

CHAPTER 1

INTRODUCTION

For the existence of any society there are three separate elements which serve as prerequisites - an aggregate of individuals, an organised system of patterns by which the interrelations and activities of these individuals are controlled and the esprit de corps which provide motive power for the expression of these patterns.

Each individual in any society has a status or position which is defined as a location of an actor or class of actors in a system of social relations. How the actor actually performs in a given position is referred to as a role. Roles are referred to as expectations assigned to the individual on the basis of the position he/she occupies and in terms of actual behaviour performed.

The Educational Institutions also comprise of a number of positions or statuses occupied by a number of actors. One of the important position is of the actors referred to as teachers. It is evident from the dawn of history, that knowledge is accumulated and is being passed from generation to generation through the pious duty of the teaching profession, where the teachers are expected to act as pivot in gathering knowledge, sifting it and passing it on to the student community. Since the teachers are expected to hold such responsible position in higher education, they should be aware of the expectations which they are required to fulfil, referred to as their role.

1.1 Need and significance of the study

As any other field of higher education Home Science also calls for competent and effective teachers who are also considered as the alfa and Omega of education. It cannot be denied that the quality of a college instruction reflects the quality and competence of its teachers.

Home Science Colleges offer B.Sc. and M.Sc. degree programmes and few also offer M.Phil and Ph.D. degree programmes, which indicates the length of the field of study. Moreover, such programmes are offered by each of the five specialisations of Home Science viz. Foods and Nutrition (FN), Education and Extension (EE), Clothing and Textiles (CT), Home Management (HM) and Child Development (CD) which reflects its breadth. Thus, being a programme of higher level studies its teachers have to hold a lot of responsibilities and fulfill the expectations attached to their position being college/university teachers. They also have three-fold roles to play such as teaching, research and extension for which they are expected to endeavour new knowledge, new visions, new awareness and insight, new interpretations and search of higher concepts and ideas.

It thus becomes imperative to investigate the performance of the respective roles of Home Science College teachers described as follows :

1.1.1 Role of Teaching

The role of teaching is said to be the most strategic in the system of higher education. Teachers' role in course designing, devising teaching, communication methodologies and carrying out actual teaching, determines largely the quality of individuals to be trained through Universities who will hold responsible positions in the society.

Home Science Education, as a field of study, is also assumed to have potential in improving the quality of education in the student community. The dimensions of teaching to be given due emphasis are content mastery, correctness and precision in devising content, transmission of content, instructional and communication techniques, feedback methods, evaluation techniques and inter-personal relations.

Thus, in Home Science institutions also, teachers are considered as the primary source of generating desired knowledge, developing desired abilities and skills, cultivating desired values and attitudes, and engaging students in the community development programmes. It becomes important to determine whether the teachers are functioning as they are expected to.

1.1.2 Role of Research

One of the best means of strengthening college programme is research. It is considered to be a formal, systematic, intensive process of carrying scientific method of analysis. Areas of ignorance are pushed back by discovering new truth

which in turn leads to better ways of doing things and new and better ways of life. Lippeat (1965) states research to be the life blood of a profession.

According to Dr. R.K. Goheen, President of Princeton University, USA :

In the college or university, research and teaching are the two poles of the same magnet, neither has much force without the other. It keeps the teacher alert and regenerates him/her and prevents him/her from fossilized ideas. Teaching is always benefited by Research ! (Mehta 1985)

Since a college or university is a community of scholars, research is a part of its tradition. The expectation is that the teachers will not only transmit knowledge but will enquire also into its nature and depth, extend its boundaries and expand understanding. Most academic staff are employed primarily to teach students and to conduct research which means a dual obligation for teachers to balance.

Today this role is perceived as one of the most important and status-conferring by most academics.

The sociological and technological changes have gradually emphasised the fact that Home Science education could and should contribute significantly to the betterment of the society. Eppright (1959) expresses the view point that if Home economists are to remain vibrant and effective they must cultivate the research point of view which calls for a welcoming and friendly attitude towards change. New facts need to be uncovered every-day as the present information becomes obsolete by tomorrow.

Research becomes essential to generate new ideas and information to keep up with the fast moving world.

It is ironical that one reason for encouraging research in colleges and universities is that it would help to improve the quality of teaching. Teacher's role as researcher in perceiving the research needs in a given context, engaging in relevant research and transforming knowledge into application can contribute to significant development. In view of knowledge explosion, it is imperative that teachers should remain as frontiers of knowledge and one important way of doing this is research.

1.1.3 Role of Extension

The universities and colleges are the national institutions supported by the resources of the society. According to the UGC framework (1981),

In both the developing and developed countries, the resources required for the maintenance and growth of the educational level constitute portion of total budgetary resources. The university system should be responsive to the needs of the society and fulfil its social obligations and responsibility towards various social groups especially deprived groups, like industrial workers, slum dwellers, farm workers, and the rural poor.

India like other developing countries today expects her teachers not to limit their roles to their classroom and students but to assume wider role that would involve them in the

development work of the larger community such as extend the desired knowledge, interpret recent trends in the field, create scientific awareness in the community and actively participate in the various community upliftment programmes. This has been stressed by several commissions on education and has been reinforced in many papers presented at National Seminars on Teachers. The UGC policy frame work (1981) declares that after Teaching and Research, Extension or Community Service is the third most important responsibility of Higher Education.

The teacher thus becomes an effective mediator in the process of development and social change and becomes key factor in the desired transformation of our value system.

Extension education or community development programmes are given due emphasis in Home Science Institutions. The prescribed courses involve programmes which call for close interaction with the community. These include rural development and non-formal programmes including action-oriented research programmes for solving local problems. Thus, it becomes important on the part of the teachers to interpret the needs of the community, create scientific temper and awareness, and participate in programmes of community upliftment.

As education does not function in vacuum and it reflects the characteristics of the society which supports it and which it tries to serve, the teachers have to be conscious of their social indebtedness and enact the role they are expected to play

and for which they are responsible.

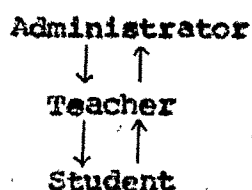
Thus, it cannot be denied that the Home Science College teachers have indispensable role to play in higher education mainly as Teacher , Researcher and Extension worker.

It is generally believed that teachers in recent years are maligned as inefficient. Decline of faith has been found in education generally and in colleges and universities in particular. There has been a growing concern that the products of the universities and colleges do not seem to have been trained suitably to respond effectively to the development needs in different areas. This could be attributed to the reason that the courses that are taught and methodologies that are adopted to teach them are not suitable and effective. It is felt strongly that University should pay attention to a few challenging questions viz.: (a) What qualities of mind and character enable teacher to play effective role? (b) How to help teachers to utilise their academic interests and retain them? (c) How do identify measures to locate potentials?

It is observed that teachers have turned themselves to associations, with sole purpose of security and survival. In last few years many improvements have been made for the benefits of the teachers but teachers are not found to be reciprocating to the benefits provided. In order to meet the demands of their profession they need to improve the professional competence, enact the prescribed and expected role and manifest sense of dedication.

The resolution passed by the National Commission of Teachers on 16th February 1983 also expressed the need to identify role of teachers in integrating education with development work in community and home and to recommend measures to enhance the role of teachers in facilitating, motivating and inspiring students in the acquisition of knowledge, skill and values and promoting through them the spread of scientific temper, secular outlook, environmental consciousness and civic responsibility.

The resolution implicitly reveals that role of teacher in teaching, research and extension needs to be researched. Thus the investigator felt the urge to study the role of Home Science College teachers in teaching, research and extension. In the knowledge of the investigator, no study on similar research topic with the three dimensions of role viz., role enactment, role contentment and role constraints was investigated on Home Science College teachers on the three roles of teaching, research and extension. Moreover, this study evokes response from three groups which have constant interaction in any Educational Institution: - Administrators, Teachers and Students.



As the teacher is under constant interaction with administrators as well as students, the response of both groups were studied along with the teachers. Since the three roles of teaching, research and extension were included in the study, it was decided to include post graduate (M.Sc.) students for the following reasons : At M.Sc. level the numbers of students are less and moreover the course structure and learning experiences are such that it enables the students to have constant and close interaction with teachers. The research work and extension work by students is done under constant guidance and supervision of teachers, which allows students to observe the respective roles performed by the teachers. Moreover, at M.Sc. level their perception is expected to widen as well as their response is likely to be more matured than undergraduates, as they already have two-three years' experience of college teaching-learning process.

1.2 Statement of the Problem

A study on Role Analyses - role enactment, role contentment and role constraints of Home Science College Teachers.

1.3 Objectives of the study

- 1.3.1 To describe the background information of the respondents - teachers, students and administrators
- 1.3.2 To study the roles as identified by teachers, students and administrators in teaching, research and extension

with regards to :

- a) role enactment of Home Science College teachers
- b) contentment of roles enacted by Home Science College teachers.
- c) role constraints faced by Home Science College teachers.

1.3.3 To measure the consensus among teachers, students and administrators in roles of teaching, research and extension with regards to :

- a) role enactment of Home Science College teachers
- b) contentment of roles enacted by Home Science College teachers.
- c) role constraints faced by Home Science College teachers.

1.3.4 To compare the consensus among teachers, students and administrators of Home Science Colleges in agricultural and nonagricultural universities in roles of teaching, research and extension with regards to :

- a) role enactment of Home Science College teachers
- b) Contentment of roles enacted by Home Science College teachers.
- c) role constraints faced by Home Science College teachers.

1.3.5 To measure the inter-relationship between the role dimensions - role enactment, role contentment and role constraints in the three roles of teaching, research and extension.

- 1.3.6 To find out the significant relationship between the selected variables of teachers and their response towards role dimensions in teaching, research and extension as illustrated :

 Teacher variables Role dimensions
 ----- role enactment role contentment -----

- a) Professional status
 - b) Area of specialisation
 - c) Years of experience in teaching profession
 - d) Occupation of spouse
 - e) Occupation of father
-

- 1.3.7 To find out the significant relationship between the selected variables of students and their response towards role dimensions in teaching, research and extension as illustrated :

 Student variables Role dimensions
 ----- role enactment role contentment -----

- a) Medium of instruction in school
 - b) Occupation of father
 - c) Area of specialisation
-

1.4 Operational Definitions

- Role - set of expectations assigned to an incumbent of a particular position. In this study the incumbents are the Home Science College teachers and the expectations assigned are of teaching, research and extension
- Role activities - specific functions expected to be performed by Home Science College teachers in teaching, research and extension.
- Role Enactment - Performance of the expected roles/role activities of the Home Science College teachers.
- Role Contentment - Satisfaction of respondents with regards to the enactment of roles by Home Science College teachers.
- Role Constraints - Factors which act as obstacles or hinder the role enactment of Home Science College teachers.
- Role Dimensions - Role enactment, role contentment and role constraints of Home Science College teachers.
- Consensus - Agreement of response among the teachers, students and administrators.

. . . .