highest rank to 'take the classes regularly'. On the other hand, Lecturers in this college, have considered 'encouraging them to express their views' as the most important role. However, the Guest Faculty in this college consider 'guidance for difficulties in studies' as the most important role. It is observed that teachers holding different status or designation in the university as well as in the colleges have given different importance to various roles expected of them by the supervisors. This lends support to our hypothesis that the status of teachers influence their role expectations. Further, by and large, teachers have given more importance to instrumental than expressive roles. But many of them have emphasized on expressive roles such as 'respond to their greetings', friendly attitude', 'not to keep them waiting if they want to meet' and 'discussing personal problems etc. However, one instrumental role 'take a class even on unscheduled time' has invariably been given the least importance. This may be because this kind of role has not become an integral part of their duties.

4.19 The perceived expectation of students from the teachers in the university shows that they have rated 'clarifying the doubts and misapprehensions in the class,' 'communicating/lecturing effectively in class' and 'not to be rude and autocratic towards the students' as the three most important set of expectations. On the other hand, students in the colleges have rated 'clarifying the doubts and misapprehensions in the class,' 'communicating/lecturing effectively
The sex-wise analysis among the university students shows that as compared to science students those in social sciences and professional groups especially females, have to a certain extent given more importance to some of the expressive roles (having liberal and democratic relationship with the students, not to be rude and autocratic towards the students, easy accessibility and lenient and moderate in the evaluation of scripts) than instrumental roles (clarifying the doubts and misapprehensions in the class, covering the syllabi/courses in time, delivering lectures regularly, special guidance and counselling to students, giving time for research work and checking the assignments in time). Again, in the case of sex-wise analysis of students in the colleges, more female than male students especially in the Private college are giving importance to some of the expressive roles. Even, male students in the Private college are giving more importance to some of the expressive than instrumental roles. The above analysis in regard to perceived role expectation of students from the teachers in the university as well as colleges clearly brings out that there is differential importance given to various roles by the male and the female students. This lends support to our hypothesis that gender-status of students influences their role expectations from teachers.

5. ROLE PERFORMANCE OF TEACHERS

5.1 The teachers in the university rated ‘classroom teaching’, ‘clarification of doubts of students in and after the class’ and ‘guidance to students on research problems’ as the three most important duties that they actually perform in their day to day functioning whereas the college teachers consider ‘classroom
teaching,' 'clarification of doubts of students in and after the class' and 'guidance and counselling to students on their personal problems' as the three most important tasks that they perform daily. In the case of science teachers in the university, male teachers have given a higher rank to evaluation of answer books than involvement in the preparation of syllabi. Even for female teachers, the ranking pattern is same as that of males. However, male teachers in the social science group are giving more importance to involving students in seminars, involvement in preparation of syllabi than encouraging students to write research papers while female teachers are giving more importance to 'involving students in seminars' than 'encouraging students to write research papers'. But, the male teachers in the professional group have given more preference to 'guidance and counselling to students on personal problems' than 'involving students in seminars'. However, female teachers in this group have placed 'evaluation of answer books' higher than 'encouraging students to write research papers', 'involving students in seminars' and 'conducting of examination.

5.2 Male teachers in the Government college have given a higher place to 'involvement in preparation of syllabi' than 'involving students in seminars'. However, female teachers in this college have given more importance to 'involving students in seminars,' 'guidance to students on research problems' and 'encouraging students to write research papers' than 'conducting of examination'. But, male teachers in the Private college have given more importance to 'involvement in preparation of syllabi' than 'involving students in seminars'. However, female teachers have placed 'conducting of examination' higher than 'guidance and counselling to students on personal problems.'
The varied responses to the different duties actually performed by the teachers both in the university as well as colleges on sex basis shows that the role performance is influenced by the gender status of the teachers. This lends support to our hypothesis.

5.3 The status-wise analysis of teachers in regard to main duties actually performed by them shows that Professors in the science group in the university have rated these roles on the same pattern as observed on the basis of the overall mean score values, such as ‘classroom teaching’, clarification of doubts of students in and after the class, ‘guidance to students on research problems’ etc. However, Readers in this group have placed ‘guidance and counselling to students on personal problems and ‘involving students in seminars’ higher than ‘encouraging students to write research papers’. But Lecturers in this group have given a higher rating to ‘evaluation of answer books’ than ‘guidance and counselling to students on personal problems’ as well as ‘conducting of examination’ than ‘involvement in preparation of syllabi’. However, Professors in the social science group attach more importance to ‘involving students in seminars’ than ‘encouraging students to write research papers’. But Readers in this group give more importance, to ‘involvement in preparation of syllabi’ and ‘involving students in seminars’ than ‘encouraging students to write research papers’. However, Lecturers have assigned a higher rating to ‘involving students in seminars’ than ‘encouraging students to write research papers’. On the other hand, Professors in the professional group are giving more importance to ‘guidance and counselling to students on personal problems’ and ‘involvement in preparation of syllabi’ than ‘involving students in seminars’ and ‘conducting of examination’. Bur Readers have rated ‘evaluation of answer books’ higher than ‘encouraging students to
write research papers’. However, Lecturers in this group have given more importance to ‘encouraging students to write research papers’ and ‘involving students in seminars’ than ‘guidance and counselling to students on personal problems’ ‘evaluation of answer books’ and conducting of examination.’

5.4 In the case of teachers in the Government college, Senior Lecturers attach more importance to ‘evaluation of answer books’ than ‘conducting of examination’. But, Lecturers have attached more importance to ‘involving students in seminars’ than ‘conducting of examination’. However, the Guest Faculty have given more importance to ‘clarification of doubts in and after the class’ than ‘classroom teaching’ and ‘guidance to students on research problems’. However, Senior Lecturers in the Private college have given importance to various duties in the same manner as observed on the basis of overall mean score values as mentioned in the relevant Table. However, Lecturers are giving more importance to ‘clarification of doubts in and after the class’ than ‘classroom teaching’. Again, the Guest Faculty in this college have given more importance to ‘clarification of doubts in and after the class’ and ‘guidance and counselling to students on personal problems’ than ‘classroom teaching,’ ‘involving students in seminars’ and ‘involvement in the preparation of syllabi’.

The above analysis suggests that teachers both in the university and colleges holding different statuses or designations have given varied responses, in order of importance, to various duties being performed by them. This lends support to our hypothesis that the status of teachers influences their role performance.
Further, an overwhelming majority of the teachers in the university and colleges feel that they have adequate educational training to match the jobs expected of them. Only 7 teachers in the university and 6 teachers in the colleges have stated that they observe the gap between their educational training and jobs expected of them.

As regards the gaps between the jobs expected and performed by teachers, only 11 in the university and 4 in the colleges have expressed that there is a gap experienced by them. Some of the university teachers, mention that they have more expectation from themselves and their actual performance cannot match with it. A gap is also experienced while applying theoretical knowledge to certain practical aspects. On the other hand, the college teachers have pointed out that the Principals treat every faculty with the same yardstick without understanding the nature of work involved. Further, the newly appointed teacher is just handed over the timetable and attendance register without any formal orientation or training. Some talented teachers may cope up with it while others are not be able to do so.

As regards gaps in jobs expected and performed by teachers affecting their performance, only 6 teachers in the university and 3 teachers in the colleges responded affirmatively to the above question. The teachers in the university feel that the gaps observed between jobs expected and performed by them lower their efficiency, while those in the colleges feel that the output of teachers becomes less as a consequence of that.

In regard to the matching of performance of teachers with the expectations of students, only 3 teachers in the university and 1 teacher in the colleges have given a negative reply to the above question. These students do not appreciate that their teachers should
ask them to work hard while carrying out research. Further, the contact of the teachers with the students on personal basis hardly exists.

5.9 Regarding response of students towards gaps observed in the task expected and performed by the teachers, nearly three-fourth of university students have expressed that they do observe such a gap whereas in the case of college students, slightly less than three fourths of them have mentioned so. Nearly an equal proportion of students of both sexes in the science group in the university experiences this gap while a higher proportion of male than female students in the social science group feel that there are gaps observed in the task expected and performed by teachers. But it is vice-versa in the case of students in the professional group. On the other hand, a higher proportion of female than male students in the Government college have expressed this gap. However, in the case of the Private college, it is observed in a reverse manner.

5.10 An examination of those students who think that there are gaps observed in the task expected and performed by the teachers, an overwhelming majority of them in the university as well as in the colleges express that the gaps observed make the role of teachers ineffective. More female than male students in the science and social sciences groups in the university feel that this gap has made the role of teachers ineffective while in the case of professional students, all support the above observation. However, more male than female students in the Government college and vice-versa in the Private college, feel so.

5.11 Comparing the responses of teachers regarding the gaps observed between the jobs expected and performed by them with those of students, we observe contradictory findings. On the one hand,
teachers both in the university as well as in the colleges hardly observe any gaps between the two whereas students, on the other hand, make contrary observations. Teachers generally stick to syllabi and courses which are hardly updated and revised to meet the changing needs of the students. Further, students may have a higher set of expectations from the teachers and this may not be matching to a large extent with their actual performance. The students generally blame the teachers for not taking the classes regularly while the teachers expect the students to be serious in studies. These contradictory expectations of teachers and students from each other may give rise to role-conflict. Often with so many role demands to satisfy on the part of teachers, it is difficult to comply with all and this may result into some kind of role conflict.

5.12 In regard to difference with the colleagues on the teaching components of the students, it is observed that nearly half of the teachers in the university and two-third in the colleges have expressed that they have some difference of opinion. In the case of university, a higher proportion of teachers in the science group belonging to both the sexes show some difference with their colleagues on this aspect. However in the case of social science teachers, less than half of them express a difference with their colleagues on this aspect and a higher proportion of male than female teachers appear to be doing so. In the case of professional teachers, nearly one-fourth of them have expressed difference of opinion with their colleagues in this regard and again we have more male than female teachers expressing so. On the other hand, more number of teachers in the Private college than those in the Government college, have stated difference of opinion with their colleagues in regard to teaching components to be given to the
students. Again, a higher proportion of male than female teachers in both the colleges are expressing so.

5.13 Regarding extent of cordial relationship with the colleagues, it is observed that teachers in the university show a better cordial relationship with their colleagues than those in the colleges. Within the university, we observe a higher extent of cordiality among the female than the male teachers. Again, as compared to science and professional groups, the teachers in the social science group are exhibiting a higher extent of cordial relationship with their colleagues. Further, more female than male teachers in the science and professional group have expressed greater extent of cordial relationship. But it is vice-versa in the case of teachers in the social science group. On the other hand, in the case of colleges, it is observed that teachers in the Government college than those in the Private college appear to have more cordial relationships with their colleagues. However, in the Government college, more female than male teachers have expressed a greater extent of cordiality with their colleagues. But it is vice-versa in respect of teachers in the Private college. The above analysis suggests that, by and large, female teachers in the university and colleges tend to show a higher degree of cordiality in their relationship with their colleagues than their male counterparts. This may be due to their gender role emphasizing activities related to social interaction and ingratiation.

5.14 As regards, factors/reasons causing problems with colleagues, it is observed that among the university teachers, the most important factor causing problems with colleagues to work as a team, is the adamant attitude of some. This is followed by ego involvement or hassles, personal interests, group alignment or factional politics, jealousy, overlapping of duties or responsibilities, unhealthy
competition and lack of interest in the profession. On the other hand, the college teachers have highlighted adamant attitude of some teachers, personal interest, jealousy, over-lapping of duties and responsibilities, ego involvement or hassles, group alignment and factional politics and unhealthy competition as some of the factors in order of importance for causing problems with their colleagues. These factors seem to be affecting the role performance of teachers in the university as well as in the colleges.

5.15 In regard to factors affecting the role performance of teachers it is observed that those in the university showed a greater extent of agreement in terms of first three ranks, with 'one should give equal attention to all students irrespective of socio-economic status,' 'one should care more to satisfy the students than seeking appreciation of the chairpersons,' and 'one should keep away from emotional involvement of any kind with the students.' Even teachers in the colleges have also shown greater extent of agreement with the above factors. The male teachers in the science group have shown the same extent of agreement as observed in the overall analysis. However, female teachers have suggested a greater extent of agreement with 'one should try to meet the needs of the students and take interest in their personal problems' than 'one should keep away from emotional involvement of any kind with the students'. However, teachers of both the sexes in the social science group are in agreement with the teachers in the science group whereas those of both the sexes, in the professional group, are in line with the extent of agreement on various factors as indicated by the combined mean score values for the university teachers.

5.16 On the other hand, male teachers in the Government college have expressed greater extent of agreement to 'one should keep away
from emotional involvement of any kind with the students' and 'one should not bother about the complaint of one's spouse that one cares more for books than for her/him' than 'one should try to meet the needs of the students and take interest in their personal problems'. However, female teachers in this college have provided the same rank to these factors as given in the overall analysis for the college teachers. The male teachers in the Private college have given a higher rank order to 'one should try to meet the needs of the students' while the female teachers show the same extent of agreement with these factors as indicated by teachers in the overall analysis for both the colleges.

5.17 An examination of the nature of problems faced by teachers while performing their duties and responsibilities shows that the teachers in the university considered 'competing claims of research and teaching', 'conflicting claims of profession' and 'lack of incentives such as promotional avenues due to stagnation', and those in the colleges mentioned 'lack of incentives such as promotional avenues due to stagnation', 'inadequate physical surroundings' and 'lack of autonomy to teachers' as the three most important problems encountered by them. The male teachers in the science group in the university have given more importance to 'conflicting claims of profession' (meetings, conferences, examinations etc) than 'competing claims of research and teaching'. However, female teachers in this group have given more importance to 'administrative difficulties, 'competing claims of teaching and family role', 'lack of facilities to travel abroad,' 'competing claims of students work and one's own work,' 'conflicting claims of reading, teaching and writing' than 'lack of autonomy to teachers'. On the other hand, male teachers in the social science group have rated 'inadequate
housing accommodation’ higher than ‘conflicting claims of reading, teaching and writing; while ‘lack of facilities to travel abroad’ has also been given a higher rank than ‘inadequate physical surrounding not congenial to work’. However, female teachers’ in this group have given more importance to ‘lack of incentives such as promotional avenues’, ‘conflicting claims of reading, teaching and writing’, and ‘lack of autonomy to teachers’ than ‘conflicting claims of profession’ and ‘competing claims of teaching and family role’. In the case of professional group, male teachers have emphasized more on ‘conflicting claims of profession’ and ‘conflicting claims of reading, teaching and writing,’ than ‘competing claims of research and teaching’. But female teachers in this group have given a higher rank to ‘lack of incentives such as promotional avenues’ than ‘competing claims of research and teaching’.

The male teachers in the Government college have given more importance to ‘lack of autonomy to teachers’ than ‘lack of incentives such as promotional avenues’ along with ‘lack of orientation and refresher course facility’. However, female teachers in this college have given more importance to ‘inadequate physical surrounding’ than ‘competing claims of teaching and family role’. On the other hand, male teachers in the Private college have placed ‘inadequate physical surroundings’ and ‘lack of autonomy to teachers’ higher than ‘lack of incentives such as promotional avenues’ along with ‘competing claims of teaching and family role’. But the female teachers in this college have given a higher rating to ‘inadequate medical facilities’ than ‘inadequate physical surroundings’.

The sex-wise analysis of teachers in the university shows that the nature of problems faced by them in performing their duties are in variance with their gender status. By and large, female teachers have
given relatively more importance to some of the organizational issues related to facilities and incentives than the male teachers. Interestingly, more female than male teachers have given a higher rank order to competing claims of teaching and family roles. This may be because of inter-role conflict in between their professional role and the familial role, as both are equally demanding for them. It is also observed that teachers in the colleges have different set of problems than those in the university. They seem to have given a higher ranking to ‘lack of incentives such as promotional avenues due to stagnation’ as well as ‘inadequate physical surroundings not congenial for work’. These two issues which are related to facilities and incentives are organisational than professional in nature. They stagnate in their positions for long and have no separate rooms for sitting as well as for doing their professional work. They all share a common room meant for the teaching staff.

5.20 The status-wise analysis of teachers in regard to the nature of problems faced by them reveals that Professors in the science group in the university have given more importance to ‘lack of facilities to travel abroad’ and ‘administrative difficulties’ than ‘lack of incentives such as promotional avenues’. But, Readers in this group have given second rank to ‘lack of incentives such as promotional avenues’ along with ‘conflicting claims of reading, teaching and writing’. However, Lecturers in this group have given more importance to ‘lack of incentives such as promotional avenues’ than ‘conflicting claims of profession’. In case of social science group, Professors have rated ‘lack of incentives such as promotional avenues’ and ‘lack of autonomy to the teachers’ higher than ‘conflicting claims of profession’. But, Readers in this group have given more importance to ‘conflicting claims of reading, teaching
and writing’ than ‘lack of autonomy to the teachers’ and ‘inadequate physical surroundings’. However, Lecturers in this group have given more importance to ‘inadequate housing accommodation’ than ‘lack of autonomy to the teachers’. But, Professors in the professional group have given the highest importance to ‘conflicting claims of profession’ whereas Readers in this group have given the highest rank to ‘lack of autonomy to the teachers’. However, Lecturers in this group, have assigned the highest rank to ‘lack of incentives such as promotional avenues’ followed by ‘administrative difficulties’.

5.21 As compared to Professors, Readers and Lecturers in all the three streams of courses in the university have given more importance to ‘lack of incentives such as promotional avenues’. This is understandable as Professors have already attained their maximum status in the university system while others have yet to achieve the same. Again, it is observed that as compared to Professors, Readers and Lecturers in all the three groups have given more importance to ‘competing claims of teaching and family roles’. This may be due to the preponderence of more female than male teachers in the category of Readers and lecturers.

5.22 Senior Lecturers in the government college have given more importance to ‘competing claims of teaching and family role’ than ‘lack of incentives such as promotional avenues’ and ‘inadequate physical surroundings’. On the other hand, Lecturers in this college have given higher rating to ‘administrative difficulties’ than ‘lack of autonomy to teachers’ and ‘lack of orientation and refresher course facilities’. But, the Guest Faculty have given more importance to ‘competing claims of teaching and family role’ and ‘inadequate salary structure’ than ‘conflicting claims of profession’ and ‘inadequate housing accommodation’. However, in the case of the
Private college, Senior Lecturers have given the highest rank position to 'inadequate salary structure' followed by 'lack of autonomy to teachers'. But, Lecturers in this college have placed 'inadequate medical facilities' higher than 'lack of autonomy to teachers'. However, the Guest faculty in this college seem to be giving more importance to 'administrative difficulties', 'lack of orientation and refresher course facilities,' and 'conflicting claims of profession' than 'inadequate medical facilities', 'competing claims of student's work and one's own work', 'lack of facilities to travel abroad' etc.

5.23 The varied responses to various problems according to the status or designation of teachers in the university and colleges confirm that there is an influence of their status on their opinion towards the problems faced by them while performing their duties and responsibilities.

5.24 Among the teachers in the university, it is observed that those in the professional group have more leisure time available with them than those in the science and social science groups. However, there is no difference observed in regard to availability of leisure time in between teachers belonging to the Government and the Private college. But the sex-wise analysis of teachers in the university as well as in the colleges shows that, as compared to the females, the male teachers have a greater extent of leisure time available with them to pursue their interests. This is understandable because the female teachers in addition to their professional role have also to share their family obligations of bringing up their children and managing the household chores. Further, it is observed that teachers in the university as well as in the colleges having a high academic level index have more leisure time available with them to pursue
their interests than those with a low academic level index. Again, teachers both in the university as well as in the colleges, having a high participation index in the university bodies and associations, have a greater extent of leisure time available with them to pursue various interests than those with a low participation index.

5.25 An overwhelming majority of teachers in the university as well as in the colleges are of the opinion that the association of the teachers can play a role in improving their working conditions by providing them a forum to project their problems and get their demands met. However, a few of them have some reservation about its role.

6. VIEWS OF TEACHERS ON CRISIS IN HIGHER EDUCATION

6.1 An overwhelming majority of teachers in the university (84.85%) as well as in the colleges (93.33%) have expressed that the higher education is in crisis. The teachers in the university who mention that the higher education is in crisis showed a greater extent of agreement with the three most important factors contributing towards this end. These are 'over the years there is increasing politisization and bureaucratization of higher education', 'a teachers needs to rise above his self-interest and work more towards the common good of students and society' and 'faulty examination and evaluation system have failed to raise the academic standards of students'. However, teachers in the colleges have given the first three ranks to the above factors causing crisis in higher education but in a different order. These are 'a teacher needs to rise above his or her self-interest, 'increasing politicization and bureaucratization of higher education' and 'faulty examination and evaluation system.'

6.2 The male teachers in the science group in the university exhibit a greater extent of agreement with 'a teacher needs to rise above his self-interest' and 'financial constraints' than 'increasing
politicization and bureaucratization of higher education’, and the female teachers in this group also seem to be endorsing the above factors. However, male teachers in the social science group have shown more agreement with ‘outdated course syllabi, ‘educational system still on western pattern’ and ‘financial constraints’ than ‘inadequate participation of teachers in academic decision making bodies’. But the female teachers in this group are in more agreement with ‘faulty examination and evaluation system’ than ‘increasing politicization and bureaucratization of higher education’ and ‘inadequate participation of teachers in academic decision making bodies’. The male teachers in the professional group have shown greater extent of agreement with ‘stress on liberal arts rather than on vocational courses’ and ‘outdated course syllabi for various examinations’ alongwith ‘educational system still on western pattern’ than ‘financial constraints’. But the female teachers in this group have expressed greater degree of agreement with ‘stress on liberal arts rather than on vocational courses’, inadequate or lack of autonomy to teachers,’ ‘confrontational and agitational attitude of students’ and ‘outdated course syllabi’ than ‘a teacher needs to rise above his self-interest’ and ‘financial constraints’.

6.3 In the case of male teachers in the Government college, it is observed that they are in greater agreement with ‘outdated course syllabi for various examinations’ and ‘lack of autonomy to teachers’ alongwith ‘increasing politicization and bureaucratization of higher education’ than ‘faulty examination and evaluation system’ and ‘inadequate participation of teachers in academic decision making bodies’. But female teachers in this college have emphasized more on ‘increasing politicization and bureaucratization of higher education’ than ‘a teacher needs to rise above his or her self
interest'. On the other hand, male teachers in the Private college are in more agreement with 'outdated course syllabi for various examination' than 'faulty examination and evaluation system' and 'financial constraints'. The female teachers in this college have shown greater extent of agreement with 'outdated course syllabi for various examination' and 'faulty examination and evaluation system' than 'a teacher needs to rise above his or her self-interest' and 'increasing politicization and bureaucratization of higher education.

The varied responses of university and college teachers to various statements on agreement and disagreement scale on crisis in higher education may be due to different role orientations, personal experiences, exposure to mass-media and family socialization based on their gender status.

6.4 In regard to relationship between the academic level index of teachers and the extent of their agreement with factors related to crisis in higher education, it is observed that those in the university with a high academic level index in the science group show a greater extent of agreement with 'a teacher needs to rise above his or her self-interest' and 'financial constraints' as well as 'inadequate participation of teachers in academic decision making bodies' than 'increasing politicization and bureaucratization of higher education'. However, teachers with a low academic level index in this group have shown greater extent of agreement with 'financial constraints' than 'faulty examination and evaluation system' and 'outdated course syllabi for various examinations'. Teachers with a higher academic level index in the social science group have shown a greater extent of agreement with 'faulty examination and evaluation system' than 'increasing politicization and bureaucratization of
higher education'. But teachers with a low academic level index in this group have placed 'faulty examination and evaluation system' and 'outdated course syllabi for various examination' higher than 'a teacher needs to rise above his or her self-interest'. In the professional group, teachers with a high academic level index have placed 'outdated course syllabi for various examination' higher than 'inadequate participation of teachers in academic decision making bodies'. But those with a low academic level index in this group, have placed 'stress on liberal arts rather than vocational courses' alongwith 'faulty examination and evaluation system' lower than 'inadequate participation of teachers in academic decision making bodies'.

6.5 In the case of the Government college, it is observed that teachers with a high academic level index have shown a greater extent of agreement with 'increasing politicization and bureaucratization of higher education' than 'a teacher needs to rise above his or her self-interest' and 'outdated course syllabi for various examinations'. But those with a low academic level index in this college have shown greater extent of agreement with 'faulty examination and evaluation system' alongwith 'educational system still on western pattern' and 'inadequate participation of teachers in academic decision making bodies' than 'outdated course syllabi for various examinations'. On the other hand, in the case of teachers with a high academic level index in the Private college, they have greater extent of agreement with 'outdated course syllabi for various examinations' and 'faulty examination and evaluation system' than 'increasing politicization and bureaucratization of higher education'. However, those with the low academic level index have shown a greater extent of agreement
with ‘educational system still on western pattern’ than ‘faulty examination and evaluation system’.

6.6 Further, relating the sex of the teachers and the extent of agreement on factors responsible for deterioration in higher education, it is observed that male teachers in the university have expressed the same extent of agreement on various factors as observed on the basis of overall analysis, that is, ‘double standard of educational administrators-----’, ‘wrong selection of teachers-----’ and ‘reservation of seats for admission purposes-----’ etc but female teachers in this group have shown greater extent of agreement with ‘reservation of seats for admission purposes to disadvantaged groups’ than ‘double standards of educational administrators have ruined the academic accomplishment of teachers’. However, male teachers in the social science group are in greater agreement with ‘seniority rather than merit as the criterion for promotion of teachers’ than ‘reservation of seats for admission purposes to the disadvantaged groups’ while female teachers have given the same extent of agreement to various factors as observed in the overall analysis. However, the male teachers in the professional group are in more agreement with ‘seniority rather than merit as the criterion for the promotion of teachers’ and ‘unionism among teachers’ than ‘reservation of seats for admission purposes to disadvantaged groups’ as factors responsible for deterioration in higher education. But female teachers in this group have shown a greater extent of agreement with ‘reservation of seats for admission purposes to disadvantaged groups’, ‘unionism among teachers’ and ‘wrong selection of teachers because of pressure and lobby groups’ than ‘the double standards of educational administrators have ruined the academic accomplishments of teachers’.
6.7 In the case of the Government college, male teachers have shown greater extent of agreement with ‘wrong selection of teachers because of pressure and lobby groups’, ‘the double standards of administrators’, and ‘seniority rather than merit as the criterion for promotion of teachers’ than ‘reservation of seats for admission purposes to disadvantaged groups’. But female teachers in this college have placed ‘unionism among teachers’ higher than ‘hike in fee structure’. On the other hand, the male teachers in the Private college have expressed greater extent of agreement with ‘hike in fee structure’ than ‘the double standards of educational administrators’. However, female teachers have given greater extent of agreement to ‘the double standards of educational administrators’ than ‘wrong selection of teachers because of pressure and lobby groups’. Even, ‘unionism among teachers’ has been placed higher than ‘hike in fee structure’.

The above analysis in respect of university and college teachers clearly brings out that there are varied responses observed in respect of various issues affecting deterioration in higher education on gender basis. This may be due to different exposure, personal experiences and role-orientation of teachers on sex-basis.

6.8 In regard to relationship between status (designation held) and the extent of agreement on factors responsible for deterioration of higher education it is observed that Professors in the science group have stated the same extent of agreement as observed in the overall analysis, that is, ‘the double standards of educational administrators have ruined the academic accomplishments of teachers’, ‘wrong selection of teachers because of pressure and lobby groups’, ‘reservation of seats for admission purposes to disadvantaged groups’ etc. But, Readers and Lecturers in this group have placed
'reservation of seats for admission purposes to disadvantaged groups' higher than 'wrong selection of teachers because of pressure and lobby groups'. However, Professors in the social science group have placed 'wrong selection of teachers because of pressure and lobby groups' higher than 'the double standards of educational administrators-----' while Readers in this group have given the same rank order to various factors as observed in the overall analysis. But, Lecturers in this group have shown greater extent of agreement with 'seniority rather than merit as the criterion for the promotion of teachers' than 'reservation of seats to disadvantaged groups'. On the other hand, Professors in the professional group have placed 'seniority rather than merit as the criterion for promotion of teachers' and 'unionism among teachers' higher than 'reservation of seats for admission purposes to disadvantaged groups'. But, Readers in this group have shown greater extent of agreement with 'unionism among teachers' than 'double standards of educational administrators-----', 'wrong selection of teachers because of pressure and lobby groups' and 'seniority rather than merit as criterion for the promotion of teachers'. However, Lecturers in this group have placed 'unionism among teachers' and 'reservation for admission purposes-----' higher than 'wrong selection of teachers because of pressure and lobby groups' and 'seniority rather than merit as the criterion for the promotion of teachers'.

6.9 Senior Lecturers in the Government college show a greater extent of agreement with 'wrong selection of teachers because of pressure and lobby groups' and 'the double standards of educational administrators-----' than 'reservation of seats for admission purposes to disadvantaged groups'. Even, Lecturers in this college have responded in a similar manner as given above. However, they have
placed 'unionism among teachers' higher than 'hike in fee structure'. The Guest faculty in this college have attached more importance to 'hike in fee structure' and 'seniority rather than merit as the criterion for promotion of teachers' than 'wrong selection of teachers because of pressure and lobby groups'. On the other hand, Senior Lecturers in the Private college have shown greater extent of agreement with 'the double standards of educational administrators---' than 'reservation of seats for admission purposes-----', 'wrong selection of teachers because of pressure and lobby groups' and 'hike in fee structure' while Lecturers in this college have placed 'unionism among teachers' higher than 'seniority rather than merit as the criterion for promotion of teachers'. Again, the Guest Faculty in this college have placed 'unionism among teachers' higher than 'hike in fee structure'.

The varied responses to various factors responsible for deterioration in higher education by teachers in the university and colleges may be due to their personal experiences and differential length of service.

6.10 In regard to relationship between the academic level index of teachers and the extent of agreement on factors responsible for the deterioration in higher education, the teachers in the university having a high academic level index in the science group are in greater agreement with 'reservation of seats for admission purposes to disadvantaged groups' than 'wrong selection of teachers because of pressure and lobby groups'. But teachers with a low academic level index in this group have given same rank order to factors as revealed by the overall analysis, that is, 'the double standard of educational administrators-----', 'wrong selection of teachers-----' and 'reservation of seats for admission purpose-----' etc. On the
other hand, teachers with a high academic level in the social science group are in greater extent of agreement with 'wrong selection of teachers because of pressure and lobby groups' than 'the double standards of educational administrators-----'. But those with a low academic level index in this group have given the same rank order to these factors as indicated on the basis of the overall analysis. However, teachers with a high academic level in the professional group are in greater extent of agreement with 'seniority rather than merit as the criterion for the promotion of teachers' than 'reservation of seats for admission purposes to disadvantaged groups', while those with a low academic level index in this group have given the highest rank order to 'unionism among teachers' followed by 'wrong selection of teachers because of pressure and lobby groups' and 'the double standards of educational administrators-----' as factors responsible for deterioration in higher education.

6.11 The teachers with a high academic level index in the Government college have placed 'wrong selection of teachers because of pressure and lobby groups' higher than 'the double standards of educational administrators-----'. However, teachers with a low academic level in this college have shown greater extent of agreement with 'the double standards of educational administrators-----' and 'wrong selection of teachers because of pressure and lobby groups' than 'reservation of seats for admission purposes to disadvantaged groups'. On the other hand, teachers with a high academic level index in the Private college have provided the same rank order to various factors responsible for deterioration in higher education as stated by teachers on the basis of overall analysis. But teachers with a low academic level index in this college have placed 'the double
standards of educational administrators-----’ higher than ‘reservation of seats for admission purposes to disadvantaged groups’.

6.12 An examination of the ways and means of making the role of teachers more effective in the university/college, reveals that the majority of teachers in the university have suggested that the role of teachers can become effective by increasing merit and discrediting favouritism in promotion, granting sufficient autonomy to teachers to plan their educational activities, providing teachers with minimum infrastructure facilities, providing teachers with incentives and rewards, increasing opportunities to interact frequently with students, inducting teachers in orientation and refresher courses of their subjects and discouraging teachers to enter politics, in that order of the response frequency. On the other hand, the majority of the teachers in the colleges, in the order of response frequency have suggested that the role of teachers can be made more effective by providing them with minimum infrastructure facility, granting autonomy to teachers to plan their educational activities, increasing merit and discrediting favouritism in promotions, increasing opportunities to interact frequently with students, providing teachers with incentives and rewards, inducting teachers in orientation and refresher courses in their subjects and discouraging teachers to enter politics.

7. OUTLOOK OF STUDENTS TOWARDS HIGHER EDUCATION, ROLE OF TEACHERS AND STUDENT-TEACHER RELATIONSHIP

HIGHER EDUCATION

7.1 Nearly half of the students, both in the university and colleges suggested the name of father as a person who advised them to go in for higher education and join the university or college. This is
followed by friends who suggested them to join this university or a particular college. There appears not any marked difference sex-wise within the university and in the two colleges except in the case of university students, where more female than male students are influenced by their mothers than other kins.

7.2 In regard to factors motivating students to go in for higher education, those in the university have given the first three ranks to factors such as ‘to seek better employment and status’, ‘sense of achievement in life’ and ‘to be knowledgeable in life’ while those in the colleges have given first three preferences to ‘to seek better employment and status in life’, ‘sense of achievement in life’ and ‘better standard of living’. Further, the male students in the science group in the university have given more importance to ‘better standard of living’ and ‘to become a better human being’ than ‘sense of achievement in life’. But female students in this group consider ‘to become a better human being’ as the most important factor motivating them to go in for higher education. The male students in the social science group have given more importance to ‘sense of achievement in life’ than ‘to seek better employment and status in life’ while female students in this group have rated ‘to be knowledgeable in life’ higher than ‘to seek better employment and status in life’ along with ‘to become a better human being’. In the case of professional group, male students have placed ‘better standard of living’ as the most important factor to go in for higher education while female students have given more importance to ‘to be knowledgeable in life’.

7.3 The male students in the Government college have rated ‘sense of achievement in life’ and ‘recognition and prestige in society’ higher than ‘to seek better employment and status in life’ while female
students have placed 'to be knowledgeable in life' higher than 'better standard of living'. On the other hand, the male students in the Private college have given a higher rating to 'to become a better human being' than 'to be knowledgeable in life'. However, the female students have ranked these factors as observed on the basis of the overall analysis. As compared to the Private college, some differences are observed in regard to a few factors on sex basis in the Government college.

7.4 The analysis pertaining to factors motivating university and college students to go in for higher education shows that students have, by and large, given more importance to rational, achievement and universalistic oriented factors than others. The lower ranking assigned to 'to have cross-cultural understanding of human life' and 'to be highly educated in the family' by the students may be indicative of the fact that they are still influenced by the traditional way of life to a certain extent.

7.5 The family social status index wise (F.S.S.I) analysis of students and factors motivating them to go in for higher education shows that students in the science group in the university, having a high F.S.S.I have given more importance 'to recognition and prestige in society' than 'better standard of living' and 'to become a better human being' while students with a medium index have given the highest rating 'to better standard of living' alongwith 'to seek better employment and status in life'. But those with a low F.S.S.I, have given more importance to 'to be knowledgeable in life' than 'sense of achievement in life' and 'better standard of living'. On the other hand, students in the social science group having a high F.S.S.I have rated 'sense of achievement in life' and 'to be knowledgeable in life' higher than 'to seek better employment and status in life'. However,
those with a medium F.S.S.I in this group have given more importance to 'to be knowledgeable in life' than 'sense of achievement in life'. But they have given the highest rating to 'to become a better human being'. In the case of professional students, those with a high F.S.S.I have given the highest rating to 'better standard of living'. The same factor is rated as the highest also by students with a medium F.S.S.I. But those with a low F.S.S.I have given the highest rating to 'sense of achievement in life', 'to be knowledgeable in life', 'to become a better human being' and 'to have a cross-cultural understanding of human life'.

7.6 In the case of the Government college, students with a high F.S.S.I have placed 'to be knowledgeable in life' higher than 'recognition and prestige in society' as well as 'better standard of living'. But students with a medium level index have given a higher rating 'to recognition and prestige in society' than 'to seek better employment and status in life' and 'sense of achievement in life'. But those with a low level index, have given more importance to 'sense of achievement in life' than 'to seek better employment and status in life'. In the case of the Private college, it is observed that students with a high level index have rated 'better standard of living' higher than 'recognition and prestige in society' and 'to become a better human being'. But students with a medium level index in this college have given a second rank order 'to better standard of living' while 'to become a better human being' has been rated higher than 'to be knowledgeable in life'. However, students with a low level index in this college have given equal highest rating to 'to seek better employment and status in life', 'sense of achievement in life' and 'to be knowledgeable in life'.

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7.7 It is interesting to observe that students belonging to both the colleges especially those having a medium level index are motivated to go in for higher education in order to have better standard of living. Further, as compared to the university, students in the colleges are more influenced by values such as recognition and prestige in the society and better standard of living. The above analysis of students in the university and colleges regarding factors motivating them to go in for higher education shows that their responses are related to their F.S.S.I. This may be due to the different value orientations acquired by them as a part of their family socialisation process.

7.8 As regards ways in which higher education has influenced the life of students, a majority of them in the university have mentioned that higher education has helped them to think independently and to become more rational and scientific in their outlook. Further, it has helped them to take up more responsibilities and to become more responsible citizens. A higher proportion of female than male students have stated that higher education has helped them ‘to think independently’, ‘to become more rational and scientific in outlook’, ‘to become more responsible citizen’ and ‘to become more democratic than before’. On the other hand, the majority of students in the colleges have mentioned that higher education has helped them ‘to think independently’, besides, ‘becoming more responsible citizens’ and ‘to take up more responsibilities’. Interestingly, as compared to university, more male than female students in the colleges think that higher education has helped them ‘to think independently’, ‘to become more responsible citizens’ and ‘to acquire rational, scientific and universalistic outlook’.
The difficulties faced by students while going in for higher education have been analysed. The students in the university as well as in the colleges have given the first three ranks to 'reservation of seats to various courses disallowing many deserving students to seek admission,' 'increasing hike in fee structure' and 'increasing unemployment situation in the country discouraging students to go in for higher education' as some of the difficulties faced by them while going in for higher education. But, the university students in the science group have, rated 'non-availability of grants and funds' higher than 'increasing hike in fees structure'. However, female students in this group have placed 'increasing unemployment situation in the country------' and 'due to high cost of books and journals one cannot buy a personal copy' higher than 'increasing hike in fee structure'. Further, male students in the social science group have given more importance to 'increasing unemployment situation in the country------' than 'increasing hike in fee structure,' 'due to high cost of books and journals------' and 'inequality of opportunities due to poor economic circumstances'. But female students in this group have given more importance to 'due to high cost of books and journals------' than 'increasing unemployment situation in the country------'. In the case of professional group, male students have given more importance to 'increasing unemployment situation in the country------' and 'non-availability of grants and fund' than 'low-value of education among the family members'. But female students in this group have rated 'inequality of opportunities due to poor economic circumstances' higher than 'increasing hike in fee structure' 'due to high cost of books and journals------', 'non-availability of grants and funds' and 'difficult to seek admission due to inadequate performance'.
7.10 The male students in the Government college have given more importance to ‘increasing hike in fee structure’ than ‘reservation of seats to various courses-----’. Even female students in this college have also given the same rank order to the above factors. However, male students in the Private college have considered ‘increasing unemployment situation in the country-----’ a more important difficulty than ‘increasing hike in fee structure’. But female students in this college have given more importance to ‘inequality of opportunities due to poor economic circumstances’ than ‘increasing unemployment situation in the country-----’, ‘due to high cost of books and journals-----’ ‘increasing hike in fee structure’ and ‘inadequate library facilities’.

7.11 The analysis of students in the university and in the colleges, shows that there are variations observed on sex-basis in regard to difficulties faced by them while going in for higher education. This lends support to our hypothesis that the gender status of students is related to the difficulties faced by them while entering into higher education. The differential responses given by male and female students on relative importance assigned to various difficulties in order to go in for higher education, may be due to their personal experiences based on their gender role socialization and exposure to mass-media.

7.12 While relating the family social status index (F.S.S.I) of students with difficulties faced by them while going in for higher education, it is observed that students in the university science group having a high F.S.S.I have given a higher rating to ‘inequality of opportunities due to poor economic circumstances’ than ‘increasing hike in fee structure’. But students with a medium F.S.S.I in this group have given a higher rating to ‘increasing unemployment
situation in the country—than ‘increasing hike in fee structure’ and ‘due to high cost of books and journals one cannot buy a personal copy’. Interestingly, students having a low F.S.S.I in this group have given the highest rating to ‘increasing hike in fee structure’. However, students with a high F.S.S.I in the social science group have given more importance to ‘high cost of books and journals—’ than ‘inequality of opportunities due to poor economic circumstances’ and ‘non-availability of grants and funds’.

But students with a medium F.S.S.I in this group, have given more importance to ‘non-availability of vocational courses,’ ‘inequality of opportunities due to poor economic circumstances’ and ‘due to high cost of books and journals—’ than ‘non-availability of grants and funds’ and ‘difficulty to seek admission’. However, students with a low F.S.S.I, have assigned a higher rating to ‘due to high cost of books and journals—’, ‘increasing unemployment situation in the country—’ and ‘difficulty to seek admission due to inadequate performance—’ than ‘increasing hike in fee structure’ and ‘inequality of opportunities—’. In the professional group, students having high F.S.S.I have given more importance to ‘non-availability of grants and funds’ and ‘increasing unemployment situation in the country—’ than ‘inequality of opportunities due to poor economic circumstances’. However, students with a medium F.S.S.I in this group, have given more importance to ‘difficulty to seek admission—’ than ‘increasing hike in fee structure’ and ‘inequality of opportunities due to poor economic circumstances’. But students with a low index in this group have given more importance to ‘inequality of opportunities—’ ‘due to high cost of books and journals—’ and ‘non-availability of grants and funds’ than ‘non-availability of vocational courses’ and ‘inadequate library facilities’.
7.13 In the case of the Government college, students with a high F.S.S.I have given more importance to ‘increasing unemployment situation in the country-----’ than ‘increasing hike in fee structure’ and ‘due to high cost of books and journals-----’ but students with a medium index in this college have given more importance to ‘increasing hike in fee structure’ than ‘reservation of seats to various courses-----’. However, students with a low level of index in this college have placed ‘increasing hike in fee structure’ higher than ‘reservation of seats to various courses-----’. In the case of the Private college, students with a high index have given more importance to ‘increasing unemployment situation in the country-----’ and ‘due to high cost of books and journals-----’ than ‘increasing hike in fee structure’ alongwith ‘non-availability of grants and funds’. However, students with a medium F.S.S.I have given a higher rating to ‘inequality of opportunities due to poor economic circumstances’ than ‘increasing hike in fee structure’. But students with a low level index in this college, have given a higher ranking to ‘due to high cost of books and journals-----’ than ‘inadequate library facilities’ as well as ‘difficulty to seek admission due to inadequate performance in previous examinations’.

7.14 The analysis related to difficulties faced by students in the university as well as in the colleges, has clearly brought out that students especially those belonging to the medium and the low F.S.S.I consider increasing hike in fee structure, increasing unemployment situation in the country, high cost of books and journals and difficulty to seek admission due to inadequate performance in previous examination, as the major stumbling blocks for going into higher education. The differential responses given by students to the various difficulties faced by them while going in for higher
education lends support to our hypothesis that the family social status index of students is related to their views on difficulties confronted by them to go in for higher education.

7.15 In regard to the suggestions given by the university and the college students to bring about improvement in higher education, it is observed that, by and large, they want simplified procedures for admission, guidance and counselling to seek admission to various specific fields, easy availability of research grants and scholarships to the deserving students, check on fee hike, non-reservation of seats, new vocational courses especially at the college level, banning of paid seats, encouragement of females to go in for higher education by family members and better training of teachers, as some of the major measures in that direction.

7.16 In regard to attributes of teachers that influence the students most, it is observed that students in the university have ranked ‘dedication and commitment’, ‘honesty of purpose’ and ‘good articulation and speech’ as the first three most important attributes to influence them. On the other hand, in the case of college students, they have given the first three ranks to ‘dedication and commitment,’ ‘honesty of purpose’ and ‘regularity’ as important attributes of teachers that influence them most. However, male students in the science faculty of the university have given a higher rank to ‘mannerism and behaviour’ and ‘liberal and accommodating nature’ than ‘regularity of teachers’ and ‘good articulation and speech’ while female students have assigned a higher rank to ‘regularity’ than ‘good articulation and speech’. In the case of social science group, male students have placed ‘disciplined attitude’ higher than ‘liberal and accommodating nature’ while female students have ranked ‘liberal and accommodating nature’ and ‘mannerism and behaviour’ higher
than ‘regularity’ and ‘good articulation and speech’. However, male students in the professional group have ranked ‘good articulation and speech,’ ‘disciplined attitude’ and ‘mannerism and behaviour’ higher than ‘honesty of purpose’, whereas female students have placed ‘mannerism and behaviour’ higher than ‘dedication and commitment’ and ‘disciplined attitude.’

7.17 Male students in the Government college have assigned the same rank order to the attributes of teachers that have influenced them most as observed on the basis of overall analysis. But female students have given a higher ranking to ‘regularity’ than ‘dedication and commitment’ and the ‘disciplined attitude’ than ‘honesty of purpose’. On the other hand, male students in the Private college have ranked ‘disciplined attitude,’ ‘good articulation and speech’ and ‘liberal and accommodating nature’ higher than ‘honesty of purpose’ and ‘mannerism and behaviour’, while female students have given a higher rank order to ‘mannerism and behaviour’ than ‘honesty of purpose’. Besides, ‘good articulation and speech’ has been placed higher than ‘regularity’.

7.18 The varied responses to various attributes of teachers that have influenced the students most may be due to different value orientations acquired by them as a part of their socialisation. The above analysis has clearly brought out that male and female students both in the university and colleges have responded differentially to various attributes of teachers that influence them the most. This lends support to our hypothesis that the gender of the students affects their views on the attributes of teachers that influence them the most.

7.19 In analyzing the relationship between the type of schooling of students and attributes of teachers that influence them most, it is
observed that students in the science group in the university who had their schooling in the Government school ranked ‘regularity’ higher than ‘disciplined attitude’ and ‘liberal and accommodating nature’ while students who studied in the Private school ranked ‘mannerism and behaviour’ higher than ‘honesty of purpose’ and ‘good articulation and speech’. But students having studied at a Convent/Public school are placing ‘regularity’ and ‘liberal and accommodating nature’ higher than ‘good articulation and speech’. On the other hand, in the social science group, students having studied in a Government school, have given a higher rank to ‘regularity’ than ‘good articulation and speech’. But students having Private schooling have ranked ‘regularity’ higher than ‘good articulation and speech’ and ‘mannerism and behaviour’. However, students who had Convent/Public schooling placed ‘liberal and accommodating nature’ higher than ‘good articulation and speech’, ‘disciplined attitude’ and ‘mannerism and behaviour’. In the case of professional group, it is observed that students who had studied in the Government school have given the highest rank order to ‘mannerism and behaviour’ while students having studied at Convent/Public schools have placed ‘good articulation and speech’ and ‘mannerism and behaviour’ higher than ‘disciplined attitude’. However, there are no students in this group having a Private school background.

7.20 In the case of the Government college, students who had studied in the Government school had assigned a higher rank to ‘regularity’ and ‘honesty of purpose’ than ‘dedication and commitment’. But students with a Private school background have placed ‘honesty of purpose’ higher than ‘regularity’ and ‘disciplined attitude’. However, students with a Convent/Public school background, are
giving a higher rank to ‘disciplined attitude’ than ‘regularity’ and ‘honesty and purpose’. In the case of the Private college, students with a Government school background have assigned a higher rank to ‘disciplined attitude’ and ‘mannerism and behaviour’ than ‘honesty and purpose’. But students with a Private school background have placed ‘honesty of purpose’ and ‘good articulation and speech’ higher than ‘dedication and commitment’. However, students having studied in the Convent/Public schools, have placed ‘good articulation and speech’ and ‘liberal and accommodating nature’ higher than ‘honesty of purpose’.

7.21 The analysis in regard to attributes of teachers that influence the students most in the university and colleges brings out that the schooling done by students has some bearing on their views in this regard. This may be due to different attitudes and value orientations acquired by them as a part of their schooling from schools having different backgrounds. By and large, students have given a higher rank to professional attributes such as ‘dedication and commitment’, ‘honesty of purpose’ and ‘regularity’ while a personal attribute like ‘good articulation and speech’ has also been considered as important.

7.22 As regards views of students on behavioural aspects of teachers, it is observed that those in the university have given first three ranks to ‘teachers and students need to interact more frequently-----’ ‘teachers should induce students to obey------’ and ‘teachers need to be innovative in their teaching methods’ in terms of their extent of agreement. Those in the colleges have also given the first three preferences to the above mentioned aspects. However, male students in the science group in the university have shown greater extent of agreement with ‘teachers do not encourage the students to take up
extra-curricular activities-----' and 'teachers are often seen playing factional politics-----' than 'teachers often rush through courses-----'. But female students in this group have shown greater extent of agreement with 'teachers do not encourage the students to take up extra-curricular activities-----' than 'teachers are often seen playing factional politics-----'. Further, male students in the social science group, have shown greater extent of agreement with 'teachers need to be innovative in teaching methods-----' than 'teachers should induce students to obey-----'. However, female students in this group have shown greater extent of agreement with 'teachers do not encourage the students to take up extra-curricular activities-----' than 'teachers are often seen playing factional politics-----'. In the case of professional group, male students have shown greater extent of agreement with 'teachers should induce students to obey-----' and 'teachers need to be innovative in teaching methods-----' than 'teachers and students need to interact more frequently-----' while female students have shown greater extent of agreement with 'teachers need to be innovative in their teaching methods-----', than 'teachers should induce students to obey-----'.

7.23 In respect of the Government college, male students have shown greater extent of agreement with 'teachers are often hypocritical and lack sincerity-----' and 'teachers exploit students belonging to different ideological based unions-----' than 'teachers are often interested in pursuing their personal work-----'. But female students have shown greater extent of agreement with 'teachers are often discourteous-----' than 'teachers are often involved in politics of their professional bodies,' 'teachers are often hypocritical and lack sincerity-----' and 'teachers exploit students belonging to different ideological based unions-----'. They seem to be emphasizing more
on personal rather than professional behavioural aspects of teachers. On the other hand, male students in the Private college have shown greater extent of agreement with ‘teachers are interested in pursuing their personal work-----’ and ‘teachers do not encourage students to take up extra-curricular activities-----’ than ‘teachers are often hypocritic and lack sincerity’. But female students have shown greater extent of agreement with ‘teachers should induce students to obey-----’ than ‘teachers and students need to interact more frequently-----’.

7.24 The analysis in respect of students both in the university and colleges clearly brings out that they have consistently shown extent of agreement with the first three ranked statements such as ‘teachers and students need to interact more frequently-----’, ‘teachers should induce students to obey-----’ and ‘teachers need to be innovative in teaching methods-----’. These aspects of behaviour of teachers can promote better communication in between them and the students in order to make the students understand their subjects effectively. Further, these can help in establishing better relationships between the two and to develop greater creativity among the students.

7.25 In respect of the role of teachers in the growth and development of students, it is observed that male students in the science group in the university have given more importance to ‘by providing tasks or situations to students, so that they gain confidence in themselves’ than ‘by providing relevant knowledge to the students’ but it is vice-versa in the case of female students. In the case of social science group, male students have given most importance to ‘by educating students to fight for human rights’. Even, ‘by educating students to co-operate with each other for tackling problems’ has been placed higher than ‘by providing tasks or situations to students so that they
gain confidence in themselves'. But, female students in this group have given more importance to ‘by instilling in the minds of students a competitive, healthy spirit for showing academic excellence’ and ‘by providing tasks or situations to students so that they gain confidence in themselves’ than ‘by providing relevant knowledge to the students’. However, male students in the professional group, have given more importance to ‘by educating students to co-operate with each other for tackling problems’ and ‘by educating students to fight for human rights’ than ‘by providing tasks or situations to students so that they gain confidence in themselves’. It is noted that, by and large, the science students on sex basis have shown a consistent ranking pattern of various factors through which teachers can influence the growth and development of students, except in the case of ‘by providing relevant knowledge to the students’ and ‘by providing tasks or situations to students so that they can gain confidence in themselves’. These are reflective of their professional role orientation. But in the case of social science and professional students, there are varied responses observed towards the rating of various factors on sex-basis. This may be due to the different value-orientations acquired by them as a part of their exposure to their respective subjects of study.

However, the male students in the Government college have given more importance to ‘by educating students to fight for human rights’ than ‘by instilling in the minds of students a competitive, healthy spirit for showing academic excellence’. But female students in this college have given more importance to ‘by providing tasks or situations to students so that they gain confidence in themselves’ and ‘by instilling in the minds of students a competitive, healthy spirit for showing academic excellence’ than ‘by providing relevant
knowledge to the students'. However, male students in the Private college have given more importance to 'by instilling in the minds of students a competitive, healthy spirit for showing academic excellence' than 'by educating students to co-operate with each other for tackling problems' along-with 'by providing tasks or situations to students----'. But, female students in this college have given more importance to 'by providing guidance and counselling to students to solve their personal problems' than 'by educating students to co-operate with each other for tackling problems'.

7.27 The varied responses of students on gender basis in the university and colleges towards different ways and means by which teachers can help their growth and development lend support to our hypothesis that the gender of the students influences their views on the role of teachers in their growth and development.

STUDENT-TEACHER RELATIONSHIP

7.28 It is observed that an almost equal number of male and female students in the university (10 males and 11 females) and more number of male than female students (11 males and 4 females) in the colleges have expressed hesitance to speak to their teachers. Most of these students who expressed hesitance to talk to their teachers had a Government school background whereas their rural-urban background was not important in this regard. However, most of the female students in the university had a Convent/Public school background. The close-system of the Government school might have affected the behaviour pattern of male students while in the case of female students, it might be disciplined nature of the Convent/Public school and their shy temperament that might have resulted in their hesitance to talk to their teachers. The main reasons expressed by the university and the college students for being hesitant to talk to their
teachers are 'lack of confidence', 'rude or autocratic behaviour of teachers', 'past bad experience,' 'language or communication difficulty', 'sheer respect for teachers' and 'social status gap between the teachers and students' in that order.

7.29 As regard views of students on a need to improve relationship with their teachers, all students except one male in the university and all students in the colleges except 2 females (one each in the Government and the Private college) expressed that their was a need to do so. More male than female students in both the colleges appear to be in agreement regarding improving relationship with the teachers.

7.30 An overwhelming majority of students in the university and the colleges have suggested that inorder to improve relationship between the students and the teachers, there should be mutual cooperation between the two on matters of study and extra-curricular activities. Further, students should have more interaction with the teachers and both should show mutual respect for each other. A higher proportion of female than male students in the university have suggested that they should have more interaction with teachers while nearly an equal number of male and female students have suggested mutual cooperation and respect for each other as other ways and means of improving relationship with their teachers. However, more male than female students in the colleges have suggested that there should be mutual co-operation between them on matters of study and extra-curricular activities as well as they should have more interaction with teachers and there should be mutual respect between the two.
8. CONCLUSIONS

The university system, over the past few years, has been subjected to extrinsic and intrinsic changes as a part of the societal system. However, notwithstanding, the socio-political and organisational constraints, the key actor in the functioning of the university system is the teacher. No doubt, to a large extent, his or her role performance is conditioned by the roles and responsibilities prescribed for him or her by the university system, yet his or her role to a large extent is also influenced by his or her self perception of the duties as well as his or her ability to relate himself or herself to the set of expectations from him or her by others.

On the basis of the findings of the present study, we can make an attempt to draw some inferences. One interesting observation is that over the last few years, more number of females have gone in for higher education and entered into the teaching jobs in the university and colleges, though initially there was a preponderance of the males over females into this profession. It may either be due to expansion of education especially for the females in the specialized fields or because of the fact that the males have relatively gone in for more competitive jobs. Further, it is noted that in most of the cases, the spouses of the teachers are either in the teaching profession or they are in other professional jobs such as medicine, engineering, law, management etc. As a consequence of better occupational structure of their spouses, they have improved the social status of their families. This suggests that education is a factor to be reckoned with in influencing the social status of the individuals and the groups in the society.

In view of the fact that a large proportion of teachers have their family members in the teaching jobs, this may have been the pre-disposing factor for them to join this profession. Invariably, all teachers except one in the university, have expressed that they enjoy working in this profession. We do observe that teachers are mostly motivated to join this profession
because of the inspiration drawn from their teachers during their own educational career, a desire to serve humanity, a chance for self expression and fascination for professional status in the society. By and large, teachers being educated are rationalistic and universalistic in assigning various motives to join this profession, though some of them, especially females, do reflect some element of affectivity in their response pattern. Further, most of the teachers rarely express regrets for having joined this profession, though some of them have this feeling that this profession is not upto their expectations. They feel that as compared to others, this profession does not provide due status and recognition to them in the society. We do observe that a fairly good number of teachers do not enjoy performing certain roles. By and large, teachers in the university and colleges, have been observed not to enjoy administrative work, examination duties, evaluation of answer books, co-ordination of financial affairs, disciplinary duties, election duties and marking as well as calculating the attendance of students. This type of disdain for certain jobs may bring in some element of diffuseness in their role and results into role ambiguity.

Most of the teachers, supervisors and students have mainly emphasized on the instrumental roles of teachers such as teaching and research while some of them have also laid emphasis on expressive roles like cordial relationships with colleagues, communication with colleagues and students etc. A judicious mix of both is necessary for the effective role performance of teachers in the university system. However, we do find some contradictory findings while comparing the gaps observed between the jobs expected and performed by the teachers. Teachers, on their part, hardly observe any such kind of gaps but students have made some contrary remarks in this regard. They feel that the teachers generally stick to syllabi and courses which are hardly updated and revised. It is just
possible that students may have a higher set of expectations from the teachers which may not be matching with their actual performance. Further, the students often blame the teachers for not taking classes regularly while teachers on the other hand expect them to be serious in their studies. These contradictory expectations from each other, may result into role-conflict. With too many role demands made upon the teachers, often it may be difficult for them to comply with all. This can often, bring in some kind of intra role-conflict in the teachers.

Teachers, by and large, have confronted more of professional than organisational problems while performing their duties. However, as compared to the university, teachers in the colleges, have emphasized on organizational difficulties such as lack of incentives for promotion and inadequate physical surroundings not congenial for work. Both the professional problems such as conflicting claims of profession, lack of autonomy to teachers, competing claims of teaching and research, and organizational difficulties like lack of facilities, incentives and reward system need to be taken up appropriately within the university system for effective role performance of teachers.

Irrespective of the gender, status and academic level of teachers, they have overwhelmingly expressed that the higher education is in crisis. Besides others, the three most important factors identified for such a crisis are, increasing politisization and bureaucratization of higher education, need for a teacher to rise above his or her self interest and work more towards the common good of students and society and faulty examination and evaluation systems failing to raise the academic standards of the students. These are mainly related to socio-political and bureaucratic structure of the society, role commitment and dedication of teachers and academic inadequacies of various kinds. These issues need to be taken up in all seriousness by the educational planners and administrators for
effective role performance of teachers. Lack of autonomy to teachers is equally significant but it needs to be matched suitably with their accountability, otherwise it may prove counter-productive.

Besides the above factors, teachers have, in the majority opined that often the double standards adopted by educational administrators ruin the academic accomplishments of teachers. The Vice-Chancellor and the Principal who are at the helm of affairs in their respective institutions, in public, speak of excellence and merit to be followed to maintain academic excellence but in actual practice, they do not adhere to any uniform standard for making fair judgments about the teachers to uphold these values. This, often results into demoralization of teachers and they are demotivated to show their best in academic accomplishments. It is also pointed out by teachers that due to pressure and lobby groups operating within and outside the university system, the role of the teacher becomes ineffective. The entry point of teachers in the university system as a part of the recruitment process, is most significant for upholding the standards of higher education. Persons having aptitude, dedication and commitment to the teaching profession need to be inducted into the university system. But, unfortunately, during the last few decades, the university system has become highly politicized and bureaucratized and various pressure and lobby groups operating in it have demonstrated their political overtones and ideological underpinnings in the recruitment process of teachers. This, invariably, results into selection of persons not suitable to the teaching profession. Besides, some teachers also feel that reservation of seats for admission purposes to disadvantaged groups, deprives many meritorious students in general category to go in for higher education. There is also a need to encourage merit rather than seniority while promoting teachers, discourage unionism among teachers, restrict hike in fee structure to allow students from the poor and the middle class families to go in for higher
education, increase opportunity to interact frequently with the students and inculcate certain moral, ethical and spiritual values among the teachers to make their role more effective.

We need to provide more funds for promoting the research and encouraging innovative teaching methods. A greater interaction between the academic activities in the university and that of industry, can help in promoting research and its application to tackle societal problems. There should also be encouragement provided to trans-disciplinary research in the university system but, for that to become functional, there is a need to strengthen the individual academic disciplines. To supplement this, the selection system of teachers must be made rigorous and objective since the qualities of a teachers both as a scholar and as a person are very critical in education. Failing this, we shall have a battery of teachers not interested in teaching but having a bureaucratic outlook and a political maneuvering skill. This will, further, bring deterioration in the higher education. The university system needs to evolve a clearly defined, transparent and objective system of rewards for the achievers in higher education. Self-assessment and discipline by teachers and evaluation of teachers by students, can be useful in recognizing teachers for their good work. These measures can further help them to improve their role performance by instituting an appropriate reward system in the university system. This may also motivate some other professional peers to follow suit.

Apart from the teachers, the students perspective is equally significant in the effective role performance of teachers. In strict professional sense, they may not constitute a clientele with the teachers but they expect teachers to clarify doubts and misapprehensions in the class, communicate effectively while delivering lectures, not be rude and autocratic towards them and cover the syllabi/courses in time by taking their classes regularly. They also look forward to teachers to possess some
of the attributes such as dedication and commitment, honesty of purpose and good articulation and speech. They feel that teachers can help them grow and develop by providing them with relevant knowledge, tasks or situations so that they could gain confidence in themselves and by instilling in their minds a competitive healthy spirit for showing excellence.

In order to bring about improvement in the university system, they have rightly suggested simplification in admission procedures, guidance and counselling to seek admission in various courses, easy availability of research grants and scholarships to the deserving students, check on fee hike, non-reservation of seats, vocationalisation of courses especially at the college level, banning of paid seats and better training of teachers. In the various orientation and refresher courses for teachers, apart from updating their knowledge in their respective fields, there is an urgent need to bring home to them the tasks related to administration, examination and evaluation of scripts and other cultural activities so that these become integral part of their teaching and research roles.

In conceptualizing the role of teacher in the university system, in addition to socio-political structure of the external system and the organisational milieu of the internal university system, one has to take into account the personal characteristics of teachers including their perceptions, motivations and academic attainments and expectation of their supervisors as well as that of students. A judicious mix of these factors can make the role performance of teachers effective in the university system.

In the light of the observations made above, the researcher is of the opinion that the foundation of higher education lies in the primary education. Unless that is concretized and made strong, we cannot expect an improvement in our educational system as that is a feeder line for the secondary and higher education. There is also a need to vocationalise
education, especially at the college level so that there are greater employment opportunities for the outgoing students. This may also allow only the genuinely interested students to move into the university and thereby improve the quality of education. However, the critical factor in the role effectiveness of teachers in the university system, is that of their right selection, especially at the entry point of the career to promote the academic excellence. Merit of the candidate should not be diluted at any cost and persons at the helm of affairs in the university system should develop a just attitude towards this end. It is also voiced in certain quarters that we should go in for privatization of higher education. This, however, may be a difficult proposition in our society as it would deprive many deserving and meritorious students from the poorer families to go in for higher education.

These and other such debates will continue to hound the educationist in India. However, it goes without saying that the role of teacher has to be strengthened. In order to do so, the roles of various key players in the university system, namely, the administrator, the teacher and the student need to be well defined and mutually oriented towards one another in such a manner as to bring in greater correspondence between the role expectation and performance of the teacher for his or her effective functioning.