CHAPTER - II
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2.1 RELATED LITERATURE : ITS IMPORTANCE

Man generally seeks help and guidance from the past experiences and from his ancestors. He learns from the experiences of others. So, before tracing out the framework and frontiers of the present study, it was thought necessary to review the studies conducted in the past in the related field, to know what earlier researchers have done on the problems close to the present study or on the problems allied to it. It is also very necessary to study the work of others even to keep the researcher informed of the research that her predecessors have done in their related field. It will not only keep her informed about the investigations done before but also enable her to utilise the knowledge revealed by other investigators to develop and further her own study. Related literature is the base on which hypotheses of the present research study were laid; besides this, it also provides a comparative data and the bases on which the significance of one's findings can be evaluated and interpreted.

Emphasising the importance of the survey of the related literature, Good, Barr and Scates (1941) have pointed out, 'survey of related literature helps us to know whether evidence already solves problems adequately, without further investigation and thus may save duplication. It may contribute to the general scholarship of investigators by providing ideas, theories and explanations valuable in formulating the problem and may also suggest the appropriate method of research followed.'

Best (1983) considered the survey of related literature as an important prerequisite to actual planning and execution of any research project. He supports his view by putting forward the statement, 'familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods to attack have been promising and disappointing and what problems remain to be solved.'

Therefore, the study of related literature in research is of immense importance because it stimulates and encourages the investigator to delve deep into various aspects of the problem. It also helps in paving the way for understanding the potentialities of the problem in hand. With these thoughts, the investigator reviewed the literature, which she could gather from the different sources.
2.2 RELATION BETWEEN THE VARIABLES

Since the present study is a comparative study of role-structure and modernity of secondary school teachers of Himachal Pradesh and Chandigarh (U.T.), a description of the related literature with regard to following headings has been given;
- Studies on modernity and modernization in education,
- Studies on role-structure of teachers,
- Studies on relationship between role-structure of teachers and modernity

2.2.1 Modernity and Modernization in Education

Lerner (1958) pointed out that as modernization is an ongoing process, direct personal contacts with the wider environment as well as various mediated contacts through mass communication lead to rising aspiration.

The study of Smith and Inkeles (1966) indicated some of the characteristics associated to modern man are: readiness for new experience, openness to innovation and change, belief in science and sense of personal efficacy.

Inkeles (1966) talked of mass communication as an important source of modernization. He inferred as a result of his study that an individual becomes more modernized if he is more exposed to media of mass communication by having more modern attitudes.

Anderson (1966) characterised education as the most potent instrument of modernization. Education preserves intellectual systems, literature, art, law, science and youth learns how to remould traditional intellectual system into new forms with which to advance the material and non material aspects of modernization. Education helps to select and train the culture bearers, the creative men and rulers.

Rokeach (1968) considered that attitudes are closely related to opinions. A distinction can be made, however, that a person can state his opinions in words, but he may not be able to express his attitude in the same way. The attitudes, people hold can influence the way they act in personal and larger situations.

McClelland (1968) stressed the importance of achievement motivation, that is, desire to get ahead in life as an attribute of individual modernity.

Kahl (1968) observed that modernization at individual level involves changes in attitudes, values and behaviour of individuals, which help in the progress of society. He
further added that every individual in the society has to perform multiple roles and the performance of such roles depends upon the extent of modernity of individual.

Inkeles (1969) as a result of his study found certain attitudes which are shared by men of modern societies irrespective of their cultural differences. These are; readiness for new experience, openness to innovation and change, readiness to express opinions, a better sense of punctuality, a great concern for planning, a faith in science and technology and finally a belief in distributive justice.

The Harward study of Inkeles (1969) revealed that education is the most powerful factor in making men modern. Inkeles further expressed, modernity as a complex set of inter-related attitudes, values and behaviour. He found that education, urban residence, exposure to mass media and unemployment in modern industrial enterprises are some of the important determinants of individual modernity.

Griffin and Pareekh (1970) as result of their research studies found that the vital force behind any change is an agent of change. According to them, the agent of change is a professional person, who plans out development or reform, formulates objectives to focus on problem situation, to seek possible solution, to arrange for assistance, to plan action, to improve situations, to overcome difficulties in the way of action and to evaluate the results of planned efforts. Such changes have been brought about by various change agents like saints, teachers, social workers and politicians.

From a sociological point of view, Gore (1971) pointed out that education is one of the major agencies of socialisation - an agency which by its very nature is intended to ensure continuity rather than discontinuity or change. The social aspects of modernisation are a necessary condition for the facilitation of the process of economic modernization.

Armer and Youtz (1971) pointed out that formal education is expected to have a modernising influence on perspectives; that is to foster values and beliefs such as independence from traditional authority, belief in science and man's ability to control his faith and orientation to the future.

Ahluwalia (1977) pointed out that modernisation is closely related to education. Education is an instrument that affects:

- awakening the masses from deep slumber of pathetic contentment with the present lot,
- filling them with aspiration and hope for better life,
helping them to get out of tradition, dogmas and superstition,

- enthusing them with a zeal to change their environment and
- improving their living standards.

His studies further revealed that, education by changing attitudes can be used as an instrument for accelerating the process of modernization.

Pareek (1972) observed that, as the behaviour of teacher becomes more inner directed, open and supportive, the attitude of teacher becomes more positive.

Singh (1972) conducted a research study to examine the academic role-structure and modernisation of university teachers of Rajasthan. He grouped the responses of teachers with respect to cognition of modernity into four categories - universalistic structural, universalistic ideology, psychic and cultural mobility and superficial-symbolism. His research study reveals that (41.9%) teachers understand by modernity, a universalistic ideology, that is, such operative and fundamental norms as increased inter-group, inter-ethnic and international tolerance, understanding and coexistence. A smaller group (24.2%) teachers identifies modernity with psychic and cultural mobility, attributes which go with values and motivations under lying universalistic ideology noted above and an approval of high aspirations. Only in the third place (8.5%) modernity is identified with such manifestations as egalitarianism, social reforms, technological growth and industrial urban kinds of aspirations in social relationships.

On the basis of data collected from six different countries including India, Smith and Inkeles (1974) developed an overall modernity scale for the measurement of modernization. Inkeles classified modernity into two categories. In one, he puts environmental factors such as urbanisation, education, mass communication, and industrialisation. In the second category, he included personality traits such as attitudes, values and beliefs peculiar to modern man. It is only when man has undergone a change in spirit and has acquired new ways of feeling, thinking and acting that we consider him truly modern.

Huntington (1976) pointed out dichotomous nature of tradition and modernity, basing his views on the divergent characteristics of gemein scheft vs. gesselschaft, tradition vs. modern, sacred vs. secular, folk vs. urban etc.

Purani (1979) laid stress on nine dimensions that characterise teacher to be a change agent. They are - literacy, customs and taboos, use of science in every day life,
working for population policy, economic life of the society, to make education more scientific, implementation of govt. schemes, political education and social relations.

Sharma (1979) indicated that exposure to mass media is an indicator of modernity. It has positive correlation with attitudinal modernity.

Singh (1983) found that mass media exposure and urban contacts are positively correlated with individual and educational modernization.

Shukla (1984) in his comparative study on characteristics of innovative and non innovative teachers found that:
- urban teachers are more innovative than rural teachers. Male urban teachers are more innovative than male rural teachers,
- non innovative teachers are found to be reserved, dull, less intelligent, excitable, restless, detached, and critically cool,
- sex differences have significant correlation with innovativeness of teachers and
- innovative teachers are found to be emotionally stable, calm, mature, assertive, independent, self assured, happy go lucky, impulsive, lively, gay, socially bold, trusting, free thinking and inclined towards relaxation and composure.

Singh (1984) as a result of his study found that modernity is a psychological concept and is an aggregate of certain personality cum attitudinal traits which facilitate individual growth and development with social responsibility and make individual an effective aspect of socio-economic and political development. In social science terms, modernisation is viewed necessarily as a multidimensional or multivariate phenomenon.

Saloman (1995) confirmed that educational use of television, film and related media has significantly increased in recent years; but for instructional purposes the media serves best and the fundamental understanding of how media communicates information has grown very little. He further found that exposure to mass media depends on learner circumstances, type of learners, kinds of learning and mental skill development. He also pointed out that use of media language depends on reciprocal interactions, learners cognition and their mental activities and the implications of these relationships for the design and use of instructional material explored.

Hunter (1996) related modernism with the world around us, that is changing dramatically. He further observed that the process of modernism is ultimately related with personal life of individuals.
Hollander (1997) as a result of his study found that journals and newspaper news showed a much stronger relationship to knowledge than use of radio. Use of television was unrelated to knowledge. His studies further revealed that newspaper, television and radio exposure are related to age, income, sex and education.

2.2.2 Role-Structure of Teachers

Argyle (1954) considered morale as one's evaluation of authority system, the power structure and the system of distribution of rewards form essential part of the process shaping a role-incumbents’ role. He further used morale as a favourable attitude on the part of a member or members of a group towards that group, in particular towards its goals and leadership. The possibility remains that this may not always be a uni-dimensional attitude, people may like the goals but dislike the leadership. The same people will have a different degree of morale depending upon whether they are considered as members of one or another primary group, social organisation etc.

Seattle (1954) conducted a study on 3000 people and found that individual’s behaviour in the presence of others facilitate performance of the individual. He further found that behaviour has no prior commitment to particular position and it has positive correlation with the media coverage.

Waller (1932), Parson (1959) & Kelsall and Kelsall (1969) emphasised that the teachers, who have affective communication with parents and pupils and who exhibit loyalty or commitment for their schools are better role performers.

According to the Indian Education Commission (1964-66), job satisfaction is a must for teachers, it is only then that teacher and his teaching becomes fully effective. The commission concluded, ‘nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which, they can be fully effective.’

Dandes (1966) highlighted a significant relationship between teaching effectiveness and the attitudes and values of successful and unsuccessful teachers. Successful teachers are characterised by permissiveness, liberalism, open-mindedness and non authoritarianism.

World Confederation of Organisation of Teaching Profession (1967) conducted a study to determine the status, working conditions and welfare of 700 secondary school
teachers, 700 students and 700 parents/guardians and found that commitment is lacking among the teachers. WCOTP findings concluded that only 9.9% of teachers had joined the teaching profession on their free will, while for the rest of the teachers they were forced by unfavourable economic circumstances to join the teaching profession. It further found that 65.1% of teachers and 56.5% of parents did not want their wards to become teachers. WCOTP also concluded that there is positive correlation between the public recognition and role status of teachers.

✓ Biddle (1961), Wright and Alley (1977) pointed out that teachers should not discriminate among pupils, should be thoughtful and friendly and should maintain order and discipline in the classroom. They further found that sympathetic and supportive teachers were also inclined to dominate the classroom.

✓ Rosenthal & Jacobson (1968) and Brophy & Good (1974) found that teachers' role was found to vary in logical emphasis depending on the demands of the subject matter taught. They laid emphasis on science lessons, which often use defining and describing, geometry lessons emphasised stating, social studies lessons were high on opining, English lessons gave stress to stating and evaluating. Their studies further revealed that teachers' behaviours were associated with expectations for pupils.

Wicker (1969) as a result of his study revealed that attitudes are unrelated or only slightly related to overt behaviour, that attitudes will be closely related to actions.

✓ Kounin (1970) confirmed that the variations in the teachers' role are associated with subject matter taught, grade level, teacher expectations and population of pupils taught. Variation in the behavioural role of the teachers' was also associated with pupil achievement.

Boesh (1971) related job satisfaction to two basic emotions; hope of satisfaction (of a need) and avoidance of frustration. The second is in a sense just the reverse of the first. He further pointed out that, the direct reward is not necessarily the main agent of job satisfaction. Functional pleasure, self-respect, self-confidence and social approval also stimulate job satisfaction.

Singh (1972) as a result of study revealed that teachers' morale is generally high, but less in the faculties of humanities and social sciences. He further found that faculty wise, many more science teachers, (51.8%) than the humanities and social science teachers (39.3%) showed high level of authoritarianism in political values.
Singh (1972) studied the relationship between commitment - aspiration, commitment - morale, commitment - authoritarianism, aspiration - morale, aspiration - authoritarianism, and found that:

Commitment-Aspiration - The negative correlation between commitment and aspiration means normative maladjustment in the teacher's professional role performance.

Commitment-Authoritarianism - A negative association between commitment and authoritarianism, role-structure fall into purely traditional and purely modern categories. High commitment and low authoritarianism denote modern role-structure and in the reverse case we have traditional role-structure.

Aspiration-Morale - High aspiration goes with low morale and vice-versa. This may be due to the nature of the social system within which ego must realise its goals.

Aspiration-Authoritarianism - High aspiration goes with low authoritarianism.

Morale-Authoritarianism - The association between morale and authoritarian goes in the same direction but not significant statistically.

Pillai (1973) concluded that high morale among the teachers led to better teaching, thereby raising the achievement level of the students.

Bowlan (1973) found that no significant relationship existed between self actualisation and perceived effectiveness of teachers.

Chitnis (1973) conducted a research study on college teachers and revealed that teaching in colleges was largely examination oriented. 51% teachers said that they used their lectures to guide their third year and fourth year students on to analytical and critical insights into the subject, barely 32% said they did so with their first and second year students also. Majority, that is, 62% of the teachers use tutorials for advanced teaching and dictate notes to their students, 37% used it almost exclusively for the purpose of doing exercises, that drilled students for their examination. Teachers using their lectures and their tutorials in the above manner, indicate that teaching is examination oriented. It did not involve the communication of advanced knowledge and professional awareness.

Chitnis (1973) pointed out that teachers' role suffered from poor professionalism and low morale. She further indicated several factors that deflated the morale of the teachers as professionals were:

- professional identity of the teachers was not encouraged in the existing structure,
- poor self image as professional and poor image of their social status,
- teachers not well paid,
- teaching as an occupation offered very little room for upward social mobility and
- promotions based on seniority or terms of years of service at college.

Chitnis (1973) as a result of her study inferred that writing professional articles, books or doing research work did not seem to be very common for teachers belonging to undergraduate arts and science college. She further highlighted that reason behind this, is the administrative frame work laid down by the university for promotions. Also, salary increments within an institution are based exclusively on “seniority” measured in terms of tenure of service. She further mentioned university did not formally recognise academic achievement in terms of research and writing.

Chitnis (1973) studied the choice of college teachers’ in joining teaching profession and willingness to continue in it and observed that 86 out of the 167 teachers joined teaching on their first preference and 80 teachers, who chose college teaching as second preference. She further found, whatever be the considerations by which the respondents may have joined the teaching profession, most of them wish to continue it. 118 teachers positively wish to continue teaching. At least, 37 teachers mentioned that they were offered better comparable jobs which they have refused, yet they are trying for better jobs ; only 4% teachers say that they would like to change the profession. From the above findings, she concluded that commitment level of teachers at two private colleges was high because the teaching conditions in the private colleges were better. She further pointed out that to gear up the teachers and their quality of work, job satisfaction was a must.

Lavingia (1974) pointed out that job satisfaction among school teachers and the climate of school are two important factors influencing achievement index. Job satisfaction improved the performance as well as the effectiveness of an individual, irrespective of the nature of work. The friendly, enthusiastic, secure and well adjusted teacher can contribute to the well being of his pupils.

Maniudakis (1974) conducted a study on school teachers and as a result found that a strong relationship existed between teacher’s morale and teacher’s performance.

Sterchele (1974) found that democratic teachers perform their professional role better than authoritarian teachers.
The study of Dillard (1974) revealed that, use of more facilitative responses improved teacher’s communication with students. He further said that teacher-student relationship affected teacher effectiveness.

Joshi (1974) stressed that, modernization in teaching could be brought by using modern methods of teaching. He pointed out that, use of micro teaching, programmed learning, interaction analyses, analyses and self learning projects are negligibly used by the teachers. 80% of the teachers used lecture method of teaching.

Saran (1975) found that teaching profession was positively related to the attitude of teachers. The teachers who held a positive attitude showed more interest in literary and mechanical fields. The achievement had hardly any influence in the formation of attitude towards the teaching profession. The attitude had no relationship with amount of experience.

Lortie (1975) found that authority of the teacher was confined to pupils, the school and curricula matters. The teachers had low authority position in the school because teachers ought to take orders from the principal, departmental heads, subject matter specialist and school board members. No doubt teacher retained an authority in the class over the curriculum, pupils conduct and violence ; but this concept of authority was gradually changing.

Stead and Mullins (1975) conducted a study on 175 male & 175 female teachers and found that sex had no effect on the:
- perceptions about relative salary and promotion status,
- recent job research behaviour and results,
- impact of women movement on respondents’ professional life,
- feelings about the perception of professional role-structure and its opportunity for female members and
- age and salary levels.

Benett (1976) concluded as a result of his study that communication affected human relations. Both were the essential conditions to make teaching an activity. He further viewed concept of teaching as communication, explicating emphasising rational, ethical and perceptual criteria, as an attitudinal disposition and fundamental orientation which give a practical relevance to a teaching context.
Heredia (1976) conducted a comprehensive survey of arts and science colleges in Bombay city and found that:

- the mean of average authority score for the four categories of administrators that was management, principal, vice principal and administrative staff is 2.7098,
- the mean of average authority score for the three categories of the faculty - the head of the department, junior and senior faculty was 1.9373 and
- the principal’s average authority score minus that for the administrative authority plus the principals average score again minus that for the faculty authority was 3.8959. He further concluded that faculty members have low level of influence because of changing work conditions and job insecurity and further observed that sex differences do not show any modernising potential.

Heredia (1976) conducted a research study on college teachers and academic organisation and concluded that women teachers were younger and consequently had less years in teaching. They had better educated fathers and mothers and consequently were less upwardly mobile. They did not come from more traditional families. That was why, they showed modernising potential. He further found that, there was tendency among women teachers to be in the arts.

Kaul (1977) found that less authoritarian teachers were better accepted by their class students. Teachers more conscientious, more tender minded and more relaxed were considered better teachers.

Sofat (1977) conducted a research study on 500 school teachers and found that:

- women teachers were more effective than men teachers,
- the teachers working in govt. and private schools were equally effective,
- teachers working in urban schools were more effective than those of rural schools
- science and non science teachers were equally effective.

Hussain (1977) found that academic performance of the group showing moderate goal discrepancy was better than those showing high and low goal discrepancy.

Kyriaco and Sutcliffe (1977) found that commitment in teaching profession was required, to perform teaching job with certain degree of competence. For this periodic refresher courses and additional professional qualifications could be undertaken by teachers and these could be correlated with higher pay or advanced certification. He further added, if experienced or expert teachers were not given special recognition or honorific titles, the
substantial number of teachers eventually left the profession and those who remained were often subject to boredom, stress and burnout. Newell (1978) suggested that teachers leadership authority never existed in a pure form as autocratic, democratic or laissez faire but to some extent combined them all. He further said, the teacher should be aware of both the organisational needs and the needs and expectations of the group, and try to integrate the two. At one time teacher as a leader emphasised production and at other times showed extreme consideration for its role members. Transactional leadership was thus a process through which the task and human dimensions of organisation were reconciled and integrated.

Nwankwo (1979) examined the effects of various styles of leadership/authority styles in the secondary schools in the Imo state of Nigeria and their effects on school staff task performance. He found that the transactional leadership style in authority was not only the most popular style but it also proved to be most effective in staff task performance.

Sharma (1979) found that level of aspiration did not influence academic achievement. He further found that level of aspiration was not significantly related with sex, family income, birth order, vocational aspiration and mental health.

Purani (1979) considered role of teacher as a change agent, who directly or indirectly brought change in the educational pattern, social relations, literacy of the pupil and so on. The teacher had a variety of jobs like an employee in relation to the school management board, subordinate to the head of the school, equal to his colleagues and inculcator of learning or character builder or trainer of good citizen in relation to pupils.

Fisher (1980) conducted a research study and found out that when students had contacts with the teacher or another adult student, performance increased by about 10%; beside this teachers moving around and interacting with students were more successful.

Arbeu (1980) as a result of his research study found that a significant relationship existed between job satisfaction and relation with role set members, professional growth and working conditions and status.

Findings of research carried by Barber (1980) revealed that:
- female teachers were more satisfied with teaching profession as compared to male teachers,
- elementary teachers had more job satisfaction than secondary school teachers,
more experienced teachers were more job satisfied as compared to less experienced teachers and
the intrinsic factors of job satisfaction were more satisfying to the teachers than the extrinsic factors of job satisfaction.

Capper (1981) conducted a research study on supervisory procedures and behaviours in relation to teacher morale in selected country schools and discovered that no significant relationship existed between advancement and teachers morale.

Young (1981) found a positive correlation between commitment & attitude and commitment & professional and social awareness.

Aggarwal and Aggarwal (1982) suggested that teaching competence could be improved by working conditions, remuneration and other material benefits.

Chapman & Hutcheson (1982) discovered that teachers, who remained in teaching profession and refused to undertake high salary jobs, job autonomy and high status were highly committed teachers. They were actually more expert organisers.

Emmer (1982) conducted a research study to find out clarity of teachers role under four headings viz., clarity of goals and main points, step by step presentations, specific and concrete procedures and checking student understanding.

George (1982) as result of his study found that teachers’ role performance rating scores were significantly lower than the role expectations rating scores. During the role performance difficulties experienced by school teachers were - preoccupation with domestic affairs, inadequate library facilities, heavy work load and poor standard of students.

Nwankwo (1982) listed following characteristics essential to maximise interpersonal relations among the members in the school:

the members were allowed leadership in various skills and at different levels and group situations,

members were allowed to remain in a school long enough to develop sufficient and relaxed working relationship,

members were encouraged to develop trust and confidence in one an other,

each member’s individuality was tolerated, recognised and effectively woven into the group relationships,
the group values were contributed to and received loyalty and regard by each member of the school,
each member was willing to help the other, to encourage and to learn from each other,
communication was open and functions were harmoniously co-ordinated.
Pachauri (1983) as a result of his research study discovered that:
- female teachers were more proficient in teaching than male teachers,
- male teachers demanded greater need of change in imparting education in comparison with male teachers.
Garg (1983) pointed out as a result of his study that:
- teachers of girl schools performed their role better as compared to teachers of boy schools,
- urban school teachers were found to be significantly higher in their level of sense of professional responsibility than that of the teachers of rural school,
- teachers satisfied with their jobs were professionally more responsible as compared to teachers with low job satisfaction.
Report by National Commission on Teachers - Part II (1984) supported the view that, a very vital condition of improved teacher performance was, his own awareness of what the society expects of him and his commitment to respond positively to that awareness.
Report by National Commission on Teachers - Part II (1984) confirmed that job satisfaction was a must for the better role performance of teachers at college level. Job satisfaction was security like valve for struggle of teachers for better and higher salary scales, automatic and additional avenues of promotion and enhanced dearness allowance. The commission further reported, that if demands of teachers were fulfilled, the teachers could perform many specific roles by asserting themselves by raising their academic standards and promoting academic excellence and exhibiting willingness to do whatever was necessary for academic profession.
Report by National Commission on Teachers - Part II (1984) further studied the relative importance of creativity and research in education which reflected the commitment and aspiration of teachers with respect to his role. Commission highlighted that with creativity, pursuit of excellence and research; a teacher could set an example for students.
A teacher who was dogmatic, opinionated and unimaginative could not excite the dormant qualities of imagination, speculation among students and spread the benefits of the research among students.

Teprongtong (1984) reported that there was a significant gap between role expectations and role performance of college teachers and supervisors. The actual role performance of the college supervisors and teachers were significantly different from their academic role performance on all the roles - academic, skill development, guidance, evaluation and over all supervisory roles.

Radha (1984) pointed out as a result of her study that scientific attitude, attitude towards academic work and extroversion - introversion had positive correlation with role performance of secondary school science teachers.

Shukla (1984) found that school teachers innovativeness was positively correlated with performance.

Calder (1984) conducted a research study on school teachers and concluded that job satisfaction had positive correlation with teaching and his environment.

Barba (1984) failed to find out significant positive correlation between teachers salaries and teacher commitment and teachers satisfaction with the reward of their work.

Som (1984) studied attitudes towards teaching, of secondary school teachers and discovered that:

- attitude towards the teaching profession was significantly correlated with patience, carefulness, aspiration and initiative,
- female teachers had better attitude towards teaching than their male counterparts,
- the secondary school teachers were tentatively described as lacking in patience but possessing socio-ability, sobriety, carefulness introspection, concentration, mental exertion and temporal thought.

Mohan (1985) found that morale had significant correlation with change proneness, commitment, job satisfaction, relation with role set members, professional growth and professional recognition of teachers.

Mistry (1985) conducted a research study on college and secondary school teachers and found that job satisfaction was positively associated with achievement.

Prasad (1985) investigated aspiration level of secondary school teachers and found that:
female teachers manifested higher educational aspiration than male teachers, the vocational aspiration level of the teachers was closely linked with the level of schools and secondary school teachers scored significantly higher on all the indices of role as compared to primary school teachers.

Singh (1985) conducted a research study on school teachers and found that mean scores of male and female teachers belonging to rural and urban schools, differed, in their teaching behaviour. He further found that, teaching behaviour of male teachers was composed of seven factors while that of female teachers of eight factors. The six factors common to teaching behaviour of male and female teachers were skill of questioning, of black board writing, of explanation, of reinforcement, of introducing a lesson and of summarising the lesson. Skill of using teaching aids and skill of questioning to develop critical awareness were specific to female teachers.

Singh (1985) studied correlations amongst methods of teaching, attitude towards teaching, teaching competence and role performance. He observed that, there were differences in teaching competence and role performance and a high positive correlation existed between attitude & role performance of teachers in science faculty.

Ministry of Education document, 'Challenge of Education : A Policy Perspective' (1985) emphasised, 'teacher role performance is the most crucial input in the field of education, whatever policies may be laid down, in the ultimate analysis, these have to be interpreted and implemented by teachers through their personal example, as through teaching - learning processes.'

Wali (1985) found that attitude, professional dignity, professional involvement, family prestige value, identification with job, altruistic temper, democratic temper were significantly correlated with teaching effectiveness.

Hussain (1985) conducted a research study on school teachers and perceived two types of role; ideal role and real role. His study concluded that:
- the discrepancy in ideal role and real role was found to be significant in all teachers,
- Govt. & private school teachers were not different as far as their role was concerned,
- there was no significant difference between private and government school teachers with regard to teachers morale and
the less the role discrepancy, the higher was morale enjoyed by the teachers.

Kaur (1985) conducted a study on 259 students, 90 teachers and 9 principals of 9 higher secondary schools located at Bhubneshwar and found that:
- the relationship existing amongst the male and female teachers in schools was very poor and poor relationship also existed between the teachers and students,
- only 55-60% of the teachers were motivated for the teaching job and satisfied with it,
- the sex of the teacher was not found to be associated with the teaching effectiveness.

Ahmad (1986) as a result of his research study reported that job satisfaction was negatively correlated with achievement and economic gains and positively correlated with role set members, prestige and autonomy.

Srivastava (1986) carried out a research study and pointed that female teachers were more satisfied as compared to male teachers. The major factors of job dissatisfaction among the teachers were; inadequate salary, lack of physical facilities, problem in getting arrears, exploitation by the principals. She further found that factors conducive to teachers job satisfaction were: teachers strong and good character, the teacher sincerity towards work, a healthy and open environment in the school and mental health of the teacher.

Bhamwari (1986) as a result of her research study revealed that:
- science teachers had higher role perspective as compared to arts and commerce teachers,
- there existed no significant difference between the role perspective of teachers of arts and commerce teachers and
- the women teachers from urban area had a better role perspective than those from rural area.

Abdul (1986) found that:
- teachers in more open climate schools were more satisfied with respect to their job and enjoyed good relation with their role set members like principal, teachers and students, as compared to teachers in less open climate schools and
- a significant positive correlation was found between job satisfaction and relation with role set members.
Dixit (1986) found that female teachers were more satisfied than male teachers, both at the primary and the secondary school level.

According to the National Policy on Education (1986) 'the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The govt. and the community should endeavour to create conditions, which will motivate and inspire teachers on constructive and creative lines. Teachers should have freedom to innovate, to device appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of community.'

Padmanabhaiah (1986) conducted a research study on 960 secondary school teachers and found that:

- male and female teachers were not significantly different from each other in the level of their overall job satisfaction and
- the multiple correlation between teaching effectiveness and job satisfaction was 0.078.

Prakasham (1986) conducted a study on 500 secondary school teachers and observed that:

- teachers working in an open schools climate were better in teaching competency and teacher effectiveness as compared to teachers working in close climate schools,
- no significant difference was observed between male and female teachers on the tests of teaching competency and teacher effectiveness on the global scale, though female teachers were found moderately better in teaching competency in Christian management schools,
- teaching competency was significantly correlated to territorial variations and
- sex, territorial variation and teaching competency was found to have a significant interaction effect on teacher effectiveness.

National Commission on Teachers II (1986), studied factors comprising professional excellence of school teachers and found that:

- the quality of human material inducted into the profession might be considered to be the initial link in the change of causation. The procedures and processes through which induction was regulated were, therefore crucially important,
- Pre and past induction training in professional skills and deepening of understanding and appreciation of values might be considered to be a necessary input in professional excellence and
- As teaching is a life time profession, professional competence should be viewed in a dynamic frame - as a continuum of rising level of competence in the professional performance of defined functions in a rapidly changing society.

Ramgopal (1987) found that extrovert and introvert teachers of higher secondary school differed significantly with regard to their role conception and role performance.

Prakash (1987) as a result of his study discovered that sex, community and socio-economic status have no significant influence on level of aspiration of school teachers, but risk taking tendency of students has significant effect on teachers' level of aspiration.

Mahapatra (1987) conducted a research study on school teachers and found that:
- Regional background have no significant effect on all the four variables studied viz, intelligence, attitude, vocational interest and teaching success,
- Sex showed significant effect on attitude towards teaching and
- The coefficient of correlation between teaching success and attitude was 0.27, significant at 0.01 level of significance.

Mcleod and Pan (1991) contended that, 'readers and viewers of mass communication, all have personal, common sense theories about media and their products'. They further found that theories were based on experience with the media. It did not matter much to readers and viewers, whether the theories were correct or not, what matter was that the audience members, acted on them as if they are true.

Rosenblum (1993) studied a process of developing commitment among teachers as: an integrated casual model of the commitment of teacher and discovered that job satisfaction and working conditions were significantly related to commitment. He further found that loyalty was the path to commitment. Loyalty meant loyalty to the profession, loyalty to the students and loyalty to the community.

Rocett (1993) found that teacher expectations and perceptions should depend on 'novice to novice' bonding rather than 'an expert to novice' relationship, because personal philosophy of teaching and personal talents provided strength to teachers' role.

Sgriccia (1994) found a significant positive correlation between teachers' commitment and job satisfaction.
Singleton (1994) identified 13 characteristics essential for the teacher to perform his role effectively. They were; consistency, communication, flexibility, creativity, scheduled planning time, mutual respect, high expectations of students and co-teachers, willingness to be honest with each other, responsibility with respect to children learning, shared philosophy, integrating delivery models and open to constructive criticism. He further found, communication as the most essential characteristic of effective teaching both in elementary and secondary schools; and also mutual respect among teachers.

Knox (1995) reported that teacher satisfaction about the teaching profession is a potentially important indicator of commitment to teaching, teaching effectiveness and motivation.

Brown (1995) as a result of his study discovered that health of the teacher affected teaching profession, so the teacher should be health conscious.

Barry and Lechner (1995) investigated pre-service teachers’ attitude and awareness regarding multicultural education and found that it was related to education and work relationship among teachers and students.

Becker and Kosicki (1996) discovered that a country media system vary from country to country and in the large countries such as United States and Germany, the national system could be built upon local or regional media system, each of which retain some distinct characteristics. Citizens in some community might have different experience with the media serving that community, than citizens in another community. Certainly Newyorkers using the media of that community would have a different sense of what the mass media were, than would residents of Georgia or Columbus, Ohio. Similarly, residents of Berlin were in some what different media environment from the citizens of Stuttgart or Aachen. They further found that despite the differences with in a national media system differences between national media system were likely to be even greater.

Singh (1997) identified that sex did not affect the level of aspiration of teachers of high school.

Waller (1997) considered that the role of teacher was to see that students were learning the information and learning was fun. Parents should be encouraged to show support to their teachers and their students. The teachers also needed to educate others that were not in the class room, that is, parents and community members, how to cooperate with the school in raising their children at home.
According to Spanish Summit Training Sourcer (1997), team goals can be achieved by individual commitment and dedication to the task. It further found that to accomplish team goals, employees must know clear objectives, individual and team responsibilities, communications skills, implementation and follow up.

Reaz (1998) identified that attitudes reflected a favourable and unfavourable evaluation of objects, people and events. He further found that attitudes were not the same as values, but were closely related because a person's attitude usually reflected his or her beliefs about values. He further concluded that, attitude usually influenced behaviour by influencing one's intention to act in a specific way.

2.2.3 Role-Structure and Modernity

Lemer (1958) observed that modernization was positively correlated to the media of communication. All over the world, it had been found that individuals and villages, which had access to the printed page or radio had more modern attitudes, were more progressive, and moved into modern role faster than those who did not. Lemer further pointed out as modernization was an on going process, direct personal contacts with the wider environment as well as various mediated contacts through mass communication led to rising aspiration.

Lerner (1958) observed that high aspiration went with low authoritarianism and low aspiration went with high authoritarianism and high aspiration went with modernization, which is known to be associated with low authoritarianism.

The study of Shils (1961) revealed that:

- role-structure involved integrative modes of professional academic activities as well as orientations resulting from multiple modes of relationships among social forces and values from within the system (professional) and from without (non-professional),

- intuitive generalisation could be made on the basis of empirical validation, thus analysis of modernization with statistical model could be better adapted than ethno-historical ones for comparative analysis of modern, macro structures.

The study of Hagen (1962) revealed that there was inverse relationship between authoritarianism and modernisation; when modernization level was low, authoritarianism was equipoised or neutralised and morale was high.
The study of Parson (1964) concluded that higher the authoritarianism and the lower the liberalism in the individuals’ values, the lower would be his modernization level and the modernization potential of his role-structure. This showed authoritarianism had negative association with modernization.

Tumin (1967) studied influences of life styles and life patterns of teachers on stratification and differentiation of roles and found that:
- life styles and life patterns of teachers play an important role in stratification and differentiation of roles and
- life styles and life patterns act as an important indicator to reinforce the existing class differences.

McClelland (1968) observed that the impulse to modernization that is ‘n-Ach’ in technical language. The term ‘n-Ach’ stands for ‘need for achievement’ and according to him, it had been found to be the chief characteristic of the people of modernising societies. Indians, in general, were singularly lacking in ‘n-Ach’ because of their cultural heritage, they looked upon all achievements in this ephemeral world as not worth striving for.

Kahl (1968) was of the view that modernization at individual level involved changes in attitudes, values and behaviour of the individuals which helped in the progress of the society. He further added, that every individual in the society had to perform multiple roles and the performance of such roles depended upon the extent of modernity of individual.

Theodorson & Theodorson (1970) and Singh (1972) conducted studies on school teachers and reported that modernization stimulated the role incumbents level of aspiration and achievement and activated him to do something well, some thing better, more efficiently and more quickly than before. Hence, teachers with higher aspiration and achievement motives showed better role performance.

Weiss (1972) found that exposure to mass media had a positive and significant correlation with education. Exposure to mass media had all positive and significant correlation with all the economic variables namely; monthly family income, education and family property. He further added, effective use and development of mass media was a prerequisite for successful modernization.

Aiyar (1973) stressed achievement orientation as an important characteristic of modernization because modernization put a premium on the acquisition of skills and on...
achievement rather than on birth or social factors. Even totalitarian systems, at some stage, were compelled to relax their rigidity in the direction of achievement orientation.

Rudolph (1977) revealed as a result of his research study that:
- the educational mobility reflected class openness,
- the sex differences reflected the social value of women in the job market,
- while the differences between the two faculties (arts and science) were the result of the structural set up of the university system. In neither of these two, the teachers showed any particular modernising potential and
- the burden of teaching and other student activities left little scope for research productivity or even for one to keep abreast of one's discipline. This did not make for a modernising professional an academician.

Dooley (1976) found that teacher's role was a powerful means to generate change in the society. If we wanted change in the positive direction, teachers should be provided with enough freedom and facilities.

The study of Jha (1978) revealed that teachers were members of the society first and only then, teachers of modern knowledge. Their conduct was conditioned consciously or unconsciously by their awareness by the knowledge they tried to impart in the class room to their students was the product of alien societies and therefore more immediately relevant there than in their own wholly tradition bound society.

Purani (1979) assessed the modernity of university teachers by their academic role performance. He found that, role of university teacher revolved around three activities of conception, creativity and communication of knowledge and values and commitment. He further added, commitment and to some degrees, level of aspiration entered the academic role-structure, was significant variable in a context of modernization. Aspiration was determined by two factors - academic self image and the existing condition. Most of the teachers in the university held a Ph.D. degree but they ranked themselves low on satisfaction, this was because they were still lecturers. Recognition in the profession was high in the case of majority of teachers, yet they expressed dissatisfaction. This gave a traditional picture of hierarchical assessment in self image. The study further revealed, low rating of teachers by themselves was related to the choice of teaching job ; only as a solution to unemployment. Teachers were further found low on commitment because one fifth of the respondents wanted to make a change for better remunerative job. The self
image also revealed that majority of teachers preferred their children and siblings to accept other jobs than teaching as a first choice and preferred it as a last resort if no other job was available. This showed, that the traditional image of teacher of ‘Guru Parampara’ was no more.

Valand (1983) studied innovative proneness of teachers in training colleges and discovered that the mean innovative proneness score of teachers having a habit of reading professional literature and teachers having job satisfaction were higher as compared to teachers, who were not in the habit of reading professional literature and having no job satisfaction. As a result of his study, he further found that, innovative proneness was significantly correlated with teachers’ personal variables such as - academic qualifications, mobility, in service education, reading habits and professional job satisfaction.

Singh (1985) pointed that main objective of teaching was to produce consciously certain change or modification in the behaviour of the person undergoing teaching. If this were not so, society would not pay for it. Since society paid for it, the proposed modified behaviour of teacher had its approval from society. Therefore, logically enough the nature of teaching would vary corresponding to the nature of the society. It was inconceivable to view teaching as independent of the nature and will of society. So, the role of teacher and his teaching varied according to the nature of society, their exact relationship would remain as unclear as ever.

UNESCO (1986) held a workshop at Bangkok on, ‘Secondary Education for the Future’ and agreed that due to the explosion of knowledge and development in education, curriculum design in the future should be based on integrated structures of knowledge and general skills in areas of competence. These skills should be considered important by the society. The emphasis might shift from designs, which separate content and process, thought and action, theory and application, towards integrated development and assessment. This all, required systematic instructions and experience. This change in the concept of secondary education would mean greater emphasis was on problem solving, more opportunity for project work and inter disciplinary approaches and more flexibility in the choice of subjects, timings, methods of teaching, instructional situation, use of modern teaching aids, computerised aided instruction and self bearing packages. To accept the change in the concept of secondary education, the secondary school teacher would need to change his teaching practices and teacher training both pre-service and in-service. Unless
the teaching profession kept pace with the changing scenario, the gap between what the secondary education was expected to perform and what it actually delivered would make the secondary school counter productive.

Ramana (1992) studied modernity and role performance of women teachers. The sample consisted of 225 women teachers. The conclusions of this study were as follows:

- modernity, was measured in terms of: attitudes and opinions on larger societal matters, life styles and life patterns and exposure to mass media, denotes itself as a function of the level of education and socio-economic status. Martial status, level of school classes taught and religion on one hand and modernity on the other hand were significant associated,

- the level of role performance on the part of a lady teacher denotes a function of modernity which in turn get influenced by teaching experience of the teacher, her professional aspiration and achievement and the nature of relations with role set members in that other. Further, a strong association exist between the level of school classes taught and role performance on the one hand and religion and role performance on the other and

- modernity acts as a strong and important indicator of role performance, whereas other factors like teaching experience, professional aspiration and achievement, relation with role set members, level of classes taught and religion strengthened the level of role performance of a teacher.

Yudkowsky (1997) studied the relationship of aspiration and achievement to modernity. He found that, to enhance and improve one’s professional achievement, vision, long-sightedness, integration of technology and means, expanded view of resources were needed. The most important ability which incorporate new technology or changes in technology bears an impact on success or level in getting the job done. He further stated that, teacher with higher aspiration and achievement will take help of modernity to improve his/her information, quality of teaching and incorporate modern ideas to become innovative and so on.

Having reviewed the related literature and researches on different dimensions of related problems, it was felt imperative to process, to formulate the plan and design which follows in the subsequent chapter.