

5.0 SUMMARY AND RECOMMENDATIONS

The Educational Institutions comprise of number of positions or statuses occupied by a number of actors and one of such position is of actors, referred to as teachers. Similar to any teacher of higher education, the Home Science Colleges are also required to perform the roles of teaching, research and extension. The present investigation attempts to study these three roles with regards to the three role dimensions as role enactment, role contentment and role constraints which are responded by three groups of respondents - teachers, students and administrators.

5.1 OBJECTIVES OF THE STUDY

- a) To describe the background information of respondents
- b) To study the roles as identified by teachers, students and administrators with regards to the three role dimensions, in teaching, research and extension.
- c) To measure the consensus among teachers, students and administrators in roles of teaching, research and extension with regards to the three role dimensions.
- d) To compare the consensus among respondents from Home Science colleges in agricultural and non-agricultural universities in roles of teaching, research and extension.

- e) To measure the interrelationship between the role dimensions - role enactment, role contentment and role constraints in teaching, research and extension
- f) To find out significant relationship between teachers' variables and their response towards role dimensions in teaching, research and extension.
- g) To find out significant relationship between students' variables and their response towards role dimensions in teaching, research and extension.

5.2 METHODOLOGY

The method employed in the study was descriptive survey method.

Population and Sample

A proforma for obtaining the preliminary information was sent to twenty five Home Science Colleges. The colleges which replied to the proforma and gave permission to collect data were included in the study.

The sample comprised of (a) teachers, that is, all lecturers, readers and professors (b) students, that is, all M.Sc. students and (c) administrators, that is, all Deans and Heads of departments.

Research tool

The research tool comprised of a structured questionnaire, which was prepared after reviewing the

conceptual framework and empirical studies on role of teachers. The pilot study response served as basis for preparing role items. The structured questionnaire was sent to experts to check the validity and was also pretested on twenty students and twenty teachers to check for comprehension/ease while responding. The pretested data were utilised for testing the reliability which ranged from .70 to .93.

Data Collection

Data were collected in most colleges by mailed questionnaire. The data collection took place between February to July 1986.

Analyses of data

The various statistical measures were used to study different objectives.

- a) Frequencies and percentages were calculated to study the back-ground information of respondents.
- b) For identification of roles, the percentage and mean were computed.
- c) Consensus was tested by Kendall's coefficient of concordance and mean scores were also used for interpretation.
- d) For testing interrelationship between role dimensions the simple and partial correlations were computed.

- e) For testing relationship between role dimensions and respondents' variables, the chi-squares were computed.

5.3 MAJOR FINDINGS

Total 323 respondents responded out of which 139 were teachers, 164 were students and 20 were administrators.

It was found that more respondents were from Home Science Colleges in non agricultural universities than in agricultural universities, where difference is significant in case of student respondents.

IDENTIFICATION OF ROLES BY RESPONDENTS

Teaching role

- a) Teachers felt that they highly enacted the instructors' role and were highly contented by their role enactment, where as, students found teachers some what played the instructors' role and were somewhat contented. Administrators opined that teachers usually played the role of instructor and were somewhat contented.
- b) With regards to communicators' role teachers felt they highly performed the role and were highly contented with their performance. The students and administrators found teachers usually enacted the role of communicator and were somewhat contented.

- c) The teachers as well as the administrators felt teachers usually performed the role of evaluator and were found somewhat contented with the performance. The students found teachers somewhat enacted the evaluators' role and were neither contented nor discontented.
- d) The most identified teaching constraints by all three groups of respondents were teachers' failing to motivate students due to their (students') lacking command over the medium of instruction, insufficient time and difficulty on part of teachers to prepare and use teaching aids and teachers' experiencing difficulty in developing original thinking among students.

Research role

- a) Both teachers and administrators felt teachers usually enacted the role of researcher and were somewhat contented by the performance.
- b) With regards to the research guide's role, all three groups of respondents that is teachers, students and administrators, thought teachers usually performed the role and were somewhat contented.
- c) All three groups of respondents agreed on research constraints like less time left for research work due to heavy work load of teachers, difficulty found in

getting computer/statistical help and uncooperative behaviour of non respondents. ,

For teachers not involved in research work, the most identified constraint was lack of time on part of the teachers to do research work.

Extension role

- a) Where teachers felt that they usually performed the role of Extension worker and were somewhat contented, the administrators thought teachers somewhat performed the role and were neither contented nor discontented by the role performance.
- b) The teachers were found to be usually enacting the role of extension work guide and were somewhat contented. The students found the performance to be somewhat and and were somewhat contented where as administrators thought teachers usually performed the extension work guide's role and exhibited neutral response with regards to contentment.
- c) The most identified extension work constraints by the three groups of respondents were lack of time and motivation on part of the community people to attend to the organised community activities followed by internal conflicts of people. Students' lack of command over local language as well as lacking interest

and motivation in Extension work was also identified as a constraint.

For teachers not doing extension work, the most identified constraint was no time left for extension work due to heavy work load, followed by lack of interest in Extension work.

Physical Constraints

The more identified physical constraints faced by teachers as reported by students, teachers as well as administrators were regarding library lacking adequate number of books and books by Indian authors using Indian context, updated books, cubicals/cells for teachers/researchers and xeroxing facilities. The other constraints reported were regarding laboratories lacking adequate number of technicians/recent and adequate equipments, lack of space for research and lack of vehicle facility for Extension work.

CONSENSUS AMONG RESPONDENTS WITH REGARDS TO ROLE DIMENSIONS

Teaching role

- a) In Instructors' role it was found that overall and in agricultural and non agricultural universities, a highly significant agreement was found between teachers, students and administrators with regards to role enactment of Home Science College teachers. With regards to contentment, overall and in agricultural

universities the consensus was not significant where as it was significant in non agricultural universities.

- b) In communicators' role, overall and in non-agricultural universities, there was highly significant agreement found between the three groups of respondents where as in agricultural universities consensus was not significant. With regards to role contentment, consensus was significant overall as well as in both universities.
- c) In role of evaluator, highly significant agreement or consensus was found in both universities with regards to both enactment and contentment.
- d) Overall and in both universities, significant consensus was found with regards to teaching constraints faced by Home Science College teachers.

Research role

- a) In researchers' role, overall and in non-agricultural universities, the consensus was significant with regards to role enactment, which was not significant in case of agricultural university respondents. With regards to role contentment the consensus was not significant overall as well as in both universities.
- b) In the research guides' role, overall and in agricultural and non agricultural universities, significant consensus was found with regards to both role enactment and role contentment.

- c) With regards to research constraints, significant consensus was found overall and in non-agricultural universities whereas in agricultural universities, the consensus was found to be not significant.

Extension role

- a) Overall, in an agricultural and non-agricultural universities significant consensus was found with regards to role enactment of teachers as extension workers. With regards to contentment both in agricultural and non-agricultural universities consensus was found to be not significant.
- b) In role of extension work guide, overall and in non-agricultural universities, significant consensus was found with regards to role enactment and contentment. In agricultural universities consensus regarding enactment was significant but contentment was not significant.
- c) Regarding extension constraints faced by Home Science College teachers, significant consensus was found overall and among respondents in non-agricultural universities, whereas in agricultural universities consensus was found to be not significant.

Physical Constraints

With regards to the physical constraints faced by teachers, the consensus was found to be highly significant,

overall, and among respondents from agricultural and non agricultural universities.

INTERRELATIONSHIP BETWEEN ROLE DIMENSIONS

- a) Where simple correlations were concerned the correlation between role enactment and the contentment, role enactment and constraints and between role contentment and constraints were found to be very high and significant.
- b) When partial correlations were computed, it was found that when the effect of role constraints was partialled out the role enactment and role contentment were found to be very highly correlated as also revealed in simple correlations.

When the effect of role contentment or role enactment was partialled out, the relation of enactment and contentment respectively with role constraints was found to be very low or insignificant. This revealed that where enactment and contentment were closely related, constraint was not found to influence either of the two dimensions.

RELATIONSHIP BETWEEN ROLE DIMENSIONS AND RESPONDENTS'

VARIABLES

Teacher variables

- a) In teaching role, significant relationship was found

between areas of specialisation and role enactment.

- b) In the research role, significant relationship was found only between role enactment as well as contentment and years of teaching experience.
- c) In Extension role, significant relations was found only between area of specialisation and role enactment.
- d) No significant relationship was found between role dimensions and teacher variables, such as, professional status, occupation of spouse and father.
- e) With regards to area of specialisation in both teaching and extension, the teachers from Education Extension department followed by Home Management found higher role enactment.
- f) The teachers with above 17 years of experience, found higher enactment and contentment in research role, where as, teachers with 1 to 8 years teaching experience reported lower enactment and contentment in research role.

Student Variables

- a) In teaching and research role significant relationship was found between role enactment as well as contentment and area of specialisation and also between role enactment and medium of instruction in school.

- b) In extension role significant relationship was found between both role dimensions and area of specialisation as well as medium of instruction in school.
- c) No significant relationship was reported between role dimensions and occupation of father.
- d) Students from Education and Extension specialisation followed by Home Management and Child Development, found better role enactment and were more contented, whereas, more students from Clothing and textile department found ☐ low enactment.
- e) Students from non-English medium of instruction in school reported higher role enactment and contentment, than students from English medium of instruction in school.

Conclusion

It can be concluded that the teachers, students and administrators' response to role enactment and role contentment, was mostly favourable although the extent of favourableness varied with respect to respondents as well as roles.

More consensus among the three groups of respondents with regards to role dimensions was found in non-agricultural universities as compared to agricultural universities.

The two role dimensions - enactment and contentment were found to be very significantly correlated although the third role dimension, role constraint was not found to influence the other two dimensions.

Among the variables, area of specialisation of both student and teachers, years of teaching experience of teachers and students' medium of instruction in school were found to influence the response towards role enactment of teachers as well as role contentment of respondents in the three roles of teaching, research and extension to some extent. The professional status of teachers and the occupation of spouse or father did not exert any influence on the response to role dimensions.

RECOMMENDATION FOR ADMINISTRATORS AND TEACHERS

As a result of some major findings, certain recommendations can be suggested.

- I (a) At the time of M.Sc. as well as B.Sc. admissions there can be written test aiming to assess the English language ability of students as at college level most of the Home Science Colleges/Faculties have English as medium of instruction.

- b) Moreover it is implied that at school level itself, proper spoken and written English should be stressed and given due attention so that later at College level, when it becomes a medium for students to learn the specialised knowledge, the lack of language facility does not act as a constraint to learning.

II (a) There is a need for teacher training courses for Home Science teachers such as B.Ed, which can be taken up by Education and Extension departments of the colleges of Home Science since the specialisation deals with knowledge of curriculum planning, methods of teaching and extension, audio visual aids/media and educational technology as well as evaluation techniques.

- b) Since most of the students passing out from colleges of Home Science become teachers, it becomes imperative that irrespective of their specialisation they must be taught such courses which can enhance their perception of teaching. Since Education and Extension specialisations' students and teachers perceived the teachers' role enactment better, leading to more contentment, As the department deals with such subject matter (described in II a), the Education and Extension departments should be suggested to offer such courses to students of all other specialisations of Home Science.

- III (a) Besides the findings unfolded in this study, the Home Science Colleges generally are deprived of good Library facilities, which was also a constraint felt by all three groups of respondents. Thus, the libraries need to be better equipped in terms of adequate and updated books specially written by Indian authors, using Indian context. It should have proper cubicals for teachers or researchers to sit and work as well as should be equipped with xeroxing facilities.
- (b) Since very few teachers were found to have written books it can be recommended that more and more teachers should dwell upon writing books with Indian context as there is dearth of such books.

RECOMMENDATIONS FOR FURTHER RESEARCHES

- (1) The influence of the existing organisational climate of Home Science Colleges on the three dimensions of role enactment, contentment and constraint can be investigated.
- (2) A case study of each specialisation or department of Home Science Colleges can be done with reference to the three role dimensions - enactment, contentment and constraint in roles of teaching, research and extension which can also provide a comparative interpretation.