CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter is composed of the various findings of the investigation, arrived at by careful inspection and statistical calculations of the data and focuses on the findings pertaining to various objectives of the study described as follows :

4.1 Description of the respondent

- 4.1.1 description of teachers
- 4.1.2 description of students
- 4.1.3 description of administrators

4.2 Identification of teachers' role by respondent

- 4.2.1 identification of roles by teachers
- 4.2.2 identification of roles by students
- 4.2.3 identification of roles by administrators

4.3 Consensus of respondents with regards to the role dimensions

- 4.3.1 consensus of respondents in teaching role
- 4.3.2 consensus of respondents in extension role
- 4.3.4 consensus of respondents on physical constraints faced by teachers.

4.4 Interrelationship between the role dimensions in teaching, research and extension

4.5 Relationship between role dimensions and respondents' variables

- 4.5.1 relationship between role dimensions and teachers' variables.
- 4.5.2 relationship between role dimension and students' variables.

4.1 DESCRIPTION OF THE RESPONDENTS

This section attempts to discuss the background characteristics of the respondents of the investigation. The respondents of the present investigation comprised of Teachers-lecturers, readers, professors; Students - Postgraduate (M.Sc.) level and Administrators - Deans and Heads of departments of Home Science Colleges in agricultural and non-agricultural universities having two, three or more areas of specialisations. The colleges which permitted to collect data were only included in the present study.

The total number of respondents who responded to the questionnaire were 323, out of which 139 were teachers, 164 were students and 20 were administrators as indicated in the pie-graph (figure 2).

As illustrated in the Bargraph (figure 3), the numbers of respondents in all three categories - teachers, students and administrators were more from Home Science Colleges in non-agricultural universities than in agricultural universities, where the difference was more significant, specifically in case of student respondents.

4.1.1 Description of teachers as respondents

Table 3 indicates that in Home Science Colleges in agricultural and non-agricultural universities

DISTRIBUTION OF OVERALL RESPONDENTS

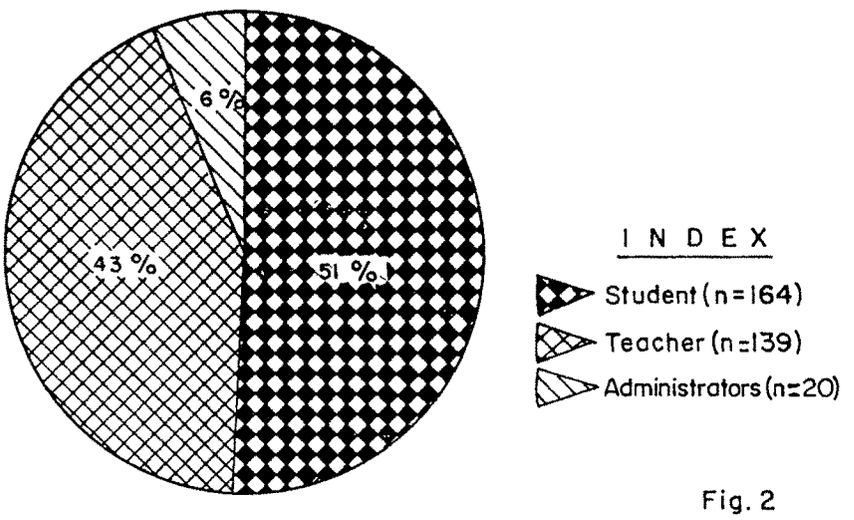

Fig. 2

DISTRIBUTION OF RESPONDENTS IN AGRICULTURAL & NON AGRICULTURAL UNIVERSITIES

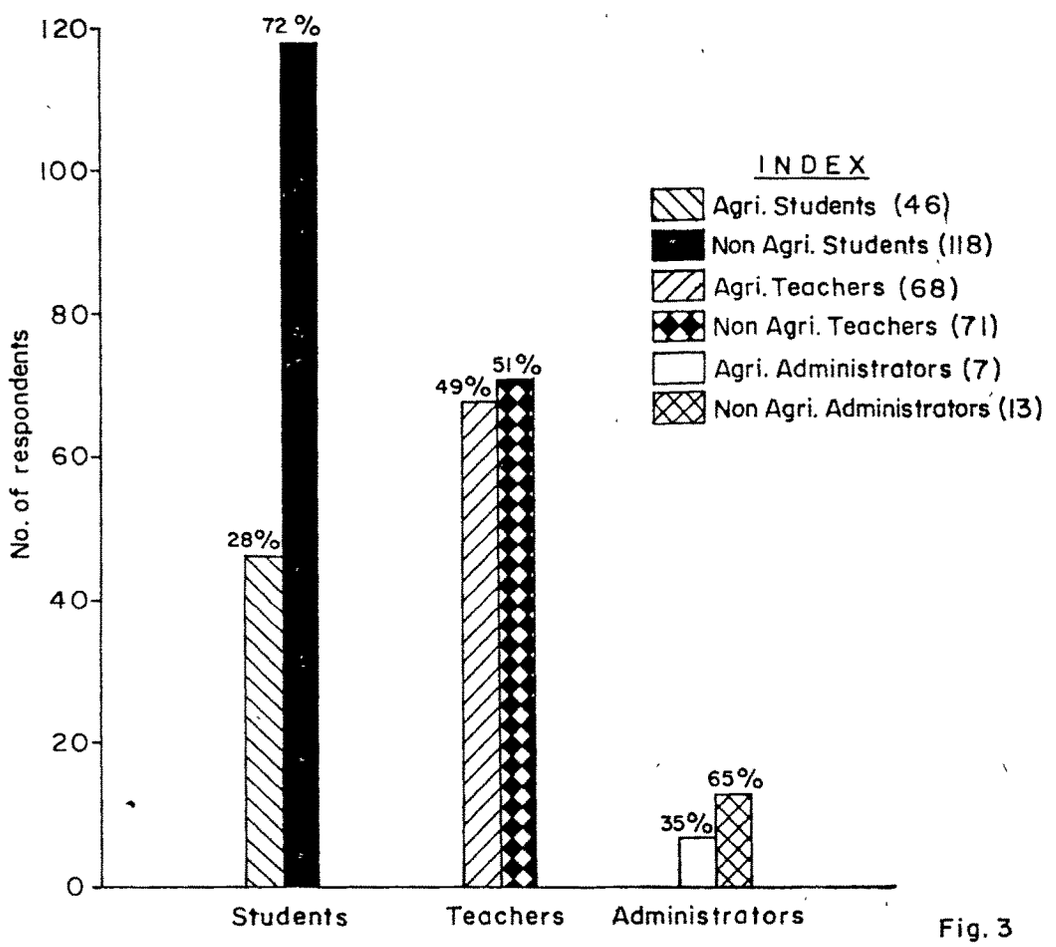

Fig. 3

most of the teachers were in the age group of 31 to 40 years.

Overall, most of the teachers were distributed in the teaching experience range of 1 to 8 years. In agricultural universities more Home Science teachers had 5 to 8 years of teaching experience whereas in non-agricultural universities they were found having experience of 1 to 4 years and 13 years and above.

In both types of universities, majority of the teachers had M.Sc. degree and very few had Ph.D. degree. Most of the teachers were lecturers, few were readers and very few were professors. The numbers of readers and professors were much more in Home Science Colleges of non-agricultural universities as compared to agricultural universities. It is to be noted that most of the professors and some readers were administrators. For the purpose of taking out percentages, particularly for the professional status, administrator and teacher respondent categories were merged.

Most of the teachers were in Foods and Nutrition area of specialization of Home Science Colleges both in agricultural and non-agricultural universities. They taught both at undergraduate and post-graduate levels. More teachers who taught at post graduate level and guided the research at M.Sc. and Ph.D. levels were from non-agricultural universities. More than 50%

Home Science College teachers of both Universities taught extension courses and more than one-fourth of teachers had undertaken extension projects.

Very few teachers were found to have published books whereas little less than 50% had published articles and papers. No particular trend was found with regards to their number of publications, which ranged from one to five in case of books and one to forty in case of articles and papers.

In agricultural universities, the fathers of more teachers were in academic profession and had M.Sc. or professional degrees. In non-agricultural Universities, the fathers were found to be more in non academic professions and were having professional degrees. Very few fathers had qualification less than B.A. or B.Sc.

With regards to the spouse of the teachers in both Universities more were in non-academic professions and had professional degrees.

It is to be noted that very few teachers responded to qualification of their mother, therefore, no significant information is revealed regarding the same.

Table 3

FREQUENCY AND PERCENTAGE DISTRIBUTION INDICATING THE BACKGROUND INFORMATION OF TEACHERS

Background Information	Teachers of Agri.Univ. N = 68		Teachers of Non-agri.Univ. N = 71		Total N = 139	
Age range :	F	%	F	%	F	%
20 to 30 years	30	44	23	32	53	38
31 to 40 years	34	50	27	38	61	44
41 to 50 years	04	06	18	26	22	16
51 to 60 years	00	00	03	04	03	02
Teaching Experience :						
1 to 4 years	18	26	16	23	34	24
5 to 8 years	23	34	11	15	34	24
9 to 12 years	10	15	12	16	22	16
13 to 16 years	14	21	16	23	30	22
17 and above	03	04	16	23	19	14
Qualification of Teachers :						
M.Sc.	53	78	55	77	108	78
Ph.D.	15	22	16	23	31	23
Professional Status*:	(N =75)		(N = 84)		(N = 159)	
Professor	04	05	12	14	16	10
Reader	15	20	28	34	43	27
Lecturer	56	74	44	52	100	63

* For calculating percentages and frequency with regards to designation information the number of Deans and Heads who are also discussed separately in administrators' category are merged with teachers to devote the designation in totality.

contd...

Table 3 contd...

Background Information	Teachers of Agri.Univ. N = 68		Teachers of Non-agri-Univ. N = 71		Total N = 139	
Specialisation :						
Foods & Nutrition	24	35	20	28	44	32
Home Management	07	11	15	21	22	16
Education & Extension	13	19	11	16	24	17
Child Development	13	19	15	21	28	20
Clothing & Textiles	11	16	10	14	21	15
Classes Taught :						
Undergraduate	50	74	60	87	110	79
Postgraduate	39	35	52	72	91	54
a) Teaching Extension Courses	38	56	38	54	76	55
b) Undertaken Extension Projects	24	35	21	30	45	32
Publications :						
Books	09	13	13	18	22	16
Articles	35	51	30	42	65	47
Papers	30	44	28	40	58	41
a)* Occupation of Father :						
1. Academic	18	26	32	45	50	36
2. Non-Academic	33	49	30	42	63	45
3. Business	17	25	09	13	26	19

...contd....

Table 3 contd...

Background Information	Teachers of Agri.Univ. N = 68		Teachers of Non-agri.Univ. N = 71		Total N = 139	
b) Occupation of Spouse :						
1. Academic	21	30	21	30	42	30
2. Non-Academic	34	51	28	38	62	65
3. Business	13	19	22	31	35	25
a) Father :						
Primary	03	41	02	03	05	04
Secondary	07	10	14	20	21	15
B.A./B.Sc.	15	22	12	17	27	20
M.A./M.Sc.	17	25	12	17	29	21
B.Ed.	02	03	02	03	04	02
Ph.D.	09	13	12	17	21	15
Professional Degrees	15	23	17	24	32	23
b) Qualification :						
Spouse :						
B.A./B.Sc.	04	09	06	08	12	09
M.A./M.Sc.	16	24	15	21	31	22
B.Ed.	02	03	06	08	08	06
M.Phil	02	03	05	07	07	05
Ph.D.	18	26	14	20	32	24
Professional Degrees	24	35	25	34	49	34

* 1. Academic occupation comprises of professions like teaching, scientists and researchers.

2. Non-Academic occupations are as of doctors, engineers, lawyers, officers, executive posts.

3. Business includes farming and any other business.

4.1.2 Description of Students as respondents

Table (4) reveals that, overall and separately in Home Science Colleges of agricultural and nonagricultural universities more students were from Foods and Nutrition department followed by Education and Extension, Child development, Home Management and Clothing and Textile departments respectively.

Most students in both universities had English as medium of instruction at school level.

The occupation of the father of most students in both universities was non academic in nature.

4.1.3 Description of administrators as respondents

It is to be noted that as the number of administrators is too small (20), it was not possible to provide information in further categories as administrators of Home Science Colleges in agricultural and nonagricultural universities. However, the investigator did confirm that there was no significantly different pattern of response with regards to the administrators' background information in both universities.

It is revealed in Table 5 that more administrators were found in the age range of 41 to 50 years, having teaching experience of above 20 years. Most administrators had Ph.D. degrees and were professors. They represented more or less all the areas of specialisations.

It was found that 50% administrators taught at B.Sc. level and 40% taught and guided research at Ph.D. level also. More administrators had guided extension work and few had undertaken extension projects. Majority of the administrators had published articles and papers and 40% had also published books. Again, there was no definite trend found in the number of publications.

It was found that most of the fathers and spouse of administrators were in non-academic profession and had professional degrees as their qualification.

Table 4

FREQUENCY AND PERCENTAGE DISTRIBUTION INDICATING THE BACKGROUND INFORMATION OF STUDENTS

Background Information	Students of Agri.Univ. N = 46		Students of Non-Agri.Univ. N = 118		Total N = 164	
	F	%	F	%	F	%
Area of specialisation						
Foods and Nutrition	19	41	40	34	59	36
Home Management	6	13	19	16	25	16
Education and Extension	9	20	26	22	35	21
Child development	6	13	22	19	28	17
Clothing & Textiles	6	13	17	09	17	10
Medium of Instruction in School						
English	100	61	28	61	72	61
Non-English	64	39	18	39	46	39
Occupation of the Father*						
1. Academic	42	27	16	35	26	22
2. Non-Academic	91	55	22	47	69	58
3. Business	31	18	8	18	23	20

1.* Academic occupation comprises of professions like teaching, scientists and researchers.

2. Non-Academic occupations are as of doctors, engineers, lawyers, officers, executive posts.

3. Business includes farming and any other business.

Table 5

FREQUENCY AND PERCENTAGE INDICATING THE BACKGROUND INFORMATION OF ADMINISTRATOR

Background Information		F	%
Age : (Years)			
1 to 40		5	25
41 to 50		8	40
51 to 60		7	35
Teaching Experience (years) :			
9 to 12		2	10
13 to 14		4	20
17 to 20		5	25
Above 20		9	45
Qualifications :	Ph.D.	16	80
	M.Sc.	4	20
Designation :	Professor	12	60
	Reader	8	40
Area of Specialisation :			
Foods & Nutrition		5	25
Child development		5	25
Home Management		4	20
Clothing & Textiles		2	10
Education and Extemsion		4	20
Classes Taught :			
B.Sc. Level		10	50
M.Sc. Level		20	100
Ph.D. Level		8	40
Research guided :			
M.Sc. Level		20	100
Ph.D. Level		8	40

...contd.

Table 5 contd...

		F	%
Extension work guided :		13	65
Extension Projects undertaken		5	25
Publications :	Books	8	40
	Articles	14	70
	Papers	14	70
*Occupation of Father :			
1.	Academic	2	10
2.	Non-Academic	12	60
3.	Business	6	30
*Occupation of Spouse :			
1.	Academic	4	20
2.	Non-Academic	12	60
3.	Business	4	20
Qualifications :			
Father :	SSC	5	25
	B.A./B.Sc.	4	20
	M.A./M.Sc.	1	05
	Professional Degree	10	50
Spouse :	B.A./B.Sc.	1	5
	Ph.D.	4	20
	Professional Degree	15	75

*
1. Academic occupation comprises of professions like teaching, scientists and researchers.
2. Non-Academic occupations are as of doctors, engineers, lawyers, officers, executive posts.
3. Business includes farming and any other business.

4.2 IDENTIFICATION OF TEACHERS' ROLES BY THE RESPONDENTS

In this section the roles and subroles of teachers in teaching, research and extension will be discussed separately as identified by teachers, students and administrators (figure 4), with respect to the dimensions-extent of enactment of roles by teachers and their contentment with regards to the enactment or performance of roles. For this purpose, each role activity was responded on a five-point scale and thereby the mean scores for individual role activity were derived which are categorised for interpretation as indicated in table 6.

After calculating the individual mean score, the overall mean score for the role was also calculated. As the 'N' that is the number of items or role activities in each role varied, the range of categorisation of overall mean score of roles with respect to role enactment and role contentment also varied as indicated in Table 7.

For the third dimension, that is role constraint, the respondents had to check the constraints they

IDENTIFICATION OF ROLES BY RESPONDENTS

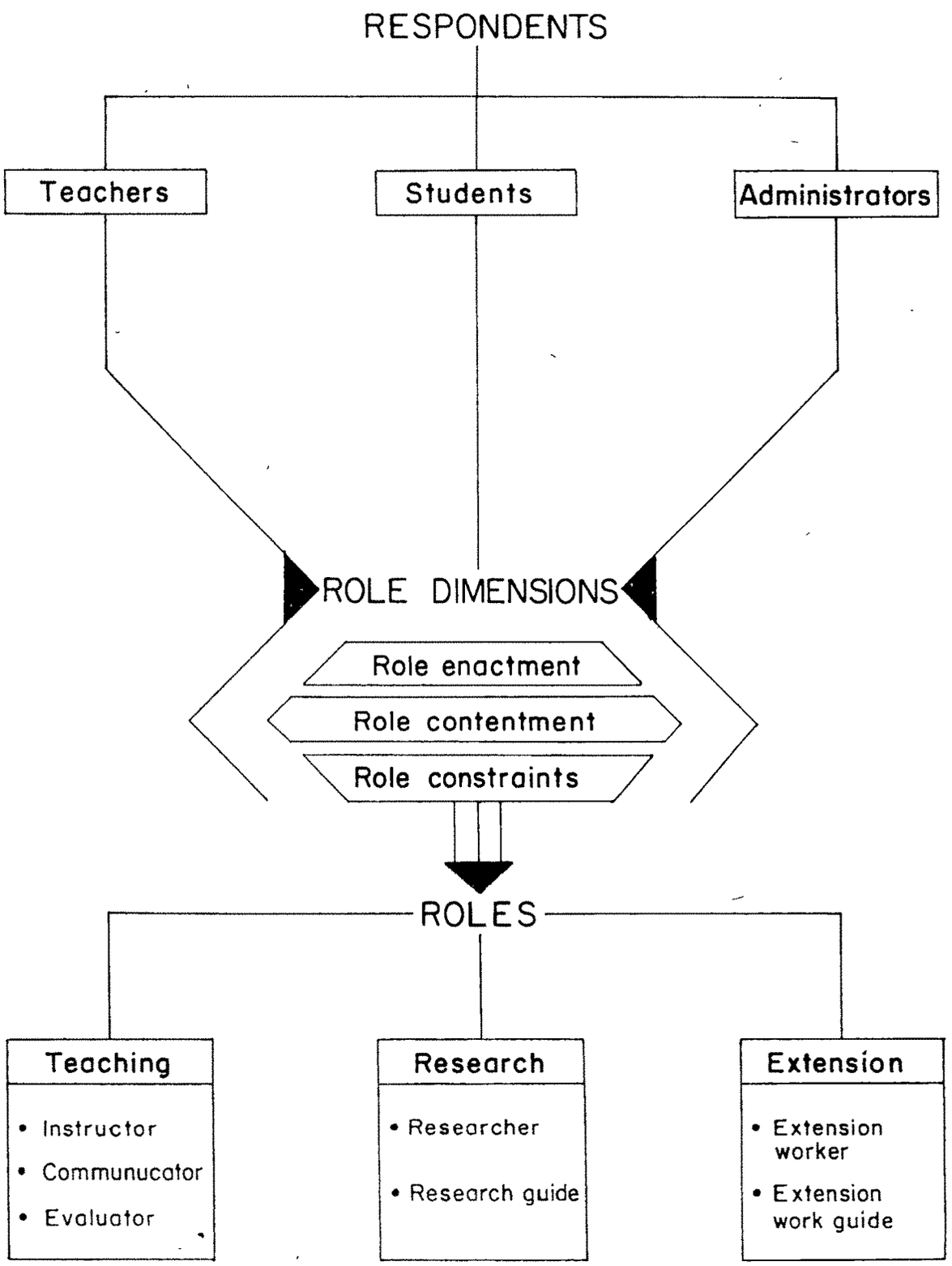

Fig 4

felt the teachers faced, from a checklist of constraints and thereby, after summing up the response, the percentages were calculated, which were used for interpretation.

Table 6

MEAN SCORE RANGE INDICATING THE LEVEL OF ROLE ENACTMENT AND ROLE CONTENTMENT

Mean Score Range	Role Enactment	Role Contentment
4.3 to 5.0	Always enact (AE)	Highly Contented(HC)
3.5 to 4.2	Usually enact (UE)	Somewhat Contented(SC)
2.7 to 3.4	Somewhat enact(SE)	Neutral (N)
1.9 to 2.6	Rarely enact (RE)	Somewhat discontended(SD)
1. to 1.8	Never enact (NE)	Highly discontended (HD)

Note: Mean scores indicating the identification of roles are placed at the end of a section of interpretations of findings.

Table 7

CATEGORISATION OF OVERALL MEAN SCORE ACCORDING TO THE "N" IN DIFFERENT ROLES

	Teaching Role			Research Role		Extension Role	
	Instructor	Communicator	Evaluator	Researcher	Research guide	Extension Worker	Extension work guide
A) ROLE ENACTMENT	N = 16	N = 18	N = 30	N = 12	N = 12	N = 26	N = 26
	68-80-AE	76-90-AE	126-150-AE	51-60-AE	47-55-AE	110-130-AE	110-130-AE
	55-66-UE	62-71-UE	102-125-UE	41-50-UE	39-46-UE	90-109-WE	90-109-UE
	45-54-SE	47-61-SE	78-101-SE	32-40-SE	29-38-SE	67-89-SE	67-89-SE
	30-42-RE	33-46-RE	54-77-RE	22-31-RE	20-28-RE	47-66-RE	47-66-RE
	16-29-NE	18-32-NE	30-53-NE	12-21-NE	11-19-NE	26-46-NE	26-46-NE
B) ROLE CONTENTMENT	N = 10	N = 13	N = 13	N = 12	N = 12	N = 12	N = 14
	42-50-HC	55-65-HC	55-65-HC	51-60-HC	47-55-HC	51-60-HC	59-70-HC
	33-41-SC	45-54-SC	45-54-SC	41-50-SC	39-46-SC	41-50-SC	48-58-SC
	26-32-N	33-44-N	33-44-N	32-40-N	29-38-N	31-40-N	37-47-N
	18-25-SD	24-33-SD	24-33-SD	22-31-SD	20-28-SD	22-31-SD	26-36-SD
	10-17-HD	13-23-HD	13-23-HD	12-21-HD	11-19-HD	12-21-HD	14-25-HD

Note :

ENACTMENT

- AE - Always Enact
- UE - Usually Enact
- SE - Sometimes Enact
- RE - Rarely Enact
- NE - Never Enact

CONTENTMENT

- HC - Highly Contended
- SC - Somewhat Contended
- N - Neutral
- SD - Somewhat Discontended
- HD - Highly Discontended

4.2.1 Identification of roles by teachers :

The identification of role by teachers in teaching, research and extension are discussed herewith :

Teaching Role :

In this role the teachers' identification of role enactment and contentment is reported under sub-roles; instructor, communicator and evaluator. Thereafter, the identification of constraints of teaching role is reported.

Role of Instructor :

The total mean score (Table 8) reveals that teachers felt that they highly enacted this role. Most of the role activities were always performed and rest were usually performed. The roles always performed were of taking interest in solving academic problems of students, being available to them even outside the class room, directing them to appropriate references, being thorough with subject matter and planning it in logical sequence, keeping in mind the mental level of students while determining the objectives of courses, planning the method of teaching and of updating lectures with latest books and journals.

The role activity obtaining lowest mean score although enacted usually was of preparing hand outs for complex topics.

With regards to contentment (Table 9) it was found that teachers were highly contented by their enactment of instructor's role. In terms of individual role activity the ones which were enacted always led to higher contentment among teachers. Lower contentment was found towards roles like planning method of teaching and aids appropriate to students and subject matter and of preparing hand outs for complex topics. These roles were performed less by teachers as compared to the other role activities.

With the knowledge explosion and the technological advancement so many new methods of teaching and teaching aids are introduced, which can add variety to teaching, retain attention and interest of students and provide more clarity and understanding of subject matter. Therefore, they should always be used for effective teaching and learning. It is also very important for teachers to provide the students with handouts. In Home Science area there is dearth of books and specially books written by Indian authors using Indian context. Therefore, handouts with relevent examples will help students to understand the subject matter better, leading to better comprehension. It can also serve as supplementary reading material in addition to class notes and reference books.

Role of Communicator :

As communicator, teachers felt that they highly enacted this role and were highly contented with their performance (Table 10 and 11). The roles which generated

higher satisfaction were performed always like maintaining subject matter sequence, praising good answers by students, repeating subject matter not understood by students, using vocabulary within range of students' comprehension, writing legibly on black board, providing examples from daily life experience and asking students to participate in discussions. The roles which were always performed but derived some what satisfaction were of defining objectives, explaining content coverage, learning experience, number and types of evaluations and providing uptodate references in the beginning of the term. The roles which need to be performed more frequently were of using variety of teaching methods and aids, relating teaching to students' background and inviting students to present reports and papers.

As also discussed in the role of instructor, more emphasis should be given to the planning and the use of variety of teaching aids and methods of teaching, which, while communicating the subject matter is not always used by teachers. It is generally observed that teachers depend more on traditional methods like lectures, followed by discussion and laboratory. The other methods such as workshop, field trip, committee work, role playing and directed and guided study are used less or rarely.

The study by Chitnis (1973), Verma (1984) Patankar (1984), Bali (1985) and the research assignment done by Pande

and Joshi (1984) also confirm that lecture and laboratory work were the widely used methods by teachers followed by discussions. Other methods were rarely used while teaching.

The teaching should be more frequently related to the background of students so that they can find practical value of the subject learnt. Home Science has a potential for the same as the subject matter of it revolves around all-round-development of self, members of the family and community.

As Communicators, the teachers should also involve more of students' participation in the communication process by giving them opportunity to organise and express their learning by way of presenting reports or papers and by discussions. This will also direct students towards self-study which will provide more insight into the subject matter.

As modulation of voice while teaching was exercised less frequently by teachers, this aspect should be given due emphasis while teaching. Modulation and articulation of voice helps in breaking the monotony and in clarifying and emphasizing important points, thus making the lecture more forceful and effective which is an important indicator of an effective communication.

Role of Evaluator

Unlike the overall role of instructor and communicator, where the teachers highly enacted the role and were highly

contented, in evaluator's role, the performance was less convincing where the teachers usually enacted the role and were only some-what contented with their performance. (Table 12 and 13).

Very few role activities were always performed and gave high satisfaction such as planning of test papers, keeping in mind the content coverage and stated objectives, periodically evaluating the progress of students by tests and assignments, and preparing subjective type short answer tests. Majority of the roles were performed usually, whereas, they need to be performed more frequently, like preparing application type test papers, adding variety in test papers as objective type, having items like true and false, match the following, multiple choice, fill in the blanks and also essay type, keeping in mind the principles of test construction. Assignments given should call for references from latest available books, journals, magazines and which are thought provoking, according to students' ability and which call for self study. Preparation of model answers for test and assignments and return of test and assignments in time were the roles which were performed less comparatively. These roles need to be given more attention by teachers as they form an integral part of evaluation of students.

Evaluation is a very critical function to be performed by teachers as it is the only means through which the progress of students can be determined, which again becomes the basis

for planning further teaching. Each role-activity of evaluation, thus, should be performed to perfection by teachers as further teaching-learning activities are dependent on the evaluation of students by teachers.

Home Science teachers, therefore, should give more emphasis to the performance of this role. Some orientation to preparation of test papers and other evaluation measures should be given to the newly recruited teachers. Such a responsibility can be taken up by Education and Extension departments of Home Science Colleges which have evaluation as one of the areas of study in their curriculum.

Teaching role constraints

In teaching role the most felt constraint by the teachers was failure to motivate students due to students' lack of command over medium of instruction followed by other constraints, like experiencing insufficient time and difficulty in preparing teaching aids and variety in methods of teaching. This could be the reason for the less frequent enactment of these role activities by teachers as revealed and discussed in the instructor's and communicator's role. Other constraints to teaching were of experiencing difficulty to obtain voluntary participation of students, developing original thinking in

students, encouraging them to express difference of opinion, experiencing monotony in teaching same course each year, failing to motivate students due to heterogenity in class and too large classes, and experiencing difficulty to provide practical and concrete experiences while teaching. (Table 14).

The other constraints were not sufficiently reported which denoted that they may not be acting as obstacles to teaching.

The general observation and discussion with Home Science College teachers also confirms that students' lacking command over English is the major difficulty faced by teachers. Most students find it difficult to comprehend and express themselves in English, which is the medium of instruction in all selected Home Science Colleges. To be relieved of this constraint which may be difficult but not impossible to achieve, the teachers may encourage students to join English tuitions after the college timings, and may ask other students, well versed with the language facility to help their classmates. Other solution can be to introduce English course in all the three years at undergraduate level. Being a compulsory course it will invite more attention and effort by students than if taken voluntarily. The teachers can also give

more attention to students with language problem by giving them more of reading assignments. Frequent use of teaching aids will help to overcome the language barrier.

The constraint regarding failure to motivate students and develop original thinking in them can be supported by study of Bhoite (1980) which revealed that students in colleges were mostly mediocre not capable of higher education, therefore, the classroom situation was not intellectually very challenging, which inhibited the teachers to raise the level of the teaching to higher level of analysis and criticism.

Sinha's (1969) study supports the finding regarding large classes where teachers felt that they had less contact with students due to large classes and agreed that the size of classes should not exceed sixty.

Table 8

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN INSTRUCTOR'S ROLE

INSTRUCTOR'S ROLE	MEAN
- Interested in solving students' academic problem	4.65
- Available to students outside the classroom	4.55
- Directs students to obtain appropriate references from library	4.50
- Plans content in line with objectives	4.47
- Thorough with subject knowledge	4.46
- Determines objectives according to mental level of students	4.40
- Plans content in logical sequence	4.40
- Plans method of teaching appropriate to subject matter	4.37
- Plans method of teaching appropriate to students	4.34
- Prepares lectures from latest books/ journals	4.33
- Plans teaching aids appropriate to subject matter	4.06
- Interested in solving students' personal problems	4.00
- Restates objectives of course with the changing nature of students knowledge	3.99
- Plans teaching aids appropriate to students	3.96
- Restates objectives of course with the changing nature of students behaviour	3.86
- Prepares handouts for complex, topics	3.50
Total Mean	67.83

Table 9

MEAN SCORE DISTRIBUTION SHOWING RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN INSTRUCTOR'S ROLE

INSTRUCTORS ROLE	MEAN
- Directs students obtain appropriate references from library	4.58
- Available to students outside the classroom	4.42
- Determines objectives according to mental level of students	4.35
- Plans content in line with objectives Plans content in logical sequence	4.35
- Interested in solving students' academic problems Interested in solving students' personal problems	4.35
- Thorough with subject knowledge	4.32
- Prepares lectures from latest books/ journals	4.17
- Restates objectives of course with the changing nature of students knowledge	3.99
- Restates objectives of course with the changing nature of students' behaviour	
- Plans method of teaching appropriate to subject matter	
- Plans method of teaching appropriate to students Plans teaching aids appropriate to students Plans teaching aids appropriate to subject matter	4.03
- Prepares handouts for complex topics	3.90
Total Mean	42.44

Table 10

MEAN SCORE DISTRIBUTION SHOWING RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN COMMUNICATOR'S ROLE

Communicator's Role	MEAN
- In beginning of session defines objectives	4.69
- In beginning of session explains content coverage	4.68
- Praises good answers by students	4.66
- Repeats subject matter not understood	4.66
- Maintains subject matter sequence	4.61
- In beginning of session provides up-to-date references	
- Uses vocabulary within range of Comprehension	4.54
- In beginning of session announces number of evaluations	4.50
- In beginning of session announces types of evaluations	4.48
- Provides examples from daily life experience	4.47
- Asks all students to participate in discussions	4.47
- Writes legibly on blackboard	4.43
- In beginning of session explains learning experiences	4.38
- Invites students to present reports/ papers	4.06
- Maintains well-modulated voice	4.04
- Uses various methods of teaching	3.82
- Uses various teaching aids	3.71
Total Mean	78.94

Table 11

MEAN SCORE DISTRIBUTION SHOWING RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN COMMUNICATOR'S ROLE

COMMUNICATOR'S ROLE	MEAN
- Asks all students to participate in discussions	4.89
- Maintains subject matter sequence	4.52
- Maintains well modulated voice	4.45
- Praises good answers by students	4.43
- Repeats subject matter not understood	4.41
- Uses vocabulary within range of comprehension	4.40
- Provides examples from daily life experience	4.37
- Writes legibly on blackboard	4.36
- In beginning of session define objectives	4.22
In beginning of session explain content coverages	
In beginning of session explaining learning experiences	
In beginning of session announces number of evaluations	
In beginning of session announces types of evaluations	
In beginning of session provides up to date reference	
- Relates teaching to students' background	4.22
- Invites students to present reports/ papers	4.06
- Uses various teaching aids	4.01
- Uses various methods of teaching	3.96
Total Mean	56.30

Table 12

MEAN SCORE DISTRIBUTION SHOWING RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN EVALUATOR'S ROLE

EVALUATOR'S ROLE	MEAN
- Plans test papers keeping in mind content coverage	4.55
- Plans test papers keeping in mind stated objectives	4.54
- Periodically evaluates progress by tests	4.45
- Periodically evaluates progress by assignments	4.36
- Prepares subjective type short answers test	4.36
- Discuss students performance	4.28
- Gives assignments that call for latest books references	4.26
- Prepares test papers that call for application	4.25
- Prepares subjective type test papers essay type	4.16
- Assign projects/assignments according to students ability	4.13
- Gives assignments that call for journals references	4.12
- Gives assignments individually	4.08
- Communicates the submission dates/test dates in the beginning of term	4.06
- Gives tough provoking assignments	4.06
- Gives assignments that call for self study	4.01
- Gives assignments that call for magazines' references	3.92
- Gives group assignments	3.88
- Plans test papers keeping in mind principles of test construction	3.88

contd....

Table 12 contd....

EVALUATOR'S ROLE	MEAN
- Prepares test papers objective type True and False	3.86
- Prepares test papers that call for comprehension	3.83
- Communicates the submission dates/test dates one month before	3.87
- Prepares test papers objective type Match the following	3.75
- Prepares model answers for objective test	4.17
- Communicates the submission dates/test dates one week before	3.71
- Prepares test papers objective type Multiple choice	3.70
- Prepares model answers for essay type test	3.59
- Returns test/assignments in a week	3.51
- Prepares key answers for assignments	3.39
Total Mean	117.93

Table 13

MEAN SCORE DISTRIBUTION SHOWING RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN EVALUATOR'S ROLE

EVALUATOR'S ROLE	MEAN
- Periodically evaluates progress by tests	4.48
- Periodically evaluates progress by assignments	
- Plans test papers keeping in mind stated objectives	4.34
- Plans test papers keeping in mind content coverage Plans test papers keeping in mind principles of test construction	
- Prepares test papers objective type True and False	4.33
Prepares test papers objective type Match the following Prepares test papers objective type Multiple choice Prepares subjective type test papers essay type Prepares subjective type test papers short answers	
- Communicate the submission dates in the beginning of the term	4.30
- Prepares test papers that call for application	4.29
- Prepares test papers that call for comprehension	
- Discuss students performance	4.25
- Gives assignments that call for latest books references	4.24
- Gives assignments that call for journals references	

contd...

Table 13 contd....

EVALUATORS ROLE	MEAN
Gives assignments that call for magazines references	4.24
Gives assignments that call for self study	
Gives group assignments individually	4.22
Gives group assignments	
Return of test/assignments within a week	4.15
Assign projects/assignments according to students ability	4.09
Gives thought-provoking assignments	4.02
Prepares model answers for objective test	4.17
Prepares model answers for essay type test	
Prepares key answers for assignments	3.73%
Total Mean	54.63

Table 14

PERCENTAGE DISTRIBUTION SHOWING THE CONSTRAINTS IN TEACHING AS RESPONDED BY TEACHERS

TEACHING CONSTRAINTS	PERCENTAGE
- Fail to motivate students due to their lacking command over the medium of instruction	69.78%
- Experience insufficient time to prepare for teaching aids	53.24%
- Experience difficulty to use variety of method and audio visual aids	47.48%
- Experience difficulty to obtain voluntary participation	46.04%
- Experience difficulty to develop original thinking	43.17%
- Experience difficulty to encourage students to express difference of opinion	34.53%
- Experience monotony in teaching same course	30.94%
- Fail to motivate students due to hetrogenity of students in class	24.46%
- Experience difficulty to provide practical and concrete experiences	24.46%
- Fail to motivate students due to too large classes	23.02%
- Experience insufficient time to prepare for other teaching methods	17.27%
- Experience difficulty to know if students are interested in the course	17.27%
- Experience difficulty to relate new subject matter in light of previous experience of knowledge	17.27%
- Experience difficulty to help students to accept objectives of course	15.83%
- Experience difficulty to use relevant illustrations to clarify subject matter	15.83%

contd...

Table 14 contd...

TEACHING CONSTRAINTS	PERCENTAGE
Experience difficulty to relate subject matter to needs of students	15.83%
- Fail to motivate students due to repetition of subject for same group of students	15.83%
- Experience difficulty to add humor to the class	13.67%
- Experience lack of knowledge in preparing evaluative practicals material	12.95%
- Experience difficulty to encourage integration of knowledge	12.95%
- Experience difficulty to make assignments understandable	10.07%
- Experience lack of knowledge in preparing evaluative test material	8.63%
- Experience lack of knowledge in preparing evaluative assignments material	8.63%
- Experience difficulty to appraise ability and skills	8.63%
- Lack of command over medium of instruction	7.91%
- Fail to motivate students due to too small classes	5.04%
- Lack of interest in teaching	3.60%
Total %	22.38%

Research Role

In this role the teachers' identification regarding their role enactment and contentment will be discussed in their subroles as researcher and research guide, and there after, the research constraints will be reported.

Role of Researcher

It was found that 75% teachers responded to this role which was reported to be usually performed leading to somewhat satisfaction. The roles always performed were that of reading research publications, exploring new areas of research, formulating research proposals considering research methodology, undertaking research projects and consulting colleagues/senior staff for suggestions. Teachers were also found to be highly contented by these role performances. The role played somewhat was of publishing recommendations through research article. The background information revealed that around half of the respondents had published articles and papers. (Table 15, 16)

It is visible that due to the demands put on research by U.G.C. and local authorities and by projecting it as a stepping stone for promotions and increments, more teachers are engaging in research work which is encouraging to note.

Bhoite (1980) around eight years back reported that the teachers signified a low key performance in intellectually productive activities mainly research and publications. Thus,

it can be said that teachers have progressed in the performance of this role since then. The worth of research is when its essence reaches others in the field, which can be only possible through publication of its findings and recommendations. Therefore, this aspect should be given due emphasis by Home Science teachers engaged in research work.

Role of Research guide :

This role was responded by 65% teachers. This role was also usually played by the teachers. All role activities led to somewhat satisfaction and none of the role activities were always performed. Except one role which was performed sometimes, dealing with encouraging students to seek financial aids/scholarship, the rest of the roles were usually performed. This included important roles like encouraging readings on research articles and methodology, giving directions and evaluating research work at each stage, encouraging original ideas, helping develop research proposals, exploring new area of research, creating awareness regarding source of information and encouraging writing of research articles (Table 17,18).

Comparatively, role performance generating less satisfaction was of encouraging writing of research articles although it was usually performed. The reason could be that inspite of encouragement provided by teachers, students may be less motivated to write research articles for publications. This should be made a compulsory part of research work as without publications the value of research is limited.

The other expectation which need to be given more attention, is to encourage students seek financial aid in forms of scholarship. These days several agencies provide scholarships or research grant like ICSSR, ICAR, ICMR and so on. The Universities and institutions also provide scholarships, which the students should be made aware of and be encouraged to pursue for the same. This reveals that the role as researcher and research guide were played usually which is a positive indication.

Role Constraints in research

The highly reported constraint (Table 19) which comes as an obstacle in the research work of teachers was less time for research work due to heavy work load which was also reported by Bhoite (1980). The constraints

which followed were of difficulty faced in getting statistical help, interference by Dean/Head by not providing manual help like peon or attendent and by not providing typing and cyclostyling facilities, not allowing the use of laboratories after college timing, difficulty faced in getting help of computers and less time for research due to much clerical work in the department. Administrators not sanctioning money was another constraint which was also reported by the study of Sinha (1969). The other reported constraints were unco-operative behaviour of non-respondents while data collection, and lack of novel ideas for research.

It is indicated that more of the constraints reported by the teachers were with reference to the college administrative structure and facilities, which can be resolved by pursuasion, negotiation with administrators and by ccoperation of teachers and administrators. The most reported constraint for teachers who were not involved in research, was lack of time due to heavy work load (Table 20).

Table 15

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN RESEARCHER'S ROLE

RESEARCHER'S ROLE	MEAN
- Reads research publications	4.89
- Consults colleagues/senior staff for suggestions	4.79
- Explores new areas of research	4.69
- Formulates research proposals considering research methodology	4.47
- Undertakes research projects	4.46
- Visits various research institutions/ libraries for shaping research proposals	3.74
- Keeps checking the progress of research study	3.26
- Makes available materials/equipment for research study	3.24
- Reports progress of the study to finance agency	3.12
- Reads papers on conducted researches	3.10
- Guides the junior research staff	3.00
- Publishes recommendations through articles	2.93
Total Mean	45.69

Table 16

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN RESEARCHER'S ROLE

RESEARCHER'S ROLE	MEAN
- Consults colleagues/senior staff for suggestions	4.90
- Reads research publications	4.79
- Explores areas of research	4.64
- Formulates research proposals considering research methodology	4.40
- Undertakes research projects	4.38
- Keeps checking the progress of research study	3.46
- Visits various research institutions/ libraries for shaping research proposals	4.11
- Reads papers on conducted researches	3.22
- Reports progress of the study to finance agency	3.20
- Guides the junior research staff	3.16
- Publishes recommendations through articles	3.01
- Makes available materials/equipment for research study	2.88
Total Mean	46.14

Table 17

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN RESEARCH GUIDE'S ROLE

RESEARCH GUIDE'S ROLE	MEAN
- Encourages reading on research articles	4.25
- Encourages readings on research methodology	4.13
- Give directions at every stage of research study	4.13
- Evaluates the work at every stage	4.11
- Encourages original ideas	4.08
- Developing awareness of sources of information	4.04
- Help explore new areas	3.95
- Encourages writing of research articles	3.92
- Helps develop research proposals	3.88
- Helps get information about research publication agencies	3.75
- Encourages to seek financial aid/scholarship	3.32
Total Mean	43.56

Table 18

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN RESEARCH GUIDE'S ROLE

RESEARCH GUIDE'S ROLE	MEAN
- Give directions at every stage of research study	4.02
- Encourages readings on research articles	4.01
- Evaluate the work at every stage	4.01
- Help explore new areas	3.96
- Encourages original ideas	3.96
- Developing awareness of sources of information	3.92
- Help develop research proposals	3.90
- Help get information about research publication agencies	3.82
- Encourages reading on research methodology	3.80
- Encourage writing of research articles	3.78
- Encourages to seek financial aid/scholarship	3.51
Total Mean	42.69

Table 19

PERCENTAGE DISTRIBUTION SHOWING THE CONSTRAINTS FACED BY TEACHERS INVOLVED IN RESEARCH AS REPORTED BY TEACHERS

CONSTRAINTS IN RESEARCH	PERCENTAGE
- Less time for research work due to heavy work load	48.57%
- Difficultyfaced in getting statistical help	37.14%
- Interference by Dean/Head by not providing manual help (peon/attendent)	36.19%
- Interference by Dean/Head by not providing typing and cyclostyling facilities	33.33%
- Difficulty faced in getting help of computers	31.43%
- Interference by Dean/Head by not allowing for use of laboratories after college time	29.52%
- Lack of novel ideas for research	28.57%
- Less time for research work due to much clerical work in the department	28.57%
- Interference of Dean/Head by not sanctioning money Unco-operative behaviour of non respondents while data collection	27.62%
- Less time for research work due to excess of extra curricular activities	25.71%
- Interference of Dean/Head by not forwarding letters	22.86%
- Interference by senior teachers/colleagues by not being co-operative	20.95%
- Interference by Dean/Head by not giving leave when required	19.05%
- Interference by Senior teachers/colleagues by not letting independent work done	15.24%
- Interference by senior teachers/colleagues by not giving guidance when required	15.24%
- Interference by senior teachers/colleagues by not appreciating research work done by others	15.24%
- Irresponsible behaviour of other team members working on the research project	13.33%
- Interference by senior teachers/colleagues by not answering to the research questionnaire	12.38%
Total %	25.71%

Table 20

PERCENTAGE DISTRIBUTION SHOWING CONSTRAINTS FACED BY TEACHERS NOT INVOLVED IN RESEARCH AS REPORTED BY TEACHERS

RESEARCH CONSTRAINTS	PERCENTAGE
- Lack of time due to heavy work load	35.24%
- Lack of interest in research work	19.05%
- Research work not required	18.10%
- The administrators not asked for research work	18.10%
- Lack of time due to excess of extra curricular activities	17.14%
- Lack of time due to much clerical work in department	14.29%
Total %	20.32%

Extension Role

In this, identification of role of extension worker and extension work guide is reported.

Role of Extension Worker

This role was responded by 72% teachers. It was felt that they usually performed this role and on the whole were somewhat satisfied. A few role activities were always performed pertaining to teachers being aware of rural/urban communities' conditions, problems and welfare programmes through reading of newspapers/magazines, encouraging people to vote wisely in election and having small families. These roles also lead to more satisfaction among teachers. (Table 21, 22)

Extension is given due attention in Home Science Colleges. The teachers guide and supervise the extension work of students in urban and rural areas and they also undertake extension-oriented research projects, through which they come in constant contact with community people mainly women and children. During their meetings with people, teachers can informally send important messages to people where they can pay more attention to certain activities which were found to be performed less. These were encouraging people to form cooperatives, balwadies, youth clubs, encouraging them to see television and radio programmes including other than mere entertainment programmes as on health and nutrition, agriculture,

programme for women's development and child welfare, savings. Programmes on issues like dowry, drugs, family relations also need encouragement as they would develop more awareness and discourage superstition and taboos. Since people may have more respect and faith for the teachers, they can be convinced, if the desired effort is exerted by the teachers.

Role of Extension work guide

This role was responded by 65% of teachers. They were found to be usually enacting the roles and were somewhat contented. None of the roles were always enacted or responded high contentment. More frequently performed role activities were of helping students explore agencies beneficial to community, help develop awareness through magazines and local newspapers, research articles, surveys, determine needs and interest of community people and plan need-based programmes considering resource persons and materials, considering place for conducting programme and timings and help develop genuine interest among students for extension work. Less frequently played roles were encouraging of rendering services at time of mishaps, help plan result-oriented programmes and encourage programmes on civic consciousness. (Table 23, 24)

Since most of the activities in the roles of extension worker and extension work guide were played usually, it is indicated that Home Science teachers are playing Extension role to some satisfaction, however, there is always scope for improvement of the less enacted roles.

Extension role constraints

The most highly represented constraint by teachers was lack of time on part of the community people to attend to the organised activities. This can be justified by the personal experience of supervision of extension activities by the investigator and the personal conversation with colleagues involved in extension work, where this was the most prominent problem reported by all. Most of the other constraints felt by teachers were pertaining to community people who were found to be having internal conflicts, not being receptive to organised programmes, uncooperative behaviour, lack of faith and motivation towards extension activities. Other reported constraints were regarding students who were found to be lacking interest and motivation for extension work, persistence, and command over local language as well as initiation for using variety of methods and audiovisual aids. As most of the community people are less educated and cannot depend much on verbal media, the use of audiovisual aids becomes indespansable in extension work.

To some extent problems faced were also of lack of facilities like transportation, financial aid, illsuited timings and lack of cooperation of government agencies and local leaders (Table 25)

For teachers who were not involved in extension work, the major constraint was no time left for extension work, which was same as reported for teachers not involved in research work, (Table 26).

Table 21

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN EXTENSION WORKER'S ROLE

EXTENSION WORKERS ROLE	MEAN
- Aware of weaker communities living conditions	4.71
- Aware of weaker communities problems	4.65
- Aware of weaker communities welfare programmes	4.57
- Reads local news papers/magazines	4.46
- Encourage people have small families	4.45
- Encourage people vote wisely in election	4.37
- Identifies need of community people	4.30
- Plans need based programmes	4.29
- Encourage people consult doctors at the time of illness	4.20
- Participate in urban upliftment programmes	4.20
- Encourage people use modern tools and techniques	4.23
- Encourage people educate both daughters and sons	4.08
- Inform people about the local resources	3.99
- Encourage people have low cost nutritious food	3.98
- Participate in rural upliftment programmes	3.91
- Act as resource person for upliftment programs	3.91
- Explore effective communication medias	3.82
- Discourage people follow superstition/ taboos	3.81
- Encourage people form mahila mandals	3.78
- Encourage people form youth clubs	3.69
- Encourage people form balwadi	3.68
- Encourage people to see television in local centres	3.60
- Encourage people to hear specific radio programmes	3.57
- Discourage people follow/rely solely in local treatment at time of illness	3.57
- Encourage people form co-operatives	3.55
- Discourage people follow dowry system	3.51
Total Mean	105.02

Table 22

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN EXTENSION WORKER'S ROLE

EXTENSION WORKERS ROLE	MEAN
- Reads local news papers/magazines	4.47
- Aware of weaker communities living conditions	4.27
- Aware of weaker communities problems	
- Aware of weaker communities welfare programmes	
- Encourage people educate both daughters and sons	4.09
- Encourage people consult doctors at the time of illness	
- Encourage people have small families	
- Encourage people use modern tools and techniques	
- Encourage people have low cost nutritious food	
- Encourage people vote wisely in election	
- Plans need based programmes	4.08
- Identifies need of community people	4.07
- Participate in urban upliftment programmes	4.00
- Participate in rural upliftment programmes	
- Explore effective communication medias	3.94
- Act as resource person for upliftment programmes	3.91
- Encourage people to see television in local centres	3.78
- Encourage people to hear specific radio programmes	
- Inform people about the local resources	3.77
- Discourage people follow dowry system	3.76
- Discourage people follow superstition/taboos	
- Discourage people follow/rely solely in local treatment at time of illness	
- Encourage people form mahila mandals	3.70
- Encourage people form balwadi	
- Encourage people form youth clubs	
- Encourage people form co-operatives	
Total Mean	47.84

Table 23

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS ROLE ENACTMENT IN EXTENSION WORK GUIDE'S ROLE

EXTENSION WORK GUIDE'S ROLE	MEAN
- Help explore agencies/organisations beneficial to the communities	4.16
- Develop awareness through magazines	4.07
- Develop awareness through local newspapers	4.04
- Help determine needs/interests of community people	4.01
- Help surveying needs and interest of community people	3.98
- Plan need based programmes considering resource materials	3.98
- Plan need based programmes considering resource persons	3.97
- Help develop genuine interest in extension work	3.97
- Plan need based programmes considering place for conducting programmes	3.90
- Develop awareness through research articles	3.86
- Plan need based programmes considering timings	3.86
- Encourage grasp over extension methods and medias	3.74
- Appraises execution of programme	3.72
- Observes satisfaction of community people	3.67
- Encourage plan of programmes on health & hygiene	3.66
Suggests further improvements to be made	3.66
- Consider suggestions of the community people	3.64
- Encourage plan of programmes on literacy	3.63
- Solves problems faced by students	3.63
- Encourage plan of programmes on superstitions and taboos activities	3.54
- Guide students with the lesson plans	3.54
- Encourage plan of programmes on income generating activities	3.50
- Encourage plan of programmes on population education	3.44
- Encourages rendering of services at time of mishaps	3.30
- Help plan result oriented programmes	3.17
- Encourage plan of programmes on civil conciousness	2.78
Total Mean	96.39

Table 24

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF TEACHERS TOWARDS THEIR ROLE CONTENTMENT IN EXTENSION WORK GUIDE'S ROLE

EXTENSION WORK GUIDE'S ROLE	MEAN
- Help plan result oriented programmes	4.17
- Develop awareness through local newspapers	3.82
- Develop awareness through magazines	
- Develop awareness through research articles	
- Help determine needs/interests of community people	
- Help surveying needs and interest of community people	
- Help explore agencies/organisations beneficial to the communities	3.80
- Plan need based programmes considering resource materials	3.68
Plan need based programmes considering resource persons	
Plan need based programmes considering timings	
Plan need based programmes considering place for conducting programmes	
- Encourage grasp over extension methods and medias	3.63
- Help develop genuine interest in extension work	3.60
- Encourage plan of programmes on literacy	3.58
- Encourage plan of programmes on health & hygiene	
Encourage plan of programmes on civil conciousness	
Encourage plan of programmes on income generating activities	
Encourage plan of programmes on population education	
Encourage plan of programmes on superstitions and taboos activities	
- Observes satisfaction of community people	3.56
- Appraises execution of programme	3.52
- Guide students with the lesson plans	3.50
- Solves problems faced by students	3.50
- Consider suggestions of the community people	3.50
- Suggests further improvements to be made	3.43
- Encourages rendering of services at time of mishaps	3.21
Total Mean	50.42

Table 25

PERCENTAGE DISTRIBUTION SHOWING CONSTRAINTS FOR TEACHERS INVOLVED IN EXTENSION WORK AS REPORTED BY TEACHERS

CONSTRAINTS IN EXTENSION	PERCENTAGE
- Lack of time on part of community people to attend to the organised extension activities	51.49%
- Problems faced with students such as lack of interest in extension work	49.50%
- Internal conflicts of community people	38.61%
- Problems faced with students such as lack of command over local language	38.61%
- Problems faced with students such as lack of motivation	37.62%
- People not receptive to the programmes organised for them	35.64%
- Unsuited time kept for extension activities for community people	35.64%
- Experience of fatigue due to non availability of transportation facility and thereby depending on local buses	
- Lack of substantial extension programmes due to non availability of financial aid	33.66%
- Problems faced with students such as lack or persistence	32.67%
- Lack of initiation for using variety of audio visual aids	18.81%
- Problems faced with students such as lack of initiation for using variety of methods while communicating	31.68%
- Lack of co-operation of people themselves	27.72%
- Lack of cooperation of government agencies	27.72%
- Lack of copperation of local leaders	26.73%

contd....

Table 25 contd...

CONSTRAINTS IN EXTENSION	PERCENTAGE
- Lack of expression while communication	26.73%
- Lack of faith on part of the community people for extension work	23.76%
- Lack of motivation on part of the community people urban/rural	21.78%
- Lack of faith on part of the community people for extension workers	18.81%
- Lack of co-operation of voluntary agencies	12.87%
- Lack of co-operation of extension workers	7.92%
Total %	30.13%

Table 26

PERCENTAGE DISTRIBUTION SHOWING CONSTRAINTS IN EXTENSION FOR TEACHERS NOT DOING EXTENSION AS RESPONDED BY TEACHERS

CONSTRAINTS IN EXTENSION	PERCENTAGE
- No time left for extension work	22.77%
- Lack of interest in extension work	11.88%
- Lack of training in extension methods and medias	11.88%
- Not required to any extension work in my job	10.89%
- Not familiar with extension activities	9.90%
Total %	13.47%

Physical Constraints

The physical constraints which may hinder the role performance by teachers were pertaining to lack of adequate rooms, time, financial grant for research, library lacking up-to-date books, journals, and periodicals, documentation facilities, xeroxing facilities, cubical cells for reference reading, adequate number of books and books by Indian authors. Lecture rooms were found lacking proper bulletinboards, easel boards, adequate furniture and laboratories lacking proper technicians, adequate and sufficient equipments, being too-small for large classes, not suitable research studies and lack of vehicle facility and grant for extension work were also reported as constraints (Table 27).

These constraints were reported by one fourth to half of the total respondents, which therefore, cannot be neglected and should be brought to the notice of college authorities for solution. This would enable all the role activities in teaching, research and extension to be performed by Home Science College teachers with minimum or no constraints. Bhoite (1980) stated that 'role inadequacy is non-conformity on the part of the actor to the expectations associated with his/her role on account of inadequate resources or facilities which are the role-prerequisite. Therefore, if role adequacy is expected, the situation needs to be improved in terms of adequate provisions of the role requirements of teachers for which college administrators will also have an important role to play.'

Table 27

PERCENTAGE DISTRIBUTION OF PHYSICAL CONSTRAINTS AS RESPONDED BY TEACHERS

PHYSICAL CONSTRAINTS	PERCENTAGE
- Lack of proper technicians for handling laboratory equipments	52.52%
- Lack of rooms for research work	47.48%
- Library lacking in upto date research journals	44.60
- Library lacking in cubicals/cells for teachers/ researchers	44.60%
- Library lacking in books by Indian authors	44.60%
- Lack of Indian teaching aids	43.17%
- Lecture rooms lacking proper bulletin boards	41.73%
- Library lacking in documentation facilities	39.57%
- Library lacking in upto date reports	38.13%
- Lack of time for research work	36.69%
- Library lacking in upto date books	35.97%
- Lack of vehicle facility	35.97%
- Library lacking in upto date periodicals	35.25%
- Library lacking in adequate number of books	35.25%
- Lack of time for extension work	35.25%
- Lack of financial grant for teaching aids	34.53%
- Lack of financial grant for equipments for teaching	33.81%
- Library lacking in xeroxing facilities	33.09%
-Lecture rooms lacking proper easel boards	32.37%
- Library lacking in comfortable seating arrangement	31.65%
- Laboratories not equipped with sufficient equipment	30.94%
- Lack of financial grant for extension work	30.94%
- Lecture rooms inadequately furnished	28.78%

contd...

Table 27 contd...

PHYSICAL CONSTRAINTS	PERCENTAGE
- Library situated too far from the college	27.34%
- Laboratories have outdated equipment	25.90%
- Library lacking in adequate number of staff assisting in selecting books and journals	25.90%
- Laboratories not suitable for research studies	25.18%
- Laboratories too small for large classes	25.18%
- Library not situated on the college premises	23.74%
- Library lacking in alphabetical arrangement of books/journals	21.58%
- Lecture rooms too small for large classes	20.86%
- Lecture rooms lacking proper black boards	20.14%
- Lecture rooms lacking proper chalks and dusters	17.27%
- Lecture rooms illventialted	15.83%
- Lecture rooms too large for small classes	13.67%
Total %	32.27%

4.2.2 Identification of teachers' roles by Students

This section includes identification of role dimensions by students in Teaching, Research and Extension roles.

Role of Teaching :

This includes teachers' role as Instructor, communicator, evaluator and teaching constraints as identified by students.

Role of Instructor :

The students' identification was that the role of instructor was somewhat played by the teachers and they were somewhat contented by the teachers' performance of this role as revealed by the overall mean scores (Table 28, 29).

The individual mean scores revealed that students felt that none of the role activity of teachers was performed always nor were they highly contented with any role performance. The roles played more frequently and satisfactorily as opined by students, were of directing students to obtain references from library followed by their being thorough with subject knowledge, planning content in line with the objectives, and being available to students outside the class room. The least satisfactorily performed roles were of preparing hand outs for complex topics and showing interest in solving students' personal problems. With most of the role activities, the

students' approach towards contentment was neutral.

It can be pointed out that where teachers identified that they enacted this role highly which led to contentment being high, students found it to be performed somewhat satisfactorily. Both students and teachers felt that less performed role activities were of preparing handouts for complex topics, teaching aids appropriate to students and relating of the objectives of the course to the changing nature of students' behaviour.

Role of Communicator :

This role according to the students was performed usually by teachers which led to somewhat contentment on part of the students. The only role always performed was of teachers defining the objectives in the beginning of the term or session followed by some important role activities usually played, which derived somewhat satisfaction. These were using vocabulary within range of students' comprehension, maintaining well-modulated voice, and subject matter in sequence, repeating what was not understood, generating students' participation, praising their good answers, writing legibly on the blackboard and in the beginning of the term explaining the content coverage and number and types of evaluations (Table 30, 31).

It is a positive indication that students felt that teachers were playing their role usually but since all these role activities are basic to good communication there should be concious attempt by teachers to play them always. Like teachers, students also felt that using various teaching aids and teaching methods, were the least played roles with which students were not much satisfied and maintained neutral contentment.

Role of Evaluator :

On the whole, students felt that this role was only somewhat performed by teachers and if not totally discontented, they were not found to be contented with the enactment of this role. Under this role, there were some role-activities which students thought teachers rarely performed, like giving group assignments, preparing model answers for tests and assignments, preparing of true and false, match the following and multiple choice test items. No role activity was always performed. Few activities were usually performed and more were somewhat performed. Amongst them some were such activities which teachers should always consider while evaluating as of preparing application type test papers, communicating dates of tests and assignments well in advance, giving thought-provoking assignments which call for latest references and keeping principles of test construction in mind. On the whole, a low key performance by teachers was

reflected. This role performance is of great importance to the students as they solely depend upon teachers for knowing their actual progress, and scope for improvement. If the students feel the evaluation lacks validity, they will loose faith in education and show lack of interest and motivation for further studies (Table 32, 33).

Thus it becomes indespensable for teachers to make students aware of their progress and deficiencies through proper administration of tests, assignments or other evaluative measures.

Role Constraints in Teaching :

It is revealed that students identified more constraints than the teachers (Table 34). The higher reported constraints were of teachers experiencing monotony in teaching same course, experiencing difficulty in developing original thinking, in using variety of methods and teaching aids, in motivating students due to lack of command in language on part of students and heterogenity of students and difficulty in obtaining voluntary participation from students. Some other constraints reported by more than one fourth of students were also directed towards teachers, like teachers experiencing difficulty to add humour in class, difficulty in relating subject matter to students' needs. Knowing if students are interested in the course,

relating practical and concrete experiences, using relevant illustration to clarify subject matter, teachers' lack of command in language, encouraging integration of knowledge on part of students, appraising ability and skill of students, relating subject matter in light of previous knowledge and lack of interest in teaching on part of the teachers, were other difficulties identified by students.

Thus, it is reflected that constraints to teaching identified by students suggest some deficiencies on part of the teachers, which can be brought to the notice of Home Science teachers for further improvement of their class - room instruction.

Moreover, as students have identified students' lacking command over medium of instruction as a constraint, also identified by teachers, it should be taken up seriously for identifying measures to solve the chronic problem. It cannot be denied that language is the medium for imparting knowledge and if the medium itself is weak, it is apparent that instruction looses its purpose where teachers also are helpless.

Role of Research - Research Guide

The students found that teachers usually performed the role of research guide and were somewhat contented with their performance. The more frequently enacted roles were

of encouraging students' reading of research articles and research methodology, giving directions and evaluating work at every stage of the research study, encouraging original and new ideas and helping students to develop research proposals. The students were somewhat contented by the research guides' enactment of these roles. The lesser performed roles were of helping to get information about research publication agencies and encouraging publication of research articles. The teachers also reported the performance of these roles to be less frequent. These role activities should be given due attention as research is more valued when it reaches to more readers and when other teachers can also use the respective findings in the teaching-learning process (Table 35, 36).

The rarely performed role-activity according to students was of teachers' encouraging students to seek financial aid and scholarships.

On the whole, this role was found to be performed more frequently as opined by students. The students' and teachers' identification of this role was found to be compatible.

Research role Constraints

As indicated in Table 37, the constraints reported by more than one-fourth of students were of teachers getting

less time for research due to heavy workload, difficulty in getting computer and statistical help, interference by senior teachers and colleagues by not being cooperative and not appreciating the research work done by teachers, interference by Heads and Deans by not providing manual help and use of laboratories and the uncooperative behaviour of non-respondents of the concerned research.

For teachers not doing any research, the constraints mostly felt were lack of time and lack of interest (Table 38).

It is apparent that some constraints reported by students could be the constraints faced by them when involved in research like getting statistical/computer help, problem of non-respondents. Other constraints regarding colleagues and Dean/Heads not being supportive and teachers getting lesser time may be based on their observations. At post graduate level, the students spend more time with guides and develop more intimate relations with their guides and other teachers, therefore, such observations are possible.

The observations of students can be stated as accurate as some of the constraints reported by them are same as reported by as teachers. As already discussed in teachers' role, such problems should be brought to the notice of concerned authorities, and follow up for overcoming the same, should be done by teachers.

Role of Extension-Extension work guide

Generally students thought that teachers some what performed the role of extension work guide and were some what contented. None of the role activities were performed always or generated higher satisfaction. Some roles were performed more frequently such as of developing students' awareness regarding the community by reading research articles, newspapers, help surveying needs and interest of people and planning need based programmes, suggesting further improvements to be made, considering time, place and resource persons while planning, developing genuine interest in extension work and encouraging students' grasp over extension methods and media. The rarely played role activities were of encouraging rendering services at time of mishaps and help planning of result-oriented programmes which also derived less of satisfaction Table(39,40).

The other activities pertaining to planning programmes on certain topics like superstition, population, education, literacy, civic consciousness, income generating activities, health and hygiene were some what performed alongwith appraising the programmes and helping to explore agencies beneficial to the community.

Extension Role- Constraints

The constraints reported by students were more concerning community people which students also may be facing while executing extension programmes such as lack of interest

on part of people, internal conflicts of people towards extension work. Other constraints identified were of teachers facing fatigue due to lack of proper transportation facility, ill suited time for extension work and lack of command over local language. The rest of the constraints were not well represented (Table 41). Lack of time, interest and training in extension methods and media were the constraints identified by students for teachers who were not doing any extension work (Table 42).

Physical Constraints

Students identified some lacks in the physical structure of the institution which may pose as constraints to teachers when performing the role of teaching, research and extension (Table 43). The constraints reported by over one fourth to fifty percent students were dealing with the library facilities. These were lacking cubical cells for teachers/ researcher, books by Indian authors, xeroxing facilities, uptodate books, journals and periodicals, adequate staff, and documentation facility. The other constraints were pertaining to lecture rooms and laboratories being ill equipped with inadequate furniture, easel boards and bulleten boards, equipments and seating arrangement; lack of teaching aids in Indian context, lack of vehicle and grants for extension and lack of grants and space for research work.

Most of the constraints reported by students were similar to those identified by teachers.

Table 28

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF STUDENTS TOWARDS ROLE ENACTMENT BY TEACHERS IN INSTRUCTORS' ROLE

INSTRUCTORS ROLE	MEAN
- Directs students obtain appropriate reference from library	4.01
- Thorough with subject knowledge	3.89
- Plans content in line with objectives	3.83
- Available to students outside the classroom	3.71
- Interested in solving students academic problems	3.60
- Determines objectives according to mental level of students	3.58
- Plans method of teaching appropriate to subject matter	3.54
- Plans content in logical sequence	3.45
- Plans method of teaching appropriate to students	3.41
- Prepares lecture from latest books/journals	3.38
- Plans teaching aids appropriate to subject matter	3.13
- Restates objectives of course with the changing nature of students knowledge	2.98
- Plan teaching aids appropriate to students	2.90
- Restates objectives of course with the changing nature of students behaviour	2.76
- Prepares handouts for complex topics	2.60
- Interested in solving students personal problems	2.60
Total Mean	53.38

Table 29

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF STUDENTS WITH REGARDS TO INSTRUCTORS' ROLE

	INSTRUCTORS ROLE	MEAN
-	Directs students obtain appropriate references from library	3.93
-	Available to students outside the classroom	3.77
-	Plans content in line with objectives	3.77
-	Plans content in logical sequence	
-	Through with subject knowledge	3.69
-	Prepares lectures ffom latest books/ journals	3.56
-	Plans method of teaching appropriate to students	3.34
-	Plans method of teaching appropriate to subject matter	
-	Plan teaching aids appropriate to students	
-	Plans teaching aids appropriate to subject matter	
-	Interested in solving students academic problems	3.26
-	Interested in solving students personal problems	
-	Restates objectives of course with the changing nature of students knowledge	3.23
-	Restates objectives of course with the changing nature of students behaviour	
-	Prepares handouts for complex topics	3.18
-	Determines objectives according to mental of students	2.88
	Total Mean	34.61

Table 30

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF STUDENTS TOWARDS ROLE ENACTMENT BY TEACHERS IN COMMUNICATORS' ROLE

COMMUNICATORS ROLE	Mean
- In beginning of session defines objectives	4.26
- Uses vocabulary within range of comprehension	4.07
- Maintains well modulated voice	3.96
- Maintains subject matter sequence	3.95
- Repeats subject matter not understood	3.93
- In beginning of session explain content coverage	3.79
- Asks all students to participate in discussions	3.77
- Praises good answers by students	3.74
- Writes legibily on blackboard	3.72
- Provides examples from daily life experience	3.71
- In beginning of session announces number of evaluations	3.71
- Invites students to present reports/papers	3.64
- In beginning of session announces types of evaluations	3.52
- In beginning of session provides up to date reference	3.46
- In beginning of session explaining learning experiences	3.28
- Relates teaching to students background	2.91
- Uses various methods of teaching	2.73
- Uses various teaching aids	2.20
Total Mean	64.35

Table 31

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF STUDENTS REGARDING COMMUNICATORS' ROLE

COMMUNICATOR'S ROLE	Mean
- Repeats subject matter not understood	3.74
- Uses vocabulary within range of comprehension	3.73
- Maintains subject matter sequence	3.83
- Provides examples from daily experience	3.70
- Asks all students to participate in discussion	4.15
- Maintains well modulated voice	3.77
- Writes legibly on blackboard	3.70
- In beginning of session defines objectives	3.57
In beginning of session explains content coverages	
In beginning of session explains learning experiences	
In beginning of session announces number of evaluations	
In beginning of session announces types of evaluations	
In beginning of session provides up to date reference	
- Praises good answers by students	3.76
- Invites students to present reports/papers	3.45
- Relates teaching to students background	3.57
- Uses various methods of teaching	3.36
- Uses various teaching aids	3.40
Total Mean	47.72

Table 32

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF STUDENTS REGARDING EVALUATOR'S ROLE

EVALUATOR'S ROLE	MEAN
- Periodically evaluates progress by tests	2.92
- Periodically evaluates progress by assignments	
- Communicates the submission dates/test dates in the beginning of term	2.82
- Communicates the submission dates/test dates one month before	
- Communicates the submission dates/test dates one week before	
- Gives group assignments individually	2.74
- Gives group assignments groups	
- Gives assignments that call for latest books references	2.70
- Gives assignments that call for journals references	
- Gives assignments that call for magazines references	
- Gives assignments that call for self study	
- Prepares test papers that call for application	2.66
- Prepares test papers that call for comprehension	
- Prepares test papers objective type True and False	2.66
- Prepares test papers objective type Match the following	
- Prepares test papers objective type Multiple choice	
- Prepares subjective type test papers essay type	
- Prepares subjective type test papers short answers	
- Plans test papers keeping in mind stated objectives	2.65

Contd...

Table 32 contd...

EVALUATORS ROLE	Mean
- Plans test papers keeping in mind content coverage	
- Plans test papers keeping in mind principles of test construction	2.57
- Discuss students performance	
- Returns test/assignments within a week	2.54
- Assignprojects/assignments according to students ability	2.43
- Gives model answrs for objectives test	2.41
- Prepares key answers for assignments	2.07
	Total Mean 34.00

Table 33

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF STUDENTS TOWARDS ROLE ENACTMENT BY TEACHERS IN EVALUATORS' ROLE

EVALUATORS' ROLE	MEAN
- Gives assignments that call for journals references	4.09
- Periodically evaluates progress by tests	4.06
- Periodically evaluates progress by assignments	4.02
- Gives group assignments individually	3.95
- Plans test papers keeping in mind content coverage	3.85
- Prepares subjective type test papers essay type	3.82
- Prepares subjective type test papers short answers	3.77
- Gives assignments that call for latest books references	3.70
- Plans test papers keeping in mind stated objectives	3.55
- Prepares test papers that call for application	3.53
- Communicates the submission dates/test dates in the beginning of term	3.48
- Gives assignments that call for self study	3.48
- Prepares test papers that call for comprehension	3.46
- Discuss students performance	3.29
- Gives assignments that call for magazines references	3.12
- Plans test papers keeping in mind principles of test construction	3.09
- Communicates the submission dates/test dates one week before	3.08
- Gives thought provoking assignments	3.01

contd...

Table 33 contd...

EVALUATORS' ROLE	MEAN
- Returns test/assignments withina week	2.85
- Assign projects/assignments according to students' ability	2.84
- Gives group assignments	2.54
- Prepares test papers objective type True and False	2.43
- Prepares model answers for easy type test	2.34
- Prepares [illegible] key answers for assignments	2.18
- Prepares model answers for objective test	2.15
- Prepares test papers objective type, Match the following	2.05
- Prepares test papers objective type, Multiple choice	2.02
Total Mean	94.01

Table 34

PERCENTAGE DISTRIBUTION SHOWING THE TEACHING CONSTRAINTS REPORTED BY STUDENTS AS FACED BY TEACHERS

TEACHING CONSTRAINTS	PERCENTAGE
- Experience monotony in teaching same course	54.88
- Experience difficulty to develop original thinking	50.61
- Experience difficulty to use variety of method and audio visual aids	45.12
- Fail to motivate students due to lacking command over the medium of instruction	43.29
- Experience difficulty to know if students are interested in the course	42.68
- Experience difficulty to obtain voluntary participation	40.85
- Experience difficulty to add humour to the class	37.80
- Fail to motivate students due to hetrogenity of students in class	37.20
- Experience difficulty to relate subject matter to needs of students	35.37
- Experience difficulty to provide practical and concrete experiences	35.37
- Experience difficulty to encourage students to express difference of opinion	35.37
- Experience insufficient time to prepare for teaching aids	34.15
- Experience difficulty to use relevant illustration to clarify subject matter	33.54
- Lack of command over medium of instruction	29.88
- Experience difficulty to encourage integration of knowledge	29.88
- Experience difficulty to appraise ability and skills	29.27

contd...

Table 34 contd...

TEACHING CONSTRAINTS	PERCENTAGE
- Lack of interest in teaching	27.44
- Experience difficulty to relate new subject matter in light of previous experience of knowledge	26.22
- Experience difficulty to make assignments understandable	26.22
- Experience insufficient time to prepare for other teaching methods	25.61
- Fail to motivate students due to repetion of subject for same group of students	25.00
- Experience lack of knowledge in preparing evaluative assignments material	21.34
- Experience lackm of knowledge in preparing evaluative practicals material	20.73
- Experience lack of knowledge in preparing evaluative test material	20.12
- Experience difficulty to help students to accept objectives of course	17.68
- Fail to motivate students due to too small classes	14.02
- Fail to motivate students due to too large classes	12.80
Total %	31.57

Table 35

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF STUDENTS TOWARDS ROLE ENACTMENT BY TEACHERS IN RESEARCH GUIDE'S ROLE

RESEARCH GUIDE'S ROLE	MEAN
- Encourages readings on research articles	4.09
- Give directions at every stage of research study	4.37
- Encourages original ideas	3.85
- Encourages readings on research methodology	3.73
- Help develop research proposals	3.67
- Developing awareness of sources of information	3.65
- Help explore new areas	3.64
- Help get information about research publication agencies	3.01
- Encourage writing of research articles	2.77
- Encourages to seek financial aid/scholarship	2.41
Total Mean	38.89

Table 36

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF STUDENTS REGARDING RESEARCH GUIDE'S ROLE

RESEARCH GUIDE	MEAN
- Give directions at every stage of research study	4.08
- Encourages readings on research articles	4.01
- Encourages original ideas	3.82
- Evaluates the work ate every stage	3.74
- Encourages readings on research methodology	3.73
- Help develop research proposals	3.66
- Help explore new areas	3.66
- Developing awareness of sources of information	3.63
- Help get information about resea ch publication agencies	3.13
- Encourage writing of research articles	2.93
- Encourages to seek financial aid/scholarship	2.67
	Total Mean 39.06

Table 37

PERCENTAGE DISTRIBUTION SHOWING RESEARCH CONSTRAINTS FOUND BY TEACHERS AS REPORTED BY STUDENTS

CONSTRAINTS IN RESEARCH	% Percentage
- Less time for research work due to heavy work load	36.71%
- Difficulty faced in getting help of computers	36.71%
- Difficulty faced in getting statistical help	35.44%
- Interference by senior teachers/colleagues by not being co-operative	34.81%
- Uncc-operative behaviour of non respondents while data collection	31.01%
- Interference by senior teachers/colleagues by not appreciating research work done by others	28.48%
- Interference by Dean/Head by not providing manual help (peon/attendent)	26.58%
- Interference by Dean/Head by not allwoing for use of laboratories after college time	26.58%
- Lack ofm novel ideas for research	25.32%
- Interference by Dean/Head by not providing typing and cyclostyling facilities	22.78%
- Interference of Dean/Head by not sanctioning money	21.52%
- Interference by senior teachers/colleagues by not giving guidance when required	20.89%
- Interference of Dean/Head by not forwerding letters	18.99%
- Irresponsible behaviour of other team members working on the research project	17.72%
- Less time for research work due to much clerical work in the department	16.46%
- Interference by Dean/Head by not giving leave when required	15.82%
- Interference by Senior teachers/colleagues by not letting independent work done	15.19%
- Less time for research work due to excess of extra curricular activities	13.29%
- Interference by senior teachers/colleagues by not answering to the research questionnaire	12.03%
Total %	24.02%

Table 38

RERCENTAGE DISTRIBUTION SHOWING THE CONSTRAINTS FOR TEACHERS NOT INVOLVED IN RESEARCH AS IDENTIFIED BY STUDENTS

CONSTRAINTS IN RESEARCH	PERCENTAGE
- Lack of time due to heavy work load	32.28%
- Lack of interest in research work	27.85%
- Research work not required	26.58%
- The administrators not asked for research work	25.32%
- Lack of time due to much clerical work in department	18.35%
- Lack of time due to excess of extra curricular activities	10.13%
Total %	23.42%

Table 39

MEAN SCORE DISTRIBUTION SHOWING THE STUDENTS RESPONDE TOWARDS ROLE ENACTMENT BY TEACHERS IN EXTENSION WORK GUIDE'S ROLE

EXTENSION WORK GUIDE'S ROLE	MEAN
- Develop awareness through research articles	4.15
- Suggests further improvements to be made	3.90%
- Plan need based programmes considering resource materials	3.87
- Plan need based programmes considering timings	3.83
- Plan need based programmes considering resource persons	3.83
- Help developing genuine interest in extension work	3.81
- Plan need based programmes considering place for conducting programmes	3.80

contd...

Table 39 contd...

EXTENSION WORK GUIDE'S ROLE	MEAN
- Help surveying needs and interest of community people	3.72
- Help determine needs/interests of community people	3.65
- Guide students with the lesson plans	3.65
- Solves problems faced by students	3.59
- Encourage grasp over extension methods and medias	3.52
- Develop awareness through local newspapers	3.27
- Encourage plan of programmes on health & hygiene	3.49
- Appraises execution of programme	3.43
- Consider suggestions of the community people	3.39
- Develop awareness through magazines	3.36
- Observes satisfaction of community people	3.27
- Encourage plan of programmes on income generating activities	3.26
- Help explore agencies/organisations beneficial to the communities	3.14
- Encourage plan of programmes on superstitions and taboos activities	3.12
- Encourage plan of programmes on population education	3.03
- Encourage plan of programmes on literacy	2.98
- Encourage plan of programmes on civil consiousness	2.74
- Encourages rendering of services at time of mishaps	2.24
- Help plan result oriented programmes	2.23
Total	88.26

Table 40

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF STUDENTS REGARDING EXTENSION WORK GUIDE'S ROLE

EXTENSION WORK GUIDE'S ROLE	MEAN
- Help develop genuine interest in extension work	4.04
- Suggests further improvements to be made	3.93
- Encourage grasp over extension methods and medias	3.65
- Consider suggestions of the community people	3.65
- Develop awareness through local newspapers	3.64
- Develop awareness through magazines	[illegible]
- Develop awareness through research articles	
- Help determine needs/interests of community people	
- Help surveying needs and interest of community people	
- Plan need based programmes considering resource materials	3.62
- Plan need based programmes considering resource persons	
- Plan need based programmes considering timings	
- Plan need based programmes considering place for conducting programmes	
- Encourage plan of programmes on literacy	3.55
- Encourage plan of programmes on health & hygiene	
- Encourage plan of programmes on civil conciousness	
- Encourage plan of programmes on income generating activities	

contd...

Table 40 contd...

EXTENSION WORK GUIDE'S ROLE	MEAN
- Encourage plan of programmes on population education	
- Encourage plan of programmes on superstitions and taboos activities	
- Solves problems faced by students	3.53
- Guide students with the lesson plans	3.53
- Observes satisfaction of community people	3.50
- Appraises execution of programme	3.44
- Help explore agencies/organisations beneficial to the communities	3.24
- Help plan result oriented programmes	2.80
- Encourages rendering of services at time of mishaps	2.48
Total Mean	48.59

Table 41

PERCENTAGE DISTRIBUTION SHOWING THE EXTENSION CONSTRAINTS FACED BY TEACHERS AS IDENTIFIED BY STUDENTS

CONSTRAINTS IN EXTENSION	PERCENTAGE
- Lack of time on part of community people to attend to the organised extension activities	46.46%
- Internal conflicts of community people	35.43%
- Experience of fatigue due to non availability of transportation facility and thereby depending on local buses	35.43%
- Lack of motivation on part of the community people urban/rural	33.86%
- Problems faced with students such as lack of command over local language	33.86%
- Unsuited time kept for extension activities for community people	33.07%
- Lack of co-operation of people themselves	31.50%
- Lack of faith on part of the community people for extension workers	29.92%
- People not receptive to the programmes organised for them	22.83%
- Lack of co-operation of government agencies	22.05%
- Lack of faith on part of the community people for extension work	22.05%
- Lack of substantial extension programmes due to non availability of financial aid	21.26%
- Problems faced with students such as lack of motivation	21.26%
- Problems faced with students such as lack of interest in extension work	21.26%
- Lack of co-operation of local leaders	18.90%
- Lack of initiation for using variety of audio visual aids	18.11%

contd...

Table 41 contd...

CONSTRAINTS IN EXTENSION	PERCENTAGE
- Lack of co-operation of voluntary agencies	17.32%
- Lack of expression while communication	17.32%
- Problems faced with students such as lack of initiation for using variety of methods while communicating	14.96%
- Problems faced with students such as lack of persistence	12.60% &.
- Lack of co-operation of extension workers	9.45%
Total	%24.71%

Table 42

PERCENTAGE DISTRIBUTION SHOWING THE CONSTRAINTS FACED BY TEACHERS NOT INVOLVED IN EXTENSION WORK AS IDENTIFIED BY STUDENTS

CONSTRAINTS IN EXTENSION	PERCENTAGE
- No time left for extension work	33.07%
- Lack of interest in extension work	29.92%
- Lack of training in extension methods and medias	29.92%
- Not required to any extension work in my job	29.13%
- Not familiar with extension activities	22.05%
Total %	28.82%

Table 43

PERCENTAGE DISTRIBUTION SHOWING THE PHYSICAL CONSTRAINTS FACED BY TEACHERS AS IDENTIFIED BY STUDENTS

PHYSICAL CONSTRAINTS	PERCENTAGE
- Library lacking in cubicals/cells for teachers/researchers	49.39%
- Library lacking in books by Indian authors	44.51%
- Library lacking in xeroxing facilities	44.51%
- Lack of proper technicians for handling laboratory equipments	44.51%
- Back of vehicles facility	42.68%
- Lecture rooms lacking proper bulletin boards	40.85%
- Lack of rooms for research work	40.24%
- Library lacking in upto date research journals	39.63%
- Laboratories have outdated equipment	37.80%
- Lecture rooms inadequately furnished	37.20%
- Laboratories not equipped with sufficient equipment	37.20%
- Library lacking in upto date books	37.20%
- Library lacking in adequate number of staff assisting in selecting books and journals	37.20%
- Library lacking in upto date periodicals	35.98%
- Library situated too far from the college	35.98%
- Library lacking in comfortable seating arrangement	34.15%
- Lack of Indian teaching aids	34.15%
- Lack of time for research work	34.15%
- Library lacking in upto date reports	33.54%
- Laboratories not situated for research studies	32.32%

contd....

Table 43 contd....

PSYSICAL CONSTRAINTS	PERCENTAGE
- Lack of financial grants for teaching aids	32.32%
- Library lacking in adequate number of books	31.10%
- Lack of financial grant for equipments for teaching	31.10%
- Lecture rooms too large for small classes	30.49%
- Library lacking in documentation facilities	30.49%
- Library lacking in alphabetical arrangement of books/journals	30.49%
- Lack of financial grant for extension work	28.66%
- Lecture rooms too small for large classes	28.05%
- Lecture rooms lacking proper easel boards	25.61%
- Library not situated on the college premises	23.17%
- Laboratories too small for large classes	20.12%
- Lecture rooms lacking proper black boards	16.46%
- Lecture rooms lacking proper chalks and dusters	15.24%
- Lecture rooms illventialted	12.80%
Total %	33.14%

4.2.3 Identification of teachers' roles by administrators

Role of Teaching :

The role of teachers in teaching, research, and extension as identified by administrators, are included in this section.

Role of Instructor :

According to the administrators, the teachers usually performed this role, however, some roles were played always which were pertaining to planning of content in line with objectives of the course, directing students to obtain appropriate references from the library, being thorough with the subject matter knowledge and determining objectives according to the mental level of students. The roles which were thought to be played some times were regarding planning teaching-aid according to subject matter, taking interest in solving personal problems of the students, restating objectives of course with changing nature of students' knowledge and behaviour (Table 44).

The administrators were found to be somewhat contented with this role performance (Table 45). Only with two role performances they were highly contented which were of teachers' planning content in line with objectives and in logical sequence and teachers being available to students outside the class room. Less contentment was found with

regards to the teachers' preparation of handouts for complex topics and updating lectures from latest books and journals.

Role of Communicator :

Administrators felt that this role was highly enacted by the Home Science College teachers. Most activities were always performed and rest were usually performed.

The roles identified as played always were of maintaining subject matter sequence while teaching and in beginning of the session defining objectives, explaining content coverage, announcing number and type of evaluations, inviting students to present reports and papers, providing examples from daily life experience, asking all students to participate in discussions, praising good answers by students, repeating subject matter not understood by the students, using vocabulary within range of students comprehension and maintaining a well-modulated voice while teaching were also found to be performed always (Table 46).

The administrators were somewhat contented by role performance of the teachers,but with few enactments they were highly contented. These were pertaining to providing examples from daily life experience, using vocabulary within range of students' comprehension, and inviting students to present reports/papers and praising good answers by students. As compared to other roles, less contentment was found with

regards to the use of variety in teaching methods and teaching aids (Table 47).

As opined by administrators, more attention should be given to the methods and teaching aids. More of orientation to different teaching methods and aids can be given to teachers through conducting workshops, which can be initiated by the administrators, and there-by their use can be encouraged.

Role of Evaluator :

With regards to evaluators' role, the enactment on the whole was found to be usual as reported by administrators. Some roles which were found to be always performed were of evaluating students' progress by giving periodically test and assignment, planning test papers keeping in mind, the content coverage and preparing more of short answer questions. The roles performed less frequently were regarding preparing objective type papers which include tests like true and false, fill in the blanks and match the following, communication of test dates well in advance, return of tests and assignments and preparing of key answers for tests and assignments (Table 48).

Somewhat higher contentment was found only on role of teachers' periodically evaluating students' progress by test or assignment. Lesser contentment was found on roles which were less frequently performed (Table 49).

Comparatively, as identified by administrators the performance on this role was not very convincing. Therefore, to ensure the best performance of this role on which much of the future of teaching-learning depends, the administrators should intervene by checking the quality of test papers and other evaluative measures from time to time. Conducting programmes on orientation on evaluative practices for new recruits and initiating research on the validity of evaluations of students and getting feedback from students, can improve the quality of evaluation by teachers.

Teaching role Constraints :

Most of the administrators reported constraints like teachers experiencing difficulty to develop original thinking in student, failure to motivate students due to their lacking command over the medium of instruction and difficulty to obtain voluntary participation among students. Other constraints reported to some extent were experiencing insufficient time to prepare teaching aids, experience difficulty in using variety of teaching methods and A.V. aids and encouraging students to express their opinion, lack of knowledge in preparing evaluative material, experience difficulty in knowing if students are interested in the course. The least constraint reported was lack of teachers' command over the medium of instruction, and failure to motivate students due to small classes (Table 50).

Most of the constraints reported by administrators were similar to those reported by teachers and students where the most represented constraint to teaching was students' lacking command over English language.

ROLE OF RESEARCH

Role of Researcher :

According to administrators, teachers usually played this role and they were somewhat contented with their performance. The role-activity performed always was of reading research publications. The role activities identified to be less performed was of teachers visiting various research institutions/libraries for shaping research proposal with which administrators were also less contented alongwith the role of undertaking of research projects. Comparatively, higher contentment was found with regards to teachers consulting colleagues/senior staff for suggestion and reading research publications (Table 51, 52).

Role of Research Guide :

The administrators thought that teachers always gave direction to students at every stage of research study whereas, the role identified to be less performed was of encouraging students to seek financial aid and scholarship. High contentment was found with regards to teachers encouraging students to read on research methodology to bring forth original ideas of students and give directions at each stage.

Overall, the administrators found that teachers usually performed this role and were somewhat contended (Table 53, 54).

Research role-Constraints

Half of the administrators, felt that teachers had less time for research due to heavy teaching load. Uncooperative behaviour of non-respondents while data collection and less time for research work due to much of clerical work in department were other constraints identified by more than one-fourth of administrators. It is interesting to note that administrators also felt that little clerical assistance is provided to Home Science Colleges and much work goes in hands of teachers apart from the heavy teaching schedule which leaves less time for them to engage in research work.

It was also found that administrators did not feel that Heads or Deans caused any constraint by not sanctioning money, not forwarding letters, not giving required leave or not allowing them to use laboratories after college timings and by not providing manual help or typing facilities. These were however, reported as constraints by some teachers (Table 55).

For teachers not involved in any research work, the identified constraints by administrators were lack of time due to heavy work load, extra curricular activities and

clerical work and of teachers' lack of interest in research. The least reported constraint was that of administrators not asking for research work to be done or research not required to be taken up by teachers (Table 56).

ROLE OF EXTENSION

Role of Extension Worker

Administrators opined that this role was somewhat enacted by the teachers. Some of the roles were played usually and most role activities were somewhat played. The roles identified to be performed usually were of reading local newspapers/magazines, being aware of the living conditions and problems of weaker communities. The roles somewhat played by teachers were of encouraging people to form balwadis, youth club, cooperatives, educate both daughter and son, have low-cost nutritious food, vote wisely in election, hear specific radio programmes and see television in local centres if available, participate in urban upliftment program, discourage people to follow superstition, taboos and rely solely on local treatment (Table 57, 58).

The administrators were neither contented nor discontented by roles played as extension worker. To some extent they were contented only by teachers' participation in urban-rural upliftment programmes which were only performed somewhat and regarding their reading local newspapers and their being aware of weaker communities living conditions, problems and welfare programmes.

It is revealed that this role played by teachers according to the administrators' judgement is not much convincing.

Role of Extension-Work Guide

As identified by administrators, this role was usually performed but they were neither contented nor discontented with the performance. It is suggested that this role did not generate the desired satisfaction among administrators.

The roles as perceived to be played always were regarding developing genuine interest in extension work, encouraging grasp over methods and media and planning need-based programmes. The rarely performed roles by teachers were to help students plan result-oriented program with which administrators were less contented. They were somewhat discontented with role in encouraging students to render service at the time of mishap (Table 59, 60).

Most of the other roles were usually played and rest were somewhat performed.

According to administrators' response, the role of extension needs to be still given more attention, as it derived lesser satisfaction, although, most of the roles were usually or some times performed.

Extension work calls for more dependence on community people and facilities available, therefore, sometimes it is difficult to achieve the objectives as laid on paper.

Extension Role-Constraints

The less satisfaction of the performance of Home Science College teachers with regards to role of extension can be attributed to certain constraints as identified by the administrators.

The highest reported constraints were same as also identified by teachers and students, that is, lack of time on part of the community people to attend to the organised activities and lack of motivation on part by community people. Some constraints were more with respect to students that is their lack of command over local language and expression while communication, lack of interest and persistence to use variety of methods and teachings aids. The same constraints were also reported by the teachers (Table 61).

The other constraints were of teachers experiencing fatigue due to lack of transportation facilities, people not being receptive to programmes and the internal conflicts of community people.

For teachers not involved in extension work, the constraints felt were lack of time and lack of interest in extension work. 'Extension work not required in the job' was not found to be a constraint (Table 62).

As administrators have also identified some constraints which may hinder the extension work of teachers, there should be an attempt by them to resolve the constraints specifically those of providing facilities like transport to teachers.

Physical Constraints

The physical constraints identified by administrators were similar to those identified by teachers and students. The most identified constraints were lack of space and time for research work, library lacking adequate number of staff, up-to-date books, journals, periodicals, reports, and books by Indian authors, proper facilities like xeroxing, cubicals/cells for teachers and researchers, and library situated too far away from the college premise (Table 63.)

The other constraints identified were with regards to laboratories lacking proper technicians for handling equipments and too small for large classes, and lecture rooms lacking proper bulletin boards. With regards to extension, the constraints felt most was lack of vehicle facility.

It is interesting to note that administrators have also identified some physical constraints which teachers may face.

These constraints can be overcome by administrators' negotiation with librarian and other University authorities. Sometimes it is observed that inspite of administrators persistent efforts in overcoming such problems, a lot of time is wasted in processing of paper which itself becomes an added constraint. If such physical constraints are given top priority at University level, then it may ease such problems faced in teaching, research and extension work.

In conclusion it can be stated that according to teachers, student and administrators the Home Science College teachers are performing the roles of teaching, research and extension to some extent and to some satisfaction. However, the roles performed less frequently as already discussed, should be given more attention by the teachers.

The constraints faced in teaching, research, and extension and the physical constraints as identified by the three groups of respondents should also be given due attention by concerned authorities for the further enhancement of teachers' role performance.

Table 44

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS ROLE ENACTMENT OF TEACHERS IN INSTRUCTORS' ROLE

INSTRUCTOR'S ROLE	MEAN
- Plans content in line with objectives	4.40
- Directs students obtain appropriate references from library	4.30
- Thorough with subject knowledge	4.25
- Determines objectives according to mental level of students	4.25
- Plans method of teaching appropriate to students	4.20
- Available to students outside the classroom	4.20
- Interested in solving students academic problems	4.10%
- Plans content in logical sequence	4.00
- Plans method of teaching appropriate to subject matter	3.90
- Prepares lectures from latest books/journals	3.60
- Plan teaching aids appropriate to students	3.55
- Prepares handouts for complex topics	3.45
- Plans teaching aids appropriate to subject matter	3.40
- Interested in solving students personal problems	3.25
- Restates objectives of course with the changing nature of students knowledge	3.30
- Restates objectives of course with the changing nature of students behaviour	3.30
Total Mean	61.45

Table 45

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS' TOWARDS THEIR ROLE CONTENTMENT REGARDING INSTRUCTORS' ROLE

INSTRUCTOR'S ROLE	MEAN
- Plans content in line with objectives	4.35
- Plans content in logical sequence	
- Available to students outside the classroom	4.30
- Restates objectives of course with the changing nature of students knowledge	4.30
- Thorough with subject knowledge	4.20
- Determines objectives according to mental level of students	4.20
- Interested in solving students academic problems	4.15
- Interested in solving students personal problems	
- Directs students obtain appropriate references from library	4.15
- Plans method of teaching appropriate to students	4.05
- Plans method of teaching appropriate to subject matter	4.05
- Plan teaching aids appropriate to students	
- Plans teaching aids appropriate to subject matter	
- Restates objectives of course with the changing nature of students behaviour	
- Prepares lectures from latest books/journals	4.00
- Prepares handouts for complex topics	3.55
Total Mean	41.25

Table 46

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATOR'S TOWARDS ROLE ENACTMENT OF TEACHERS IN COMMUNICATOR'S ROLE

COMMUNICATOR'S ROLE	MEAN
- Maintains subject matter sequence	4.55
- In beginning of session define objectives	4.50
- In beginning of session explain content coverages	4.50
- Invites students to present reports/papers	4.35
- Provides examples from daily life experience	4.35
- Asks all students to participate in discussions	4.35
- Praises good answers by students	4.35
- Repeats subject matter not understood	4.35
- Maintains well modulated voice	4.30
- In beginning of session announces number of evaluations	4.30
- In beginning of session announces types of evaluations	4.30
- Uses vocabulary within range of comprehension	4.30
- In beginning of session explaining learning experiences	4.20
- Relates teaching to students background	4.15
- In beginning of session provides upto date reference	4.10
- Writes legibly on blackboard	3.95
- Uses various methods of teaching	3.80
- Uses various teaching aids	3.60
Total Mean	76.20

Table 47

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF ADMINISTRATORS REGARDING COMMUNICATOR'S ROLE

COMMUNICATOR'S ROLE	MEAN
- Provides examples from daily life experience	4.35
- Uses vocabulary within range of comprehension	4.25
- Invites students to present reports/papers	4.25
- Praises good answers by students	4.25
- Repeats subject matter not understood	4.20
- Maintains subject matter sequence	4.10
- Maintains well modulated voice	4.10
- Relates teaching to students background	4.10
- Asks all students to participate in discussions	4.05
- In beginning of session define objectives	4.00
- In beginning of session explain content coverages	
- In beginning of session explain learning experiences	
- In beginning of session announces number of evaluations	
- In beginning of session announces types of evaluations	
- In beginning of session provides up to date reference	
- Write legibly on blackboard	4.00
- Uses various methods of teaching	4.00
- Uses various teaching aids	3.90
Total Mean	53.55

Table 48

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS ROLE ENACTMENT OF TEACHERS IN EVALUATOR'S ROLE

EVALUATOR'S ROLE	Mean
- Periodically evaluates progress by assignments	4.50
- Periodically evaluates progress by tests	4.30
- Plans test papers keeping in mind content coverage	4.25
- Prepares subjective type test papers short answers	4.25
- Plans test papers keeping in mind stated objectives	4.20
- Prepares subjective type test papers easy type	4.05
- Plans test papers keeping in mind principles of test construction	3.95
- Discuss students performance	3.95
- Prepares test papers that call for application	3.90
- Prepares test papers that call for comprehension	3.85
- Gives toughtproviking assignments	3.85
- Gives group assignments individually	3.85
- Assign projects/assignments according to students ability	3.75
- Gives group assignments groups	3.65
- Gives assignments that call for journals references	3.65
- Gives assignments that call for latest books references	3.60
- Gives assignments that call for magazines references	3.60
- Prepares model answers for easy type test	2.90

contd...

Table 48 contd...

EVALUATOR'S ROLE	MEAN
- Returns test/assignments within a week	3.55
- Communicates the submission dates/test dates one week before	3.50
- Prepares test papers objective type Multiple choice	3.45
- Gives assignments that call for self study	3.40
- Communicates the submission dates/test dates one month before	3.35
- Prepares test papers objective type True and False	3.30
- Communicates the submission dates/test dates in the beginning of term	3.25
- Prepares test papers objective type Match the followsing	3.20
- Prepares model answers for objective test	3.20
- Prepares key answers for assignments	3.05
Total Mean	108.20

Table 49

MEAN SCORE DISTRIBUTION OF RESPONDENTS SHOWING THE ROLE CONTENTMENT OF ADMINISTRATORS REGARDING EVALUATOR'S ROLE

EVALUATOR'S ROLE	MEAN
- Periodically evaluetes progress by tests	4.25
- Periodically evaluates progress by assignments	
- Gives group assignments individually	4.10
- Gives group assignments groups	
- Communicates the submission dates/test dates in the beginning of term	4.00
- Communicates the submission dates/test dates one month before	
- Communicates the submission dates/test dates one week before	
- Discuss students performance	4.00
- Prepares test papers objective type True and False	3.95
- Prepares test papers objective type Match the following	
- Prepares test papers objective type Multiple choice	
- Prepares subjective type test papers easy type	
- Prepares subjective type test papers short answers	
- Prepares test papers that call for application	
- Prepares test papers that call for Comprhension	
- Assign projects/assignments according to students ability	
- Plans test papers keeping in mind stated objectives	3.90

Table 49 contd....

EVALUATOR'S ROLE	MEAN
- Plans test papers keeping in mind content coverage	
- Plans test papers keeping in mind principles of test construction	
- Gives assignments that call for latest books references	
- Gives assignments that call for journals references	
- Gives assignments that call for magazines references	
- Gives assignments that call for self study	
- Gives thought provoking assignments	3.70
- Prepares model answers for objective test	3.60
- Prepares model answers for easy type test	
- Prepares key answers for assignments	3.55
- Returns of test/assignments	3.50
Total Mean	50.15

Table 50

PERCENTAGE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS TEACHING CONSTRAINTS FACED BY TEACHERS

TEACHING CONSTRAINTS	PERCENTAGE
- Experience difficulty to develop original thinking	65.00%
- Fail to motivate students due to lacking command over the medium of instruction	60.00%
- Experience difficulty to obtain voluntary participation	55.00%
- Experience insufficient time toprepare for teaching aids	35.00%
- Experience difficulty to encourage students to express difference of opinion	35.00%
- Experience difficulty to use variety of method and audio visual aids	35.00%
- Experience difficulty to relate new subject matter in light of previous experience of knowledge	30.00%
- Experience lack of knowledge in preparing evaluative test material	25.00%
- Experience insufficient time to prepare for other teaching methods	25.00%
- Experience difficulty to know if students are interested in the course	25.00%
- Experience difficulty to use relevant illustration to clarify subject matter	25.00%
- Experience difficulty to provide practical and concentrate experiences	25.00%
- Experience difficulty to encourage integration of knowledge	25.00%

Table 50 contd...

TEACHING CONSTRAINTS	PERCENTAGE
- Fail to motivate students due to too large classes	20.00%
- Experience difficulty to add humour to the class	20.00%
- Experience monothony in teaching same course	15.00%
- Experience difficulty to relate subject matter to needs of students	15.00%
- Experience difficulty to appraise ability and skills	15.00 %
- Lack of interest in teaching	10.00%
- Eail to motivate students due to repetition of subject for same group of students	10.00%
- Experience lack of knowledge in preparing evaluative assignments material	10.00%
- Experience difficulty to help students to accept objectives of course	10.00%
- Fail to motivate students due to hetrogenity of students in class	10.00%
- Lack of command over medium of instruction	
- Fail to motivate students due to too small classes	
- Experience difficulty to make assignments understandable	
Total %	22.41%

Table 51

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS ROLE ENACTMENT OF TEACHERS IN RESEARCHERS' ROLE

RESEARCHER'S ROLE	MEAN
- Reads research publications	4.30
- Consults colleagues/senior staff for suggestions	4.15
- Explores areas of research	4.10
- Reports progress of the study to finance agency	4.10
- Keeps checking the progress of research study	4.00
- Formulates research proposals considering research methodology	3.80
- Makes available materials/equipment for research study	3.75
- Publishes recommendations through articles	3.75
- Undertakes research projects	3.70
- Reads papers on conducted researches	3.70
- Guides the junior research staff	3.60
- Visits various research institutions/libraries for shaping research proposals	3.20
Total Mean	46.15

Table 52

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF ADMINISTRATORS REGARDING RESEARCHERS' ROLE

RESEARCHER'S ROLE	MEAN
- Consults colleagues/senior staff for suggestions	4.05
- Reads research publications	4.00
- Keeps checking the progress of research study	3.95
- Explores areas of research	3.90
- Reports progress of the study to finance agency	3.90
- Formulates research proposals considering research methodology	3.80
- Makes available materials/equipment for research study	3.75
- Publishes recommendations through articles	3.70
- Reads papers on conducted researches	3.70
- Guides the junior research staff	3.65
- Visits various research institutions/ libraries for shaping research proposals	3.60
- Undertakes research projects	3.45
Total Mean	45.45

Table 53

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS ROLE ENACTMENT OF TEACHERS IN RESEARCH GUIDE'S ROLE

RESEARCH GUIDE'S ROLE	MEAN
- Gives directions at every stage of research study	4.30
- Encourages readings on research methodology	4.10
- Encourages original ideas	4.10
- Evaluate the work at every stage	4.10
- Help get information about research publication agencies	4.10
- Encourages readings on research articles	4.00
Help explore new areas	4.00
- Help develop research proposals	3.95
- Developing awareness of sources of information	3.90
- Encourage writing of research articles	3.60
- Encourage to seek financial aid/scholarship	3.35
Total Mean	43.50

Table 54

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF ADMINISTRATORS REGARDING THE RESEARCH GUIDE'S ROLE

RESEARCH GUIDE	MEAN
- Encourages readings on research methodology	4.40
- Gives directions at every stage of research study	4.35
- Encourage original ideas	4.25
- Encourages readings on research articles	4.20
- Developing awareness of sources of information	4.20
- Evaluate the work at every stage	4.20
- Help explore new areas	4.15
- Help get information about research publication agencies	4.00
- Help develop research proposals	3.95
- Encourages to seek financial aid/ scholarship	3.90
- Encourage writing of research articles	3.55
Total Mean	45.15

Table 55

PERCENTAGE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS RESEARCH CONSTRAINTS FACED BY TEACHERS INVOLVED IN RESEARCH WORK

CONSTRAINTS IN RESEARCH	PERCENTAGE
- Less time for research work due to heavy work load	50.00%
- Unco-operative behaviour of non respondents while data collection	30.00%
- Less time for research work due to much clerical work in the department	25.00%
- Less time for research work due to excess of extra curricular activities	20.00%

contd...

Table 55 contd...

CONSTRAINTS IN RESEARCH	PERCENTAGE
- Interference by senior teacherspcolleagues by not appreciating research work done by others	20%
- Difficulty faced in getting statistical help	20.00%
- Lack of novel ideas for research	15.00%
- Difficulty faced in getting help of computers	15.00%
- Interference by Dean/Head by not providing typing and cyclostyling facilities	10.00%
- Interference by Dean/Head by not providing manual help (peon/attendent)	10.00%
- Interference by senior teachers/colleagues by not giving guidance when required	10.00
- Irresponsible behaviour of other team members working on the research project	10.00
- Interference of Dean/Head by not sanctioning money	5.00%
- Interference of Dean/Head by not forwarding letters	5.00%
- Interference by Dean/Head by not allowing for use of laboratories after college time	5.00%
- Interference by Dean/Head by not giving leave when required	5.00%
- Interference by Senior teachers/colleagues by not letting independent work done	5.00%
- Interference by senior teachers/colleagues by not being co-operative	5.00%
- Interference by senior teachers/colleagues by not answering to the research questionnaire	5.00%
Total %	12.63%

Table 56

PERCENTAGE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS' TOWARDS RESEARCH CONSTRAINTS FOR TEACHERS NOT INVOLVED IN RESEARCH.

RESEARCH CONSTRAINTS	PERCENTAGE
- Lack of time due to heavy work load	60.00%
- Lack of interest in research work	40.00%
- Lack of time due to excess of extra curricular activities	30.00%
- Lack of time due to much clerical work in department	25.00%
- The administrators not asked for research work	15.00%
- Research work not required	10.00%
Total %	30.00%

Table 57

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS ROLE ENACTMENT OF TEACHERS IN EXTENSION WORKER'S ROLE

EXTENSION WORKERS ROLE	MEAN
- Reads local newspapers/magazines	3.85
- Aware of weaker communities living conditions	3.85
- Aware of weaker communities problems	3.70
- Inform people about the local resources	3.60
- Encourage people have small families	3.60

contd....

Table 57 contd...

EXTENSION WORKER'S ROLE	MEAN
- Participate in rural upliftment programmes	3.55
- Encourage people consult doctors at the time of illness	3.55
- Aware of weaker communities welfare programmes	3.50
- Act as resource person for upliftment programmes	3.50
- Identifies need of community people	3.40
- Plans need based programmes	3.40
- Encourage people form balwadi	3.40
- Encourage people educate both daughters and sons	3.40
- Encourage people have low cost nutritious food	3.40
- Encourage people vote wisely in election	3.40
- Participate in urban upliftment programmes	3.35
- Encourage people use modern tools and techniques	3.30
- Explore effective communication media	3.25
- Encourage people form mahila mandals	3.25
- Discourage people follow dowry system	3.10
- Encourage people to hear specific radio programmes	3.00
- Discourage people follow superstition/taboos	3.00
- Discourage people rely solely in local treatment at time of illness	2.98
- Encourage people to see television in local centres	2.90
- Encourage people form youth clubs	2.80
- Encourage people form co-operatives	2.65
Total Mean	86.95

Table 58

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF ADMINISTRATORS REGARDING EXTENSION WORKER'S ROLE

EXTENSION WORKERS ROLE	MEAN
- Participate in urban upliftment programmes	3.50
- Participate in rural upliftment programmes	
- Reads local news papers/magazines	3.80
- Aware of weaker communities living conditions	3.45
- Aware of weaker communities problems	
- Aware of weaker communities welfare programmes	
- Identifies need of community people	3.45
- Explore effective communication medias	3.35
- Act as resource person for upliftment programmes	3.30
- Encourage people educate both daughters and sons	3.30
- Encourage people consult doctors at the time of illness	
- Encourage people have small families	
- Encourage people use modern tools and techniques	
- Encourage people have low cost nutritious food	
- Encourage people vote wisely in election	
- Plans need based programmes	3.25
- Discourage people follow dowry system	3.15
- Discourage people follow superstition/taboos	
- Discourage people follow rely solely in local treatment at time of illness	
- Encourage people form mahila mandals	3.15
- Encourage people form balwadi	
- Encourage people form youth clubs	
- Encourage people form co-operatives	
- Inform people about the local resources	3.10
- Encourage people to see television in local centres	3.00
- Encourage people to hear specific radio programmes	3.00
Total Mean	39.80

Table 59

MEAN SCORE DISTRIBUTION SHOWING THE RESPONSE OF ADMINISTRATORS TOWARDS ROLE ENACTMENT OF TEACHERS IN EXTENSION WORK GUIDE'S ROLE

EXTENSION WORK GUIDE'S ROLE	MEAN
- Help develop genuine interest in extension work	4.30
- Encourage grasp over extension methods and medias	4.25
- Plan need based programmes considering place for conducting programmes	4.25
- Plan need based programmes considering timings	4.20
- Plan need based programmes considering resources materials	4.15
- Develop awareness through research articles	4.10
- Help determine needs/interests of community people	4.10
- Plan need based programmes considering resource persons	4.10
- Help surveying needs and interest of community people	4.05
- Develop awareness through local newspapers	3.95
- Develop awareness through magazines	3.95
- Guide students with the lesson plans	3.75
- Suggests further improvements to be made	3.70
- Appraises execution of programme	3.65
- Observes satisfaction of community people	3.55
- Consider suggestions of the community people	3.55
- Encourage plan of programmes on health & hygiene	3.45
- Solves problems faced by students	3.45
- Help explore agencies/organisations beneficial to the communities	3.40
- Encourage plan of programmes on population education	3.25

contd...

Table 59 contd...

EXTENSION WORK GUIDE'S ROLE	MEAN
- Encourage plan of programmes on income generating activities	3.15
- Encourage plan of programmes on superstitions and taboos activities	3.10
- Encourage plan of programmes on literacy	2.95
- Encourage plan of programmes on civil conciousness	2.75
- Encourages rendering of services at time of mishaps	2.75
- Help plan result oriented programmes	2.40
Total Mean	94.25

Table 60

MEAN SCORE DISTRIBUTION SHOWING THE ROLE CONTENTMENT OF ADMINISTRATORS REGARDING EXTENSION WORK GUIDE'S ROLE

EXTENSION WORK GUIDE'S ROLE	Mean
- Encourage grasp over extension methods and medias	3.65
- Plan need based programmes considering resource materials	3.65
- Plan need based programmes considering resource persons	
- Plan need based programmes considering timings	
- Plan need based programmes considering place for conducting programmes	

Contd....

Table 60 contd...

EXTENSION WORK GUIDE'S ROLE	MEAN
- Help explore agencies/organisations beneficial to the communities	3.65
- Help develop genuine interest in extension work	3.50
- Guide students with the lesson plans	3.50
- Appraises execution of programme	3.50
- Suggest further improvements to be made	3.50
- Develop awareness through local newspapers	3.40
- Develop awareness through magazines	
- Develop awareness through research articles	
- Help determine needs/interests of community people	
- Help surveying needs and interest of community people	
- Solves problems faced by students	3.40
- Observes satisfaction of community people	3.35
- Consider suggestions of the community people	3.35
- Encourage plan of programmes on literacy	3.15
- Encourage plan of programmes on health & hygiene	
- Encourage plan of programmes on civil conciousness	
- Encourage plan of programmes on income generating activities	
- Encourage plan of programmes on population education	
- Encourage plan of programmes on superstitions and taboos activities	
- Help plan result oriented programmes	3.00
- Encourages rendering of services at times of mishaps	2.55
Total Mean	47.15

Table 61

PERCENTAGE DISTRIBUTION SHOWING THE CONSTRAINTS FOR TEACHERS NOT INVOLVED IN EXTENSION WORK AS REPORTED BY ADMINISTRATORS

CONSTRAINTS IN EXTENSION	PERCENTAGE
- Lack of time on part of community people to attend to the organised extension activities	60.00%
- Lack of expression while communication	55.00%
- Lack of motivation on part of the community people urban/rural	45.00%
- Problems faced with students such as lack of motivation	45.00%
- Problems faced with students such as lack of interest in extension work	45.00%
- Problems faced with students such as lack of command over local language	45.00%
- Experience of fatigue due to non availability of transportation facility and thereby depending on local buses	40.00%
- Problems faced with students such as lack of persistence	40.00%
- Problems faced with students such as lack of initiation for using variety of methods while communicating	40.00%
- Lack of initiation for using variety of audio visual aids	40.00%
- People not receptive to the programmes organised for them	30.00%
- Internal conflicts of community people	30.00%
- Lack of substantial extension programmes due to non availability of financial aid	25.00%
- Lack of co-operation of local leaders	15.00%

contd...

Table 61 contd....

CONSTRAINTS IN EXTENSION	PERCENTAGE
- Lack of co-operation of people themselves	15.00%
- Lack of faith on part of the community people for extension workers	15.00%
- Unsuited time kept for extension activities for community people	15.00%
- Lack of co-operation of extension workers	5.00%
- Lack of co-operation of government agencies	5.00%
- Lack of faith on part of the communitypeople for extension work	5.00%
- Lack of co-operation of voluntary agencies	
Total %	29.29%

Table 62

PERCENTAGE DISTRIBUTION SHOWING THE EXTENSION CONSTRAINTS FACED BY TEACHERS AS REPORTED BY ADMINISTRATORS

CONSTRAINTS IN EXTENSION	PERCENTAGE
- No time left for extension work	30.00%
- Lack of interest in extension work	25.00%
- Lack of training in extension methods and medias	20.00%
- Not familiar with extension activities	15.00%
- Not required to any extension work in my job	5.00%
Total %	19.00%

Table 63

PERCENTAGE DISTRIBUTION SHOWING THE PHYSICAL CONSTRAINTS FACED BY TEACHERS AS REPORTED BY ADMINISTRATORS

PHYSICAL CONSTRAINTS	PERCENTAGE
- Lack of rooms for research work	60.00%
- Lack of time for research work	60.00%
- Library lacking inadequate number of staff assisting in selecting books and journals	40.00%
- Library lacking in upto date periodicals	40.00%
- Library lacking in xeroxing facilities	40.00%
- Library lacking in cubicals/cells for teachers/researchers	35.00%
- Lecture rooms lacking proper bulletin boards	45.00%
- Library lacking in upto date reports	35.00%
- Library lacking in upto date research journals	45.00%
- Library lacking in documentation facilities	35.00%
- Library not situated on the college premises	35.00%
- Lack of financial grant for extension work	35.00%
- Lack of proper technicians for handling laboratory equipments	45.00%
- Library lacking in books by Indian authors	40.00%
- Library situated too far from the college	25.00%
- Lack of vehicle facility	40.00%
- Lack of time for extension work	35.00%
- Lecture rooms lacking proper easel boards	35.00%
- Laboratories too small for large classes	25.00%
- Library lacking in comfortable seating arrangement	25.00%

Table 63 contd...

PHYSICAL CONSTRAINTS	PERCENTAGE
- Lack of financial grant for equipments for teaching	25.00%
- Lack of Indian teaching aids	25.00%
- Lecture rooms inadequately furnished	25.00%
- Laboratories not equipped with sufficient equipment	20.00%
- Laboratories have outdated equipment	20.00%
- Laboratories not suitable for research studies	15.00%
- Library lacking in adequate number of books	30.00%
- Lack of financial grant for teaching aids	20.00%
- Lecture rooms illventialted	15.00%
- Lecture rooms too small for large classes	15.00%
- Library lacking in alphabetical arrangement of books/journals	10.00%
- Lecture rooms too large for small classes	5.00%
- Lecture rooms lacking proper black boards	5.00%
- Lecture rooms lacking proper chalks and dusters	5.00%
- Library lacking in upto date books	20.00%
Total %	29.43%

4.3 CONSENSUS AMONG RESPONDENTS WITH REGARD TO THE ROLE-DIMENSIONS :

This section attempts to find out whether there was significant consensus or agreement between the response of teachers, students and administrators with regards to the three role dimensions - role enactment, role contentment and role constraints in teaching, research and extension (fig. 5).

The consensus was found of overall respondents and seperately of respondents from agricultural and non-agricultural universities (Appendix F).

For testing consensus the Kendall coefficient concordance (W) was used. Each role activity according to its score as responded by teachers, students and administrators was assigned the respective ranks as illustrated below :

Respondents' Ranking	role items						
	a	b	c	d	e	f	g
Teachers	4	3	2	1	6	5	7
Students	5	2	3	1	4	6	7
Administrators	6	4	1	2	3	5	7
R_j or sum of ranks	15	9	6	4	13	16	21

ROLE CONSENSUS OF RESPONDENTS

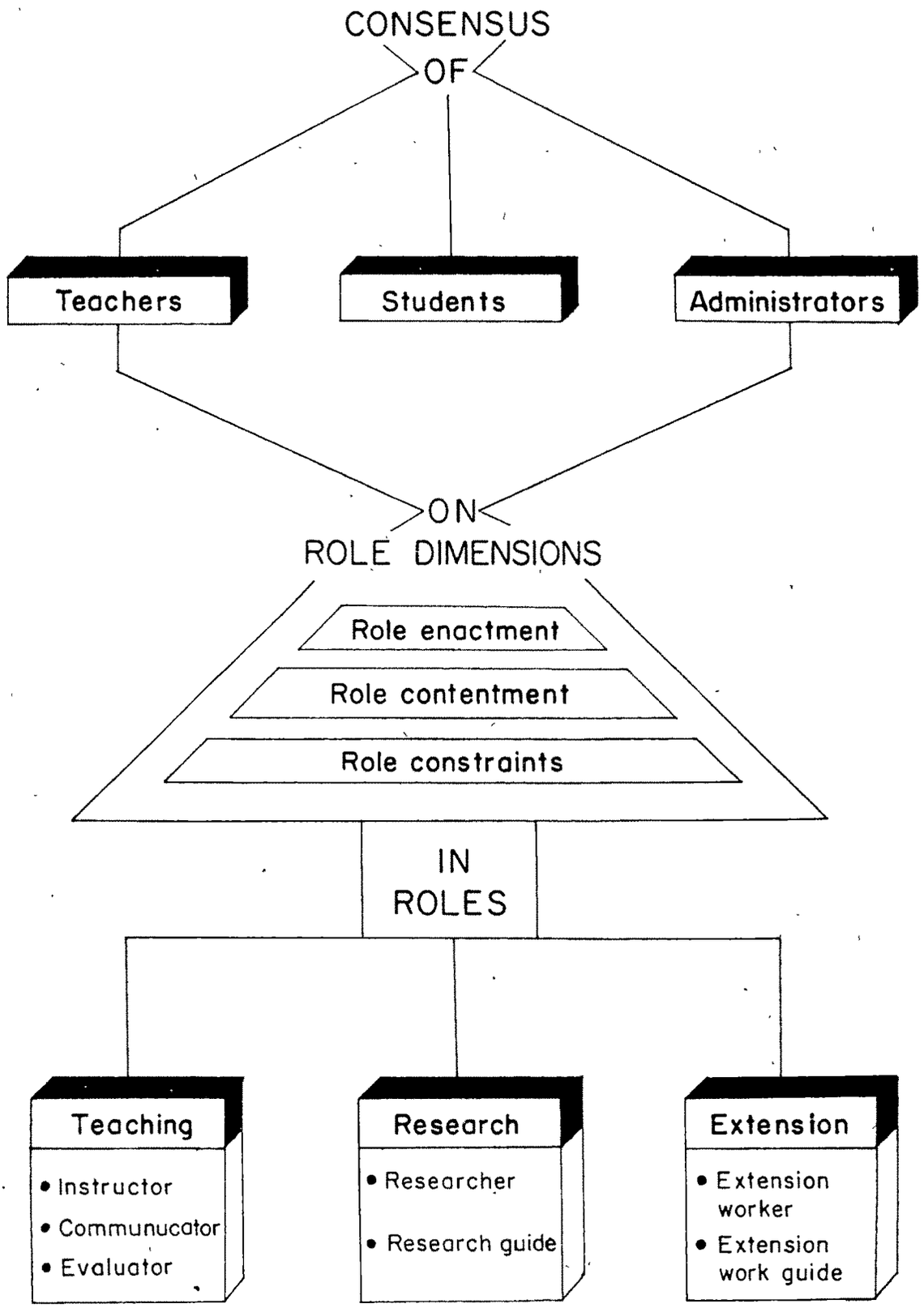

Fig. 5

The ranks were summed up and thereafter the coefficient of concordance (W) was taken out to find the consensus. The test of significance for W was found to judge whether the consensus or agreement between the respondents were significant. The level of significance were found out at .01 and .05 levels.

Wherever the agreement was found to be significant, the null hypothesis stating that there is no consensus among the respondents with regards to the respective role dimension was not accepted, whereas, it was accepted where consensus was found to be not significant (Table 64).

According to Seigal (1956) a high or significant value of W may be interpreted as meaning that the observers or judges are applying essentially the same standards in ranking the N objects of study which reflect their agreement.

For further interpretation of consensus, the mean scores (Table 66, 67) of the respondents were utilized to reveal the direction of response, whether favourable or unfavourable. The consensus with regards to each role dimension in teaching, research and extension is discussed.

4.3.1 Role of Teaching

Instructor

It was found that overall and in agricultural and non-agricultural universities, a highly significant consensus

was found between teachers, students and administrators with regards to the role enactment of Home Science College teachers (table 64). The mean score (table 66, 67) revealed that the response of the respondents were favourable with regards to role enactment. This indicates that teachers, students and administrators of Home Science Collegesin agricultural and non-agricultural universities agreed that the teachers were performing the role of instructor.

With regards to role contentment, significant consensus was found only in non-agricultural universities, whereas, overall and in agricultural universities, the agreement was not significant. The latter reflects that teachers, students and administrators to some extent disagreed in term of their contentment. The mean score revealed that where students were somewhat contented, the teachers and administrators were highly contented with the performance of teachers' role as instructor.

Communicator :

With regards to role enactment, overall and in non-agricultural universities, there was highly significant agreement found between the three categories of respondents where they agreed that teachers were performing their role as revealed by the mean scores. However, in agricultural universities the agreement was not significant where mean

scores reflected that students felt teachers somewhat played the role, whereas, teachers and administrators felt they always performed the role (Table 64,66,67).

Where role contentment is concerned, the consensus was significant both in agricultural and non-agricultural universities, where teachers, students and administrators were found to be contented to some extent (Table 64, 67).

Evaluator :

Highly significant consensus was found with regards to role enactment and role contentment overall and in both agricultural and non-agricultural universities (Table 64).

The teachers, students and administrators agreed that teachers play the role of evaluator and were contented by the performance to some extent (Table 66, 67).

Teaching Constraints :

Overall and in agricultural and non-agricultural universities significant consensus was found among the teachers, students and administrators with regards to the constraints in teaching faced by Home Science College teachers (Table 65). Respondents both in agricultural and non-agricultural universities agreed with constraints like teachers' experiencing insufficient time to prepare teaching aids, difficulty in using variety of methods and

audio visual aids while teaching, difficulty in developing original thinking in students, in obtaining voluntary participation of students, making assignments understandable to students and the students' lacking commend over the medium of instruction.

4.3.2 Role of Research Researcher

In this role the consensus was found between two categories of respondents that is teachers and administrators. Overall and in agricultural universities the agreement was found to be not significant with regards to both role enactment and role contentment (Table 64).

In non-agricultural universities, the consensus was found to be significant only with regards to role enactment whereas it was not significant with regards to role contentment. In agricultural and non agricultural universities, teachers and administrators felt that teachers perform this role and were found to be contented but teachers' response was more favourable.

Research Guide :

Both in agricultural and non-agricultural universities highly significant consensus was found with regards to role enactment and role contentment.

Teachers, students and administrators felt that teachers usually enacted this role and were found to be somewhat contented with the role performance (Table 64, 66, 67).

Research Constraints :

Significant consensus was found overall and in non-agricultural universities whereas in agricultural universities the consensus was found to be not significant (Table 65).

Overall, the teachers, students and administrators agreed more with research constraint faced by teachers such as teachers' experiencing less time for research work due to heavy work load and difficulty faced in getting statistical help for research work. Bali (1985) also identified similar research constraints for teachers.

For teachers not involved in research work the constraint which gained perfect agreement was lack of time due to heavy work load. The other constraint was lack of teachers' interest in research work to which the respondents agreed.

4.3.3 Role of Extension

Extension Worker

In this role the agreement was found between teachers and administrators. Overall, and in agricultural and

non-agricultural universities the consensus was found to be significant where both agreed that teachers usually enact the role, except for administrators in non-agricultural universities, who felt teachers somewhat perform the role with regards to role contentment the agreement was found to be not significant (Table 64). In non-agricultural universities the teachers were more contented than the administrators who exhibited neutral response. In agricultural universities as revealed by the means scores, the teachers and administrators did not differ much with regards to their contentment (Table 66, 67).

Extension Work Guide :

Consensus with regards to role enactment was found to be significant in agricultural universities and highly significant in non-agricultural universities (Table 64).

The mean scores revealed that the performance of this role was less convincing in agricultural universities where students and teachers felt that teachers performed the role less frequently (Table 66, 67).

With regards to contentment, consensus was found to be significant, overall, and in non-agricultural universities. In agricultural universities, consensus was not significant where students were found to be some-what discontented, teachers were neither contented nor discontented and administrators were somewhat contented.

In non-agricultural universities, the students' and administrators' response as revealed by the mean scores were more close where both were neither contented not discontented whereas teachers were found to be somewhat contented.

Extension Constraints :

Significant consensus was found overall and in non-agricultural universities. In Agricultural universities the consensus was found to be not significant (Table 65).

Overall, the teachers, students and administrators agreed perfectly with constraints such as lack of time on part of community people to attend to the organised extension activities.

For teachers not involved in extension work the perfect agreement was found on constraint such as no time left for extension work.

4.3.4 Physical Constraint :

Significant consensus was found overall and in agricultural and non agricultural universities (Table 65). Overall teachers, students and administrators agreed more with constraint such as lecture room lacking proper blackboards, bulletin boards, chalks, dusters; Library lacking books by Indian authors and cubicals for teachers and researches and lack of proper technicians for handling laboratory equipments.

From the above stated findings some findings emerge for discussion. It is revealed that significant consensus were found with regards to role enactment and contentment in most of the roles and the mean scores indicated that the direction of response of teachers, students, and administrators was favourable.

It is encouraging to note that teachers, students and administrators agree that teachers enact their role and are contented by the performance to some extent.

Turner (1968) expressed that consensus on roles is inevitable, whereas, disconsensus is thought as an obstacle to harmonious interaction between concerned people.

However, which ever roles were performed less should be brought to the notice of Home Science College teachers for effort to enhance their performance of the respective roles which will also enhance the contentment. The interrelationship between role dimensions confirms a close correlation between role enactment and contentment ascertaining that better the enactment the more will be the contentment.

When judging whether the consensus pattern differs in the three roles of teaching, research and extension it was found that overall high significance was found in teaching, research and extension with regards to role enactment.

With respect to role contentment also, consensus was significant in all roles of teaching, research and extension except two sub roles as that of instructor in teaching role and researcher in the research role. This suggest that in mostly all the sub-roles of teaching research and extension, the students, teachers and administrators agreed in terms of the teachers' role enactment and contentment which were mostly found to be favourable. This indicates that consensus did not differ in the three roles of teaching, research and extension.

Overall, it was found that teachers and administrators exhibited a more favourable response than students. This indicates that students' response to role performance should be given due attention by teachers and effort be made to strengthen the performance of the roles which were found to be less performed and with which students were less contented, as the whole teaching-learning process revolves around students.

For strengthening the role performance, teachers should attempt to get continuous feed back from students, which will help them to become more aware of the students' expectations as well as deficiencies in their instruction, which can be improved.

Sometimes it is possible that students are not able to perceive the roles played by teachers, specifically

those which teachers are playing before or after the class-room teaching, to enhance their instruction. Wherever possible, such roles can be made prominant so that students can see and appreciate the effort put by the teachers and thereby develop more faith in the instruction.

Although consensus was found among teachers, students and administrators the mean scores revealed that in agricultural universities response of teachers and administrators was more close and was found to be more favourable than students. In agricultural universities the consensus was found to be less significant than nonagricultural universities. In non-agricultural universities the response was found to be closer between students and administrators, where their response was less favourable than the teachers. It is revealed that administrators in agricultural universities exhibited more favourable response than administrators in non-agricultural universities.

In agricultural universities the Home Science Colleges have comparatively lesser teachers which may lead to more interaction between teachers and administrators and therefore, administrators may be more perceptive about the roles played by the teachers. In some such colleges

administrators also visit the class rooms when teaching is going on. In non-agricultural universities becasuse of more number of teachers, the interaction may be less between teachers and administrators. In such colleges administrators may depend more on the feed back they get from the students and colleagues.

One outstanding finding was that in agricultural universities the response towards extension work guide's role was less favourable than non-agricultural universities. In agricultural universities the students felt teachers rarely performed the role and were somewhat discontented. The teachers also were found to be somewhat performing the role and were neither contended nor discontended with their role performance. In agricultural universities, where extension work is given so much emphasis and where the objectives of the programme are thought to be agricultural oriented, such finding is thought provoking.

It could be that in agricultural universities the expectations from students and teachers with regards to extension work are very high and teachers and students, although performing their extension roles may not be finding their performance to be compatable with the

role expectations. In non-agricultural universities on the other hand, the teachers and students may be able to reach the expectations attached to extension work which may not be difficult to achieve as in agricultural universities.

With regards to constraints in research and extension, almost perfect agreement was found on lack of time on part of teachers to do research and extension. This should, therefore, be given due emphasis and the work load of teachers can be rechecked and if required redistributed so that they get substantial time for research and extension which are the upcoming roles acknowledged by UGC. This certainly does not suggest the teaching role to become diluted. Teaching should be given due priority but a method could be worked out where the course distributed among teachers in terms of time and complexity be such that teachers can take out time for research and extension work after deligently and effectively performing their teaching role.

Table 64

SCORES INDICATING CONSENSUS AMONG RESPONDENTS WITH REGARDS TO ROLE ENACTMENT AND ROLE CONTENTMENT IN TEACHING, RESEARCH AND EXTENSION[1]

Role	Overall				Agricultural universities				Non-Agricultural universities			
	Enactment		Contentment		Enactment		Contentment		Enactment		Contentment	
	df	Score	df	Score	df	Score	df	Score	df	Score	df	score
TEACHING												
Instructor	15	40.95** (.91)	9	12.15* (.45)	15	40.4** (.89)	9	12.15 NS (.45)	15	40.5** (.90)	9	19.44* (.72)
Communicator	17	41.31** (.81)	12	25.56* (.71)	17	25.5 NS (.50)	12	21.96* (.61)	17	35.7** (.70)	12	26.69** (.74)
Evaluator	29	76.56** (.88)	12	32.76** (.91)	29	61.77** (.71)	12	28.44** (.79)	29	75.69** (.87)	12	28.44** (.79)
RESEARCH												
Researcher	11	19.14* (.59)	11	12.98 NS (.59)	11	12.98 NS (.59)	11	11.88 NS (.54)	11	20.9* (.95)	11	15.62 NS (.71)
Research Guide	10	24.9** (.83)	10	25.5** (.85)	10	27.6** (.92)	10	23.70** (.79)	10	22.2* (.74)	10	23.70** (.79)
EXTENSION												
Extension worker	25	45.5** (.91)	11	19.14* (.87)	25	37 * (.74)	11	14.74 NS (.67)	25	43.5* (.87)	11	18.92 NS (.86)
Extension work guide	25	60 ** (.80)	13	25.35* (.65)	25	40.5* (.54)	13	13.26 NS (.34)	25	65.25** (.87)	13	27.69** (.71)

* - Significant at .05 level

** - Significant at .01 and .05 level

NS - Not significant

( ) - Consensus score(w)

1 - Detailed description of consensus in each sub role is provided in individual consensus tables in Appendix F

Table 65

SCORES INDICATING CONSENSUS AMONG RESPONDENTS WITH REGARDS TO ROLE CONSTRAINTS FACED BY TEACHERS IN TEACHING RESEARCH AND EXTENSION[1]

Roles	Overall		Agricultural universities		Non-agricultural universities	
	df	score	df	Score	df	Score
Teaching	26	60.06** (.77)	26	41.34* (.53)	26	53.04** (.68)
Research	18	34.56* (.64)	18	22.68 NS (.42)	18	31.86* (.59)
Not doing research	5	11.7* (.74)	5	90.5 NS (.62)	5	113 * (.75)
Extension	20	37.2* (.62)	20	30.6 NS (.51)	20	38.4** (.64)
Not doing extension		82.2** (.93)		58.7 NS (.73)		19.7 NS (.64)
Physical	34	81.6** (.80)	34	65.28** (.64)	34	78.54** (.77)

* - Significant at .5 level

**- Significant at .01 + .05 level

( )-Consensus Score (W)

1 - Detailed description of consensus in each sub role is provided in individual consensus table in Appendix F

Table 66

OVERALL MEAN SCORE DISTRIBUTION OF RESPONDENTS[2]

Role	Students	Teachers	Administrators
TEACHING			
a) Instructor			
Role enactment	53.38	67.83	58.5
Role contentment	34.60	42.43	46.76
b) Communicator			
Role enactment	64.35	78.93	76.7
Role contentment	57.62	56.30	57.00
c) Evaluator			
Role enactment	93.97	117.87	103.04
Role contentment	33.33	54.40	57.65
RESEARCH			
a) Researcher			
Role enactment	--	45.68	48.5
Role contentment	--	46.14	47.84
b) Research Guide			
Role enactment	38.57	43.56	47.84
Role contentment	39.06	42.70	47.52
EXTENSION			
a) Extension Worker			
Role enactment	--	102.98	91.52
Role contentment	--	47.84	41.78
b) Extension Work Guide			
Role enactment	86.25	96.39	99.21
Role contentment	48.59	50.42	52.29

2 - The categorisation of mean scores to be referred from Table 7.

Table 67

MEAN SCORE DISTRIBUTION OF RESPONDENTS IN AGRICULTURAL AND NON-AGRICULTURAL UNIVERSITIES[2]

Role/ Dimensions	Mean Scores					
	Students		Teachers		Administrators	
	Agri.	Non-Agri	Agri.	Non-Agri.	Agri	Non-Agri
I. TEACHING						
a) Instructor						
Role enactment	50.30	51.40	67.80	67.86	64.28	55.64
Role contentment	33.52	31.95	42.60	42.28	46.71	35.14
b) Communicator						
Role enactment	56.71	65.97	77.75	79.78	83.28	67.14
Role contentment	43.67	47.44	56.23	54.95	59.14	47.00
c) Evaluator						
Role enactment	93.34	94.61	118.86	116.04	113.83	93.40
Role contentment	60.02	46.30	54.26	54.00	56.28	43.50
II. RESEARCH						
a) Researcher						
Role enactment	--	--	49.0	40.00	49.71	41.07
Role contentment	--	--	50.26	44.26	48.71	40.57

contd...

Table 67 contd...

Role/ Dimensions	Mean Scores					
	Students		Teachers		Administrators	
	Agri.	Non-Agri.	Agri.	Non-Agri.	Agri.	Non-Agri
b) Research Guide						
Role enactment	33.52	40.40	47.00	41.30	47.58	38.28
Role contentment	30.07	41.20	47.43	39.13	42.71	40.28
III. EXTENSION						
a) Extension Worker						
Role enactment	--	--	104.56	105.62	100.42	83.41
Role contentment	--	--	46.55	49.58	48.57	38.75
b) Extension Work Guide						
Role enactment	62.84	86.18	75.12	114.14	97.57	90.5
Role contentment	32.16	44.70	49.59	56.79	56.57	45.58

2 - Categorisation of mean scores to be referred from table 7.

4.4 INTER-RELATIONSHIP BETWEEN THE ROLE DIMENSIONS

This section includes the inter-correlation between the three dimensions - role enactment, role contentment and role constraints (fig.6).

For appraising the interrelationship between role dimensions the teachers response was considered as it provided first hand information - as they were required to respond to their enactment, contentment and constraints faced by them.

Role enactment refers to the actual behaviour or actual performance of role by the teachers within a normative framework. It can be understood, analysed and evaluated in terms of the participation of teachers in certain sets of activities which are normatively defined as relevant for their position as Home Science College teachers. The activities of teachers which were studied in the present investigation, were teaching, research and extension which are termed as role-activities also.

The role enactment is in essence the teachers' performance of these role activities which manifest normative role expectations and can also pin-point the reality of gap between the normative aspect of role enactment and actual role enactment.

The more will be the gap, the lesser may be the contentment or satisfaction with regards to the enacted role.

INTER-RELATIONSHIP BETWEEN ROLE DIMENSIONS

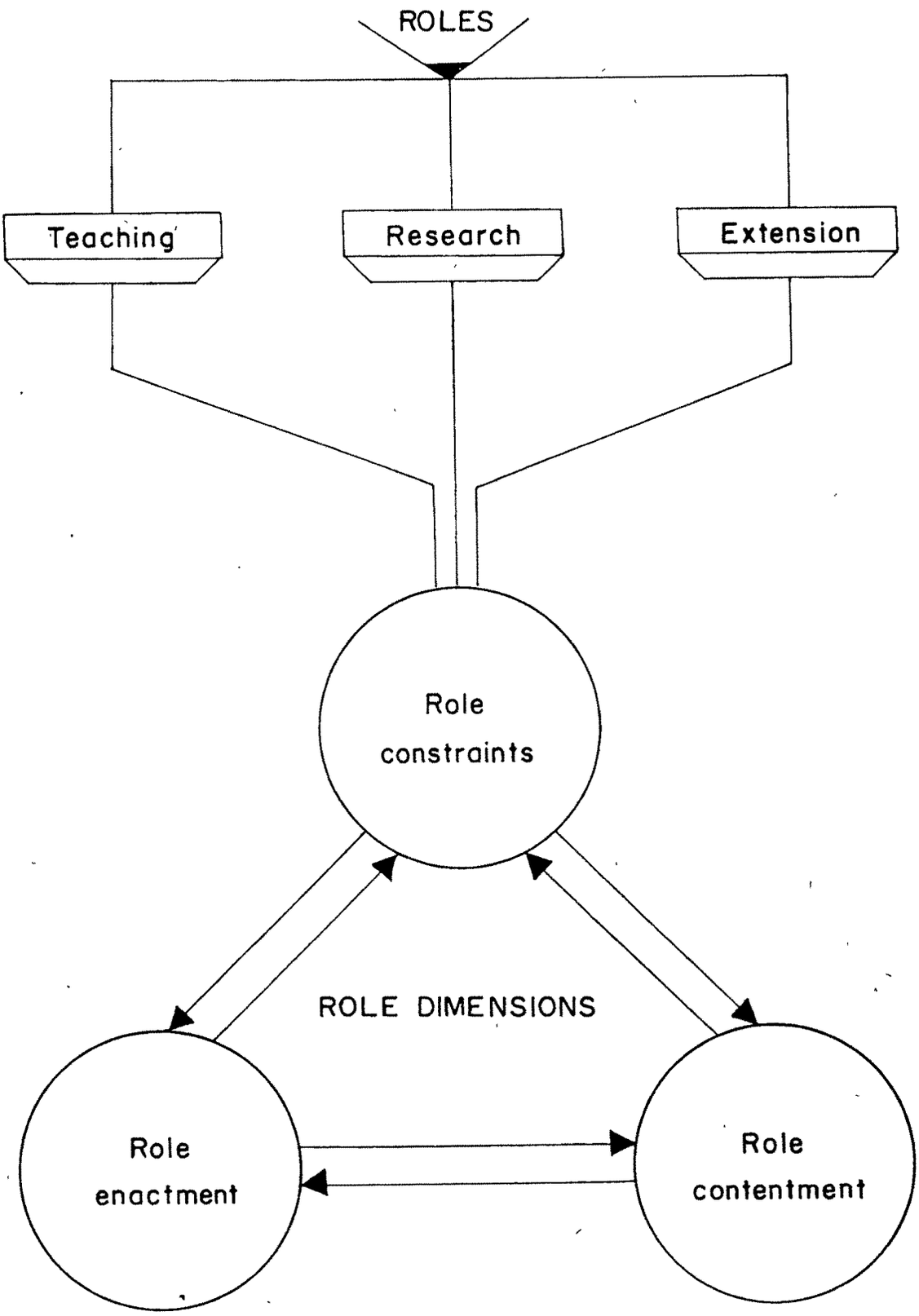

Fig. 6

This will indicate the degree of role contentment.

The third dimension role constraints deals with the problems faced by teachers when performing the roles of teaching, research, and extension. Whether the constraints influence the role enactment and contentment will be reflected in the findings.

To find out the inter-relationship between the three role dimensions, the simple and partial correlations (Garett, 1979) were computed.

Partial correlation can be applied to problems involving three or more variables. When correlation is observed between two variables, there is always a possibility that the correlation can be due to the association between each of the two variables and a third variable (Seigal 1956). Statistically this problem may be solved by methods of partial correlation, where the effects of variation by a third variable (Z) upon the relation between first (X) and second (Y) variable is eliminated. In other words, the correlation between X and Y is found when the effect of Z is partialled out by keeping it constant and vice-versa. This provides the statistical control where the third variable is rendered constant, thus leaving the net correlation between the required two variables.

The three variables referred as dimensions in the present study to be correlated are role enactment (X) role

contentment (Y) and role constraints (Z). For finding out partial correlation, initially the simple correlations needed to be computed.

The findings in all the three roles of teaching, research and extension revealed a similar pattern of response.

Where simple correlations were concerned, in all the three roles - teaching, research and extension the correlation between the three dimensions enactment, contentment and constraint were found to be high and significant. The correlation between enactment and contentment was found to be almost perfect (.99). Correlation between enactment and constraints as well as contentment and constraint were also high (Table 68).

In simple correlation as discussed earlier, there is always a chance of a third variable to influence the correlation between the two tested variables, where as the partial correlation indicates the net correlation between two variables, where the effect of third variable is controlled by partialling out its effect or holding it constant.

Thus, when taking out partial correlation in teaching, research, and extension (Table 69), it was found that when role constraint (Z) was partialled out the enactment (X) and contentment (Y) were found to be very highly correlated as was also indicated in simple correlation.

When the effect of enactment (X) was partialled out the correlation between contentment (Y) and constraint (Z) was found to be very low or insignificant.

Similarly, when the effect of contentment (Y) was partialled out the correlation between enactment (X) and constraint (Z) was found to be insignificant.

The partialled effect of the third variable are visible in the latter two correlations. With regards to simple correlation being high between enactment and constraints as well as contentment and constraints, it is apparent that the effect of role enactment was significant when contentment and constraints were found high and the effect of role contentment was significant when enactment and constraint was high. This is prominent, the reason being, that as and when their respective effect was partialled out by holding them constant, the net correlation between the two dimensions respectively was found to be very low or insignificant.

The findings thus indicate that the contribution or influence of role enactment and role contentment when finding the interrelationship between the three role dimensions was very significant and both the above said dimensions were also found to be having perfect or very high correlation as revealed both by simple and partial correlations.

However, the role constraints were found to be independent, not influencing role enactment and contentment.

It is revealed that in teaching, research and extension roles, the better the performance of role-activities the more was the contentment. This can be supported by the rolewise mean scores (discussed in section 4.2) which indicated that in Instructor's and Communicator's role where enactment was found to be high, the contentment was also found high.

In roles of researcher, research guide, extension worker and extension work guide, where performance or enactment was found to be usual, the contentment was somewhat.

This suggested that Home Science teachers enacted their roles to favourable extent and were contented by their performance with regards to the three roles. It is also revealed that more frequent the enactment the higher is the contentment.

The constraints reported by teachers when performing teaching, research, and extension roles ranged from 22% to 32% which may not be very high or significant to influence negatively the teacher's role performances.

As the Home Science College teachers performed their role activities quite well which gave them some satisfaction, it is indicative that their role performance was not affected or influenced by constraints.

The reason could be that teachers have come to realise that some constraints are bound to remain in the college structure with which they have to live up and compromise. They may therefore, be finding alternative ways to tackle the constraints which although existing are not made to show adverse effects on their role performances. In the process of adjusting with constraints the teachers may have to spend more time and energy. Therefore, it is the College administrations' responsibility to see that teachers have least constraints, which will be welcomed by the teachers as they can perform their roles with more ease.

Table 68

SIMPLE CORRELATION SCORES INDICATING RELATIONSHIP BETWEEN THE THREE ROLE DIMENSIONS

Rolewise Dimensions	role enactment	role contentment	role constraints
Teaching :			
role enactment	x	.99	.81
role contentment	x	x	.82
role constraints	x	x	x
Research :			
role enactment	x	.89	.89
role contentment	x	x	.78
role constraints	x	x	x
Extension :			
role enactment		.99	.76
role contentment	x	x	.76
role constraints	x	x	x

Table 69

PARTIAL CORRELATION SCORES INDICATING RELATIONSHIP BETWEEN THE THREE ROLE DIMENSIONS

Role Dimensions	role enactment	role contentment	role constraints
Teaching :			
role enactment	x	.99	.022
role contentment	x	x	.22
role constraints	x	x	x
Research :			
role enactment	x	.97	.13
role contentment	x	x	.05
role constraints	x	x	x
Extension :			
role enactment	x	.97	.07
role contentment	x	x	.09
role constraints	x	x	x

4.5 RELATIONSHIP BETWEEN ROLE DIMENSIONS AND THE RESPONDENTS' VARIABLES

The reported findings in the previous sections indicated the roles studied in varied contexts such as roles identified by each group of respondents with regards to each role dimension, consensus among respondent groups for each role dimension as well as the inter-relationship between the role dimensions in the three roles of teaching, research and extension.

Further, an attempt is made to unfold as to whether the dependent variables, that is, role dimensions are influenced by the respective respondent groups' variables which are the independent variables (fig. 7).

It was possible to test only two dimensions - role enactment and contentment with teachers' and students' variables. The third dimension - role constraint and also the administrators' variables could not be analysed for testing relationships as the respective frequencies were too less to take out chi-squares even by using Garett's (1979), Correction formula.

With regards to the teachers' variables, the question was whether the independent variables such as area of specialisation of teachers, their professional status, years of experience in teaching profession and occupation of their

RELATIONSHIP BETWEEN ROLE DIMENSIONS & RESPONDENTS' VARIABLES

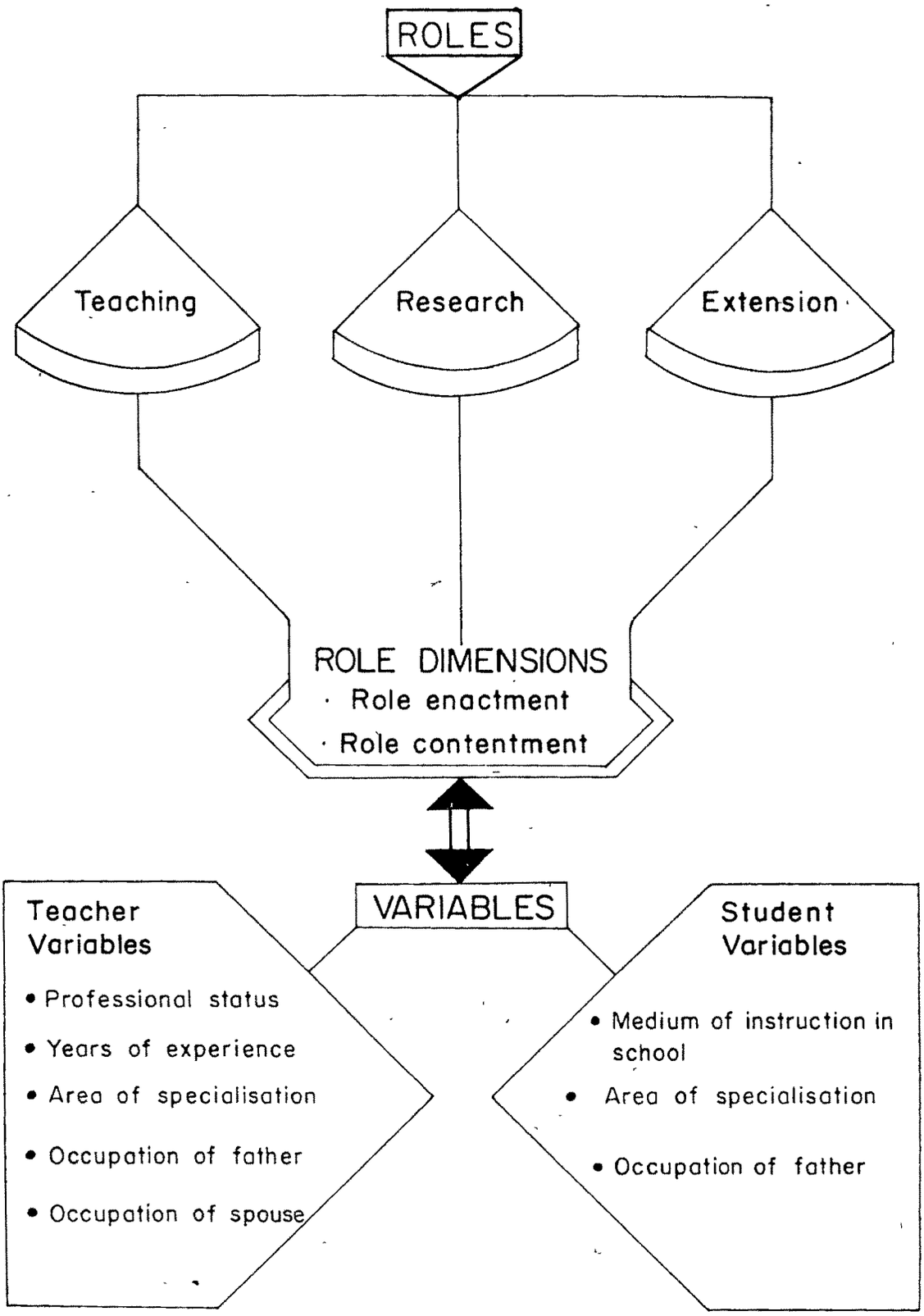

Fig. 7

spouse and father would have any significant relationship with their response to the level of role enactment and contentment.

The independent variables of students such as area of specialisation, medium of instruction in school and father's occupation were tested to find whether there was any significant relationship between them and the students' response to the extent of role enactment by teachers and students' role contentment, (the dependent variables).

Wherever significant relationship was found, the null hypothesis stating that there is no significant relationship between role dimension and respective respondent variable was not accepted. Where the chi-square was not significant the null hypothesis was accepted. Wherever the significant relationship was found, the table of respective chi-square with percentages and frequencies is referred for further interpretation of findings.

The findings are reported seperately for teachers and students under the roles of teaching, research and extension respectively.

4.5.1 Relationship between Teacher variables and role demension

The relationship was found with role enactment and role contentment for the three roles seperately.

Teaching role :

The relationship between variables and dimensions are indicated in table 70.

It is revealed that significant relationship was found only between role enactment and one variable, area of specialisation in case of which the null hypothesis was not accepted.

No significant relationship was found between any other variable and role dimensions where the stated null hypotheses were accepted.

The percentages (Table 71) indicated that very high majority of teachers of Education and Extension specialisation followed by Home Management and Clothing and Textile specialisations found their enactment to be high. Around half the teachers of Foods and Nutrition and Child development departments found their enactment to be average and a little more than half found it to be high.

Table 70

RELATIONSHIP BETWEEN TEACHERS' VARIABLES AND ROLE DIMENSIONS IN THE ROLE OF TEACHING

Relationship between role dimension and teachers' variable	Df	X^2	Significance
Role enactment - Area of specialisation	4	16	**
Role contentment - Area of specialisation	4	9.14	NS
Role enactment - Years of experience	4	2.81	NS
Role contentment - Years of experience	4	7.80	NS
Role enactment - designation	1	1.42	NS
Role contentment - designation	1	1.73	NS
Role enactment - Father's occupation	2	2.51	NS
Role contentment - Father's occupation	2	2.21	NS
Role enactment - spouse's occupation	2	.309	NS
Role contentment - spouse's occupation	2	2.03	NS

* - Significant at .05 level

** - Significant at .05 and .01 level

NS - Not significant

Table 71

PERCENTAGES AND CHI-SQUARE VALUE INDICATING RELATIONSHIP BETWEEN THE TEACHERS' AREA OF SPECIALISATION AND ROLE ENACTMENT IN TEACHING

Sr. No.	Specialisation	Enactment				Total
		High		Average		
		+	%	+	%	
1.	Foods and Nutrition	26	59%	18	41%	44
2.	Home Management	20	91%	2	9%	22
3.	Education and Extension	22	92%	2	8%	24
4.	Child Development	16	57%	12	43%	28
5.	Clothing and Textile	18	86%	3	14%	21

Chi-square value 16, with difference 4 is significant at .01 and .05 level.

Research role :

In the research role significant relationship was found between the role dimensions enactment/contentment and one variable, years of experience where the null hypothesis was not accepted. No significant relationship was found with any other variables.

Table 72

RELATIONSHIP BETWEEN THE ROLE DIMENSIONS AND TEACHER VARIABLES IN THE ROLE OF RESEARCH

Relationship between role dimension and teachers' variables	Df	X^2	Significance
Role enactment - area of specialisation	8	7.15	NS
Role contentment - area of specialisation	8	8.07	NS
Role enactment - Years of experience	8	29.97	**
Role contentment - years of experience	8	19.83	*
Role enactment - designation	2	4.76	NS
Role contentment - designation	2	3.63	NS
Role enactment - Father's occupation	4	4.82	NS
Role contentment - Father's occupation	4	4.99	NS
Role enactment - spouse's occupation	4	2.09	NS
Role contentment - spouse's occupation	4	3.003	NS

* - Significant at .05 level

** - Significant at .01 and .05 level

NS - Not significant

It is interesting to note that around fifty percent teachers having above 17 years of experience reported both high enactment and contentment in the research role, whereas around fifty percent of the teachers having experience of 1 to 8 years reported low enactment and contentment (Table 73, 74).

This finding can be supported by the study of Khanna (1987) where it was discovered that senior teachers (professors) were more involved in research work, had published more research papers, attended more conferences and seminars and also devoted more time to research as compared to their counterparts.

The findings can be justified as the senior teachers who have already established themselves in the teaching profession, get more opportunities to guide M.Sc. research and engage in their own research work, are likely to get more financial grants for research as they have a stronger bio-data to their credit whereas the very junior teachers are on the way of laying foundation for their career. They may have comparatively more teaching load and have more clerical, departmental and supervision work. Therefore, it may not be possible for them to take out much time for research. The most agreed upon constraint for research was also that due to heavy work load, teachers do not find time to do research.

Table 73

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN YEARS OF EXPERIENCE OF TEACHERS IN THE TEACHING PROFESSION AND ROLE ENACTMENT IN RESEARCH

Sr. No.	Years of Experience	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	1 - 4	11	36%	2	6%	18	58%	31
2	5 - 8	7	23%	8	27%	15	50%	30
3	9 - 12	6	32%	9	47%	4	21%	19
4	13 - 16	6	27%	14	64%	2	9%	22
5	Above 17	9	50%	7	39%	2	11%	18

Chi-square value 29.97 calculated with difference 8 is significant at .01 and .05 level

Table 74

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN YEARS OF EXPERIENCE OF TEACHERS IN THE TEACHING PROFESSION AND ROLE CONTENTMENT IN RESEARCH

Sr. No.	Years of Experience	Contentment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	1 - 4	11	35%	4	13%	16	52%	31
2	5 - 8	7	23%	7	23%	16	54%	30
3	9 - 12	6	32%	9	47%	4	21%	19
4	13 - 16	6	27%	12	55%	4	18%	22
5	Above 17	8	44%	8	44%	2	12%	18

Chi-Square value 19.83 calculated with difference 8 is significant at .05 level

f - frequencies % - percentage

Extension role :

In the role of extension a similar finding as that of the teaching role was revealed. Significant relationship was found only between role enactment and area of specialisation. No significant relationship was found between the role dimensions and other variables (Table 75).

Table 75

RELATIONSHIP BETWEEN THE ROLE DIMENSIONS AND TEACHER VARIABLES IN THE ROLE OF EXTENSION

Relationship between role dimension and teacher's variable	Df	X^2	significance
Role enactment - area of specialisation	6	13.99	*
Role contentment - area of specialisation	6	10.57	NS
Role enactment - years of experience	8	6.25	NS
Role contentment - years of experience	8	11.45	NS
Role enactment - designation	2	2.34	NS
Role contentment - designation	2	1.07	NS
Role enactment - Father's occupation	4	1.29	NS
Role contentment - Father's occupation	4	2.55	NS
Role enactment - spouse's occupation	4	4.10	NS
Role contentment - spouse's occupation	4	6.99	NS

* - Significant at .05 level
** - Significant at .05 and .01 level
NS - Not significant

The percentages (Table 76) indicated that majority of Education Extension specialisation teachers found their enactment in the extension role to be high followed by teachers of Child Development. In Foods and Nutrition and Home Management department the response was distributed between high, average and low enactment where around one-fourth teachers found their enactment to be low.

It could be possible that as Education and Extension and Child development departments have comparatively more field work related courses the performance of extension role was found to be high where both areas relate to social sciences.

Table 76

PERCENTAGES AND CHI-SQUARE VALUE INDICATING RELATIONSHIP BETWEEN AREA OF SPECIALISATION AND ENACTMENT OF TEACHERS' ROLE IN EXTENSION

Sr. No.	Specialisation	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1.	Foods and Nutrition	9	36%	10	40%	6	24%	25
2.	Home Management	9	47%	6	32%	4	21%	19
3.	Education Extension	19	86%	3	14%	2	0%	22
4.	Child Development	15	68%	5	23%	2	9%	22

X^2 = 13.99 with df 6 is significant at .05 level

When reviewing the relationship between teacher variables and role dimensions, some findings can be focused for discussion.

In the role of teaching and extension, consistent relationship was found between area of specialisation and role enactment where percentages reflected that teachers of Education and Extension specialisation found their performance of both teaching and extension role high. Some objectives of Education and Extension specialisation aim at preparing students to become superior teachers and superior extension workers, where the content also focuses on various aspects of effective teaching and extension work. It is possible that the teachers of this department being aware of the respective requirements of teaching and extension are more perceptive about the roles they are expected to perform.

However, in the research role the specialisations were not found to make any difference in level of role enactment or contentment of the teachers. The years of experience was the only variable where significant relationship was found with both role enactment as well as role contentment.

It is also evident that professional status of teachers, occupation of teachers, fathers and their spouse were not found to exert any influence on either the role enactment or the role contentment of the Home Science College teachers.

It can be interpreted that the independent variables of teachers directly relating to the work environment of teachers such as area of specialisation and years of experience exerted more influence on the dependent variables, - enactment and contentment.

The specialisations may vary with respect to their objectives and thereby the content, learning experience provided or the techniques of evaluation, which are likely to influence the role performance and contentment of the teachers. Similarly the exposure of teachers in the work environment, and their years of experience in teaching profession is also likely to affect their role performance, as is apparent in the research role.

The professional status as variable was not found significantly relating to dimensions. The reason could be that as majority of the teachers were lecturers, (as revealed by background information) their response is likely to dominate the response of readers, who were comparatively very few in number.

The independent variables like occupation of father or spouse whether academic or non academic or business was not found to influence the teachers' role performance or role contentment.

4.5.2 Relationship between student variables and role dimensions

The relationship was found between student variables and the role dimension in each role - teaching, research and extension.

Teaching role :

In the teaching role, significant relationship was found between area of specialisation and both role dimensions enactment and contentment as well as between medium of instruction at school level and role enactment.

Table 77

RELATIONSHIP BETWEEN THE ROLE DIMENSIONS AND STUDENTS' VARIABLES IN THE ROLE OF TEACHING

Relationship between role dimensions and students' variables	df	X^2	Significance
- role enactment and specialisation	8	37.3	**
- role contentment and specialisation	8	32.8	**
- role enactment and medium of instruction in school	2	14.7	**
- role contentment and medium of instruction in school	2	3.18	NS
- role enactment and occupation of father	4	8.18	NS
- role contentment and occupation of father	4	6.91	NS

* - Significant at .05 level

** - Significant at .05 and .01 level

NS - Not significant

No significant relationship was found between role dimensions and fathers' occupation (Table 77).

With regards to the area of specialisation as revealed by percentage (Table 78), it was found that in Education and Extension department where one third students found the enactment to be high and around half of the respondents found it to be average, in other specialisations majority found the performance to be average, except for the Clothing and Textile department where the performance of teachers reported by most students was low. With regards to contentment, around fifty percent students of Home Management, Child Development and Education and Extension specialisations revealed high contentment with regards to teachers' role performance in teaching where as majority of students in Foods and Nutrition specialisation and little around half students from Clothing and Textile [illegible] showed average contentment. More than one forth students of clothing and textile department also reflected low contentment (Table 79).

It is evident that Clothing and Textile department students' response towards teachers' role performance as well as their contentment was less favourable as compared to students of other specialisations.

Table 78

PERCENTAGES AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN AREA OF SPECIALISATION OF STUDENTS AND ROLE ENACTMENT IN TEACHING

Sr. No.	Specialisation	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	Foods & Nutrition	1	2%	37	62%	21	36%	59
2	Home Management	6	24%	18	72%	1	4%	25
3	Education & Extension	13	37%	17	49%	5	14%	35
4	Child Development	5	18%	18	64%	5	18%	28
5	Clothing and Textiles	2	12%	5	29%	10	59%	17

Chi-square value 37.3 ◯ calculated with difference 8 is significant at .01 and .05 level

Table 79

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN AREA OF SPECIALISATION OF STUDENTS AND ROLE CONTENTMENT IN ◯ TEACHING

Sr. No.	Specialisation	Contentment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	Foods and Nutrition	8	14%	44	76%	7	12%	59
2	Home Management	15	60%	10	40%	0	01%	25
3	Education & Extension	18	51%	16	46%	1	3%	35
4	Child Development	12	43%	14	50%	2	7%	28
5	Clothing and Textiles	5	29%	7	42%	5	29%	17

Chi-square value 32.8 ◯ calculated with difference 8 is significant at .01 and .05 level

f - frequencies ----- % percentage

This finding is contrary to that of clothing and textile department teachers, where majority of teachers had found their role enactment to be high. This indicates the conflicting perception of teachers and students with regards to teaching role performance. The teachers of this area therefore, need to unfold the gap between students' expectations attached to them and their actual performance of teaching role.

When medium of instruction at school level is concerned it was found that where majority of students coming from non-English medium of instruction found the performance to be average, around half respondents with English medium of instruction found the performance to be average and one third found it to be low (Table 80).

Table 80

PERCENTAGE AND CHI-SQUARE VALUE REVEALING THE RELATIONSHIP BETWEEN MEDIUM OF INSTRUCTION AT SCHOOL LEVEL OF STUDENTS AND ROLE ENACTMENT IN TEACHING

Sr. No.	Medium of Instruction	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1.	English	12	12%	51	51%	31	31%	100
2.	Non-English	9	14%	46	72%	9	14%	64

Chi-square value ☒ calculated with difference 2 is significant at .01 level

Research role :

The association was found between role enactment as well as contentment and also between medium of instruction at school level and role enactment which is a similar findings as unfolded in the teaching role (Table 81).

Table 81

RELATIONSHIP BETWEEN THE ROLE DIMENSIONS AND STUDENTS' VARIABLES IN THE ROLE OF RESEARCH

Relationship between role dimensions and students variable	df	X^2	Significante
- role enactment and specialisation	8	33.38	**
- role contentment and specialisation	8	29.54	**
- role enactment and medium of instruction in school	2	12.27	**
- role contentment and medium of instruction in school	2	3.18	NS
- role enactment and occupation of father	4	4.15	NS
- role contentment and occupation of father	4	2.15	NS

** - Significance at .05 and .01 level

NS - Not significant

Table 82

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN AREA OF SPECIALISATION OF STUDENTS AND ROLE ENACTMENT IN RESEARCH

Sr. No.		Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	Foods and Nutrition	15	28%	33	59%	10	17%	58
2	Home Management	10	40%	10	40%	5	20%	25
3	Education & Extension	16	50%	16	50%	0		32
4	Child Development	14	54%	11	42%	1	4%	26
5	Clothing and Textiles	2	12%	6	35%	9	53%	17

Chi-square value 33.38 with difference 8 is significant at .01 and .05 level

Table 83

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN AREA OF SPECIALISATION OF STUDENTS AND ROLE CONTENTMENT IN RESEARCH

Sr. No.	Specialisation	Contentment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	Foods and Nutrition	18	31%	31	53%	9	16%	58
2	Home Management	15	60%	7	28%	3	12%	25
3	Education and Extension	21	66%	10	31%	1	3%	32
4	Child Development	14	54%	10	38%	2	8%	26
5	Clothing and Textiles	2	12%	7	41%	8	47%	17

Chi-square value 29.54, with difference 8 is significant at .01 and .05 level

f - frequencies % - percentage

No significant relations was found between role dimensions and father's occupation.

The percentages revealed scattered response of students of various areas of specialisation in role enactment which ranged more between high and average except for clothing and textile area where more students felt the enactment and contentment low. Students of child development, Home Management and Education and Extension were highly contented.

The percentages (Table 84), further indicated that half of the students from non English medium found teachers to be highly performing research role, whereas, the response from students with English medium was more or less equally distributed between high, average and low enactment.

Table 84

PERCENTAGES AND CHI-SQUARE VALUE INDICATING RELATIONSHIP BETWEEN MEDIUM OF INSTRUCTION AT SCHOOL LEVEL OF STUDENTS AND ROLE ENACTMENT IN RESEARCH ROLE

Sr. No.	Medium of Instruction	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1.	English	31	32%	35	31%	30	31%	96
2.	Non English	31	50%	25	40%	6	10%	62

Chi-square value 12.275 calculated with difference 2 is significant at .01 and .05 level

Extension role :

In extension role significant relationship was found between both role dimensions and area of specialisation as well as medium of instruction at school level. With fathers' occupation no significant association was found (Table 85).

Table 85

RELATIONSHIP BETWEEN THE ROLE DIMENSIONS AND STUDENTS' VARIABLES IN EXTENSION ROLE OF TEACHERS

Relationship between role dimension and students variables	df	X^2	Significance
- role enactment and specialisation	6	25.15	**
- role contentment and specialisation	6	31.42	**
- role enactment and medium of instruction in school	2	15.36	**
- role contentment and medium of instruction in school	2	12.2	**
- role enactment and occupation of father	4	5.375	NS
- role contentment and occupation of father	4	9.2	NS

** - significant at.05 and .01 level NS = Not significant

It was found that majority of students of EE specialisation expressed the performance of teachers' extension role to be high, almost half of the students of

Table 86

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN STUDENTS' AREA OF SPECIALISATION AND ROLE ENACTMENT IN EXTENSION

Sr. No.	Specialisation	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	Foods and Nutrition	6	15%	20	50%	14	35%	40
2	Home Management	6	24%	11	44%	8	32%	25
3	Education and Extension	23	66%	8	23%	4	11%	35
4	Child Development	7	26%	14	52%	6	22%	27

Chi-square value 25.17 calculated with difference 6 is significant at .01 and .05 level

Table 87

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN AREA OF SPECIALISATION OF STUDENTS AND ROLE CONTENTMENT IN EXTENSION

Sr. No.	Specialisation	Contentment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	Foods and Nutrition	7	18%	20	50%	13	32%	40
2	Home Management	11	44%	8	32%	6	24%	25
3	Education and Extension	28	80%	7	20%	0		35
4	Child Development	10	37%	10	37%	7	26%	27

Chi-Square value 31.42 calculated with difference 6 is significant at .01 and .05 level.

f - frequencies % - percentage

Table 88

PERCENTAGES AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN MEDIUM OF INSTRUCTIONS AT SCHOOL LEVEL OF STUDENTS AND ROLE ENACTMENT IN EXTENSION

Sr. No.	Medium of Instruction	Enactment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	English	13	18%	34	48%	24	34%	71
2	Non English	27	48%	22	39%	7	13%	56

Chi-square = 15.36 with difference of 2 is significant at .05 and .01 levels

Table 89

PERCENTAGE AND CHI-SQUARE VALUE INDICATING THE RELATIONSHIP BETWEEN MEDIUM OF INSTRUCTION AT SCHOOL LEVEL OF STUDENTS AND ROLE CONTENTMENT IN EXTENSION

Sr. No.	Medium of Instruction	Contentment						Total
		High		Average		Low		
		f	%	f	%	f	%	
1	English	20	28%	33	46%	18	25%	71
2	Non English	33	59%	15	27%	8	14%	56

Chi-square = 12.2 with difference of 2 is significant at .05 and .01 levels.

other specialisations found the performance to be average and around one-third of students of FN and HM department found it to be low (Table 86).

With regards to contentment again a high majority of students of Education and Extension departments indicated high contentment followed by Home Management department. Half of Foods and Nutrition students showed average contentment and one-third had low contentment. Child development department students' level of contentment was distributed between high, average and low (Table 87). Clothing and Textile department students did not respond to the extension role of teachers as most of them indicated it not applicable to them, similar to as the teachers' response.

Almost half of the students with non-English medium found the teachers' performance of extension role high, whereas, around half of the students of English medium found it to be average (Table 88). Similarly,when more students of non-English medium reflected high contentment nearly fifty percent students with English medium found the performance to be average and one-fourth showed low contentment (Table 89).

When appraising relationship with students' variable, it was found that independent variables such as area of

specialisation did influence the students' response both towards role enactment and role contentment, the dependent variables. It was consistently found that students of Education Extension specialisation showed more favourable response towards both role enactment and contentment in the role of teaching, research and extension, followed by Home Management and Child development specialisations. To some extent they suggest that students from the specialization having more of social science base, projected more favourable response to role enactment of teachers and their role contentment when compared to Foods and Nutrition and Clothing and Textile departments which are more influenced by basic sciences.

Similar to teachers, the students of EE specialisation also are likely to be more perceptive of the teachers' role as they are exposed to the curriculum which aims to prepare students to become better teachers and extension workers and like any other specialisation gives them the research experience also. Therefore, it is possible that the EE students are more familiar with the enlisted roles (Appendix C). The response of students of other specialisations revolved more around average performance and contentment.

With regards to medium of instruction at school level it was consistently found that students with non-English

medium found the teaching performance to be higher in all three roles of teaching, research and extension than the students with English medium.

It could be that students with English medium at school level, having the language facility are able to comprehend better, as at college level all Home Science Colleges have English medium of instruction. They thus can be more perceptive and critical about the roles performed by the teachers. The non-English medium students due to lesser command over English language are required to put in more hard work for better achievement and may seek more guidance from the teachers where they may not be able to be very critical about teachers' role performance.

With regards to students' variables similar to that of teachers, no significant relationship was found between dependent variable, role enactment and contentment and independent variable, occupation of father. This indicates students' response to teachers' role was independent of their fathers' occupation, whether academic or non academic or business in nature.