

## CHAPTER 2

### REVIEW OF LITERATURE

In the present chapter the review will be presented under conceptual and empirical foundations of the study.

The conceptual framework is based on the theoretical knowledge contributed by a number of educationists, psychologists, philosophers and sociologists. As the concept of "role" is basic to the present investigation, there is an attempt to firstly present a theoretical frame work on the role concept and it's various aspects and thereafter, to conceptualise role specific to that of college/university teachers.

The empirical evidence provided through researches conducted on college/university teachers on or related aspects of role of teachers constitute the empirical foundation of the study.

This chapter has been organised as follows :

#### 2.1 Conceptual foundations of the study

##### 2.1.1 role and aspects of role

##### 2.1.2 role specific to university/college teachers

- Educational Commission and Government policies

- educational thoughts
- Writings/articles on teachers role

## 2.2 Empirical foundations of the study

- 2.2.1 studies conducted during 1987-85
- 2.2.2 studies conducted during 1984 -80
- 2.2.3 studies conducted before 1980

## 2.1 REVIEW OF CONCEPTUAL FOUNDATION OF THE STUDY :

### 2.1.1 Role and aspects of Role

Sarbin, (1954) described the term role to be borrowed directly from the theatre which is "a metaphor intended to denote that conduct adheres to certain "parts" (or positions) rather than to the players who read and recite them". The current term developed out of several earlier forms - roll, rolle and rowle, the reference for which was a sheet of parchment turned around a small wooden roller for the convenience of handling.

The role concept was introduced into the terminology of social sciences in the anthropology test by Linton (1936) whose first formulation about role were :

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties... A role represents the dynamic aspect of a status... When (an individual) puts the rights and duties into effect, he is performing a role... Status and role serve to reduce the ideal patterns for social life to individual

terms. They become models for organizing the attitude and behaviour of the individual so that these will be congruous with those of other individuals participating in the expression of the pattern.

In this definition status and role are pictured as two aspects of same thing and quite inseparable. Linton(1945) in his later book shifted his emphasis to introduce new features. He states :

The term role will be used to designate the sum total of the culture patterns associated with a particular status. It thus includes the attitudes, values and behaviours ascribed by the society to any and all persons occupying the status. It can even be extended to include the legitimate expectations of such persons with respect to the behaviour towards them of persons in other statuses within the same system.

In this definition role is an ideal pattern of conduct which actual behaviour rarely quite fulfills.

Newcomb T.H. (1950) does not follow Linton's use of 'status' but instead pictures every member of a society as occupying a 'position', each position has a function in the life of a group and consists of rules concerning behaviour towards others. The ways of behaving which are expected of any individual who occupies a certain position constitute the role... associated with that position.

Talcott Parsons (1951) states that in his terminology every position consists of two halves - the role, denoting its obligations, and the status, referring to its rights. Though Parsons suggested that the consensus over the content of roles may be related to the stability and integration of the system, and to the commitment of individuals to particular roles, he also indicates to assume consensus in practice. Banton (1968) states that behaviour can be related to a position in a social structure and actual behaviour can be related to the individual's own ideas of what is appropriate (role cognitions) or other people's ideas about what he should do (expectations) or to other people's ideas about what he should not do (Norms). In this light, Banton states that a role may be understood as a set of norms or expectations applied to the incumbent of a particular position.

#### Role aspects :

In socio-psychological perspective also the term 'role' continues to be used to represent the behaviour expected of the occupant of a given position or status. In this definition two features are emphasized : expectations (i.e. beliefs, cognitions) held by certain persons with regards to intent behaviours that are appropriate for the occupant of a given position and enactments (i.e. conduct) of a person who is assigned to or elects to enter a given position.

Some aspects of roles having psychological and sociological base are discussed as follows :

### Role Enactment

When discussing the psychological base Sarbin (1968) states that behaviour that is sensed as the dependent or outcome variable is seen as role enactment. This indicates that the interest is focused on what the occupant of a given position does and says, such behaviours can be noted by observers who may use behaviour rating scales or free response verbalization to make known their observations. The effectiveness, convincingness, validity or propriety of such role enactment varies between persons and situations. Among the variables that Sarbin felt demonstrated as antecedent to variation in effectiveness as propriety of role enactment are (a) validity of role expectations held by the actor (b) accuracy of the actor in locating the others (and reciprocally the self) in the proper role system (c) sensitivity to situationally generated role demands (d) available general and specific skills (e) congruence of self and role and (f) reinforcement properties of the audience. Each of the variables are discussed as follows :

#### (a) Role expectations :

In order to effectively validate ones occupancy of a position, the actor must learn, what performances are associated with what positions. One must know what obligations, privileges, rights and duties are the

defencing characteristics of each position which one may be called on to occupy. With such knowledge one is in a better position to enact an assigned or ascribed role. Role expectations may be viewed as actions, which are codified as in a job description e.g. to teach - communicate, evaluate. If viewed as qualities, role expectations are codified in adjectival term, for example, the occupant is expected to be warm, friendly, outgoing, sincere and cautious.

The problems of assessing role expectations are no different from the problems of assessing any inferred variable. Expectation must be inferred from overt conduct, including self reports and from samples of behaviour in unstructured text situations. An investigator may assess the role expectations held by a group of persons by observing their conduct in situations where an actor emits behaviour in response to standard problems or one may make inferences from replies to a more direct question as what behaviour should one expect from a person who is in a position of a college teacher?

(b) Role Perception :

In order to survive as a member of a society, Sarbin opines that a person must be able to locate oneself accurately in the role structure. The simplest way to

accomplish this is by seeking and finding answers to question "Who am I"? Since roles are structured in a reciprocal fashion, the answers can be achieved through locating the position of the other by implicitly asking the question 'who are you'? The answers to the later question are usually phrased in terms of role categories such as teacher, doctor, friend, officer and so on. In order to establish the position of the other, the actors must pay attention to the behaviours emitted by the others, scanning for cues that have validity and reliability. To locate the position of the other, it is sometimes necessary to infer covert behaviours on the part of the other such as feelings, expectations and attitude. If the actor is a teacher one must identify the cues which are expected of a teacher.

The accuracy with which the teacher will notice such cues and draw conclusion regarding the role of the other teacher is directly related to the accuracy with which he or she as teacher locates oneself in the reciprocal or complementary role.

(c) Role demands :

One person correctly locates the position of the other. On the basis of cues emitted by the other interactant, the possible choice of role behaviour is

reduced from near infinity to a small number.

Further constraints on the choice of role behaviour are introduced when certain additional features of the situation are taken into account. These may be called role demands, that is demands for a specific role enactment. Sarbin intervenes that among such demands one may list norms for modesty, communication, control of aggression, co-operation, fine securing, public commitment and prevention of embarrassment to others. Violation of such norms carry heavy sanctions against the violator, hence their power to constrain the choice of role behaviour.

(d) Role taking aptitude :

Cameron (1947), Gough (1948) and Sarbin (1950) have stressed the existence of a skill, aptitude, or competence that facilitates role enactment. In some contexts the reference is the ease with which a person enacts a number of roles as in the case of successful professional actor; in others the referent is the facility with which a person adopts and enacts a role on the basis of limited information. The college teachers may come in the latter reference.

If the teacher knows the role system and the expectation that make up this system, he can extrapolate to any individual occupying a position in this system.



(e) Self Role Congruence :

The belief is that role is performed better if its requirements are consonant with one's natural inclinations. Sarbin states "By translating natural inclinations to self concept or self characteristic, the folk belief can be translated into a scientifically testable hypothesis namely that the effectiveness of validity of role enactment is related to the degree of congruence of self and role".

Self may be defined as the residue of human beings's transactions with objects and events, including other people. To assess self structure, a large number of procedure have been desired, including autobiographies, speech and handwriting samples, responses to unstructured inkblots, endorsements of personality test items and adjective check list of personality inventory.

Where self becomes involved in the role, the enactment is more likely to be judged as valid, convincing and proper. It has been suggested that forced compliance with ones self characteristic will not produce changes in the self.

(f) Reinforcement properties of the audience :

Social roles are enacted over time: the performances are protracted. To employ the dramaturgical metaphor

further, roles are enacted before audience - sometime one person audience as in psychoanalytic therapy, sometime a social group audience as students or discussion group or large masses and sometimes a symbolic audience as in writers imagined picture of his reading audience. Audience may serve the functions, providing cues helpful to the actor in locating his role and providing social reinforcement or sanctions. The effect of positive reinforcement, other things being equal, is to encourage the actor to continue his/her performance and to think it as convincingly valid and proper. The students also as audience can provide meaningful feed back to teachers resulting in better role performance.

Negative reinforcement on the other hand, communicates to the actor that his/her role enactment is invalid and discourages the continuation of role.

Discussing role in sociological perspective, Park (1926 p. 137) noted that "everyone is always and every where, more or less considerably playing a role. It is in these roles that we know each other". In this definition as stated by Turner (1968) the following elements appear - (a) Role provides a comprehensive pattern for behaviour and attitudes (b) It constitutes a strategy for coping with a recurrent type of situation (c) It is socially identified more or less clearly as an entity (d) It is subject to being played recognizably by different individuals and (e) It supplies basis for identifying and placing persons in society.

### Role Consensus

There is a tendency towards consensus regarding the content of roles in interaction. Turner (1968) feels that the adaptation that takes place as roles form some consensus regarding what enactors of each role are to do, which seems inevitable, although the degree of consensus required for a viable interaction system is not great. Role disconsensus has generally been thought as obstacle to harmonious interaction although the evidence is not entirely consistent.

### Role set :

To the extent to which roles are incorporated into an organisational setting, each tends to develop as a pattern of adaptation to multiple alter roles. The teacher role must incorporate tenable adaptations to pupil, parents, other teachers, principals or Deans/Heads as well as to less salient.

The discussed psychological and sociological role aspects do implicitly or explicitly contribute to the role enactment of actors, and thereby role contentment of the actors, which in the present investigation are college teachers.

### 2.1.2 Review of role specific to University/College teachers

This section pertains to reviews<sup>of</sup> the education commissions and Government policies, some educational thoughts and writings or articles on role of teachers.

#### Review of Education Commissions and Government policies

Several Educational Commissions and University Commissions and policies have highlighted the role of University teacher.

The University Education Commission (1948-49) stated that the primary responsibility of the teachers is to arouse the interest of the pupil in the field of study for which he/she is responsible. The teacher is not merely to convey factual information, principles and generalizations but he/she has to stimulate the spirit of enquiry and criticism, so that the student's mind may acquire the habit of exercising independent and unbiased judgement.

The Educational Commission (1964-66) revealed the importance of the teachers' role as it states that "the destiny of India is being shaped in her classroom. The success of the Nation and National reconstruction will depend on the quality and number of persons coming out of our schools and colleges".

The report of the Committee on the governance of University and Colleges (1971) suggested that in order to improve the quality of instruction as well as to impart to it a social relevance, there should be greater contact between higher education and the problems of life and society. It was stressed that the country cannot afford an isolation between university on one hand and industry, agriculture, rural development, and public administration on the other. The organisation of the university was suggested to, on one hand, prevent the growth of an exclusive caste system of academics and administration, and on the other, encourage mobility between the university and various sectors of national life and economy. This Committee stressed on role of extension on part of College/University teachers.

A document prepared by Tharkunte (1978-87) on 'Education for our people - a policy frame work for development of Education over next ten years,' forwarded by Jaya Prakash Narayan, recommended that the University and colleges should evolve integrated programmes of teaching, research and extension, all of which should have an equal status.

Sah, as Chairperson of University Grants Commission, sought to introduce the 'Extension Culture' in the orthodox university system, while trying at the same time to improve the standard of teaching and research programmes. She

stressed on problem solving research relevant to the needs of the time and also introduced a massive programme of action on literacy. Thus, this UGC's classic policy statement of considering extension as the third dimension of higher education, equal in importance to teaching and research becomes most important and relevant and calls for role of extension on part of University teachers apart from role of teaching and research.

The Government of India decided to set up two National Commissions of Teachers to advise the Government on various aspects relevant to the teaching community as specified in the terms of reference (1983). One deals with issues relating to school teacher and the National Commission II (1983) deals with issues relating to teachers at the higher education level. The terms of reference for commission calls to recommend measures to enhance the role of teachers in facilitating, motivating and inspiring students to acquire knowledge, skill, values and also to identify the role of teachers in integrating education with development work in the community and home and to study and suggest ways to meet the requirements in non formal and continuing education. It also seeks to identify role of teachers' organisation in professional growth and professional consciousness and evolve and implement code of conduct for teachers and assess the adequacy of arrangements for promotion of teachers' welfare. It further seeks to lay down clear objectives for teaching

profession with reference to search for excellence, breadth of vision and cultivation of values in keeping with country's heritage, to suggest measures for fostering dynamism in the profession, recommend measures needed for attracting and retaining talented persons in the teaching profession, review the existing arrangements for preservice and in-service training/orientation for teaching and review and recommend the application of improved methods and technology for teaching.

National policy on Education (1986) states that "Education has an acculturating role. It refines sensitivities and perceptions that contribute to National Cohesion, a scientific temper and independence of mind and spirit... Education that develops manpower for different levels of economy".

This again lays great responsibility on teachers as through them only the desired can be achieved.

Thus, it is evident that various commissions and policies attempted to enhance the role of teacher in teaching, research and extension.

#### Educational thoughts

Some thoughts given by eminent people also reflect the role expected of the teachers as extracted below :

"The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or task master, he is helper and a guide. His business is to suggest and not

to impose. He does not actually train the pupil's mind, he only shows him how to perfect the instrument of knowledge and help and encourage him in this process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself".

... Sri Aurobindo\*

"Every teacher should realise the dignity of his calling. He must be aware of the past experiences of students, of their hopes, desires and chief interest. He can be guide and director. He can steer the boat, but the energy that propels that boat must come from those who are learning..."

... John Dewey.\*

"A teacher cannot be without character. If he lacks it, he will be like salt without its savour. A teacher must touch the hearts of the students. Boys imbibe more from the teacher's own lives than they do from books. If teachers impart all the knowledge in the world to their students but do not inculcate truth and purity among them, they will have betrayed them..."

... Mahatma Gandhi.\*

"A teacher should, above all things, just induce a desire in the pupils for the acquisition he wishes to impart..."

... Manu \*

---

\* The educational thoughts are cited from UGC booklet - role and responsibilities of teachers, New Delhi, UGC publication 1981.45.



"A teacher may be a committed man, committed to the future of man, to the future of humanity and to in the future of his country and the world. He must work with the implicit confidence in the power of humanity, in the recuperative power which it has and with which it can cleanse and purify itself."

... S. Radhakrishnan\*

When summarising these thoughts, the roles which emerge out to be expected of teachers are of instructor, task master, helper, guide, creator and dessiminator of knowledge and torch bearer of knowledge, and the qualities desired to supplement the expected roles of teachers are honesty, commitment, humanity, self discovery, confidence, interest, strong character and so on.

---

\* The educational thoughts are cited from UGC booklet - role and responsibilities of teachers, New Delhi. UGC publication 1981.45.

### Writings or Articles on Teachers' role

In this section teachers' roles are reviewed in teaching, research and extension.

### Role of teaching

The role of teacher has been discussed by Joshi (1984) and Shrivastava (1987) as role of teacher in the class room and teacher styles respectively. The authors have discussed the teachers role or styles in seven categories, the reference for which is also the study by Mann (1970).

The various role of styles the teacher displays while performing their roles are spelt out as follows :

As Expert, the College or University teacher here is regarded as symbol of scholarship, divergent thinker, interpreter of facts who transmits information concepts and perspectives in the field. He/she leans towards scholarly preparation of classes and is most comfortable in the role of presenting material and answering questions.

As Formal authority, the teacher sets goals and procedures for reaching goals-defined; structures rules, regulations and standards for excellence; students' learning and for evaluation of student performance.

As Facilitator, he/she as the teacher attempts to promote growth and creativity in students own terms by determining what individual students have come to do, what they already seem to do and what help they may need to do

better. The teacher can facilitate students by guiding them through library, prepare hand outs or reference materials, help select relevant courses, assist to gain success in field experiences and thereby overcome obstacles to learning and respond to students needs.

As Person, the important aspect is teacher-student relationship where teachers wants to convey that he/she uses people with full range of human needs and skills and aim to engage students in a mutually validating relationship. This can be done by relating, to make concept more real and concrete, use personal material, sneak a little anecdotes about his/her student days, listen to students about their activities in vacations, personal problems and so on.

As Communicator, much success in the teaching-learning process depends upon the quality of teacher to communicate effectively with students in class where he/she transmits ideas, concepts, information, theories to student.

Watts (1974) when discussing the new roles of teachers, calls for teachers knowing their pupils so well that they can discover from within the learner what the subject has to cover, group or team teaching, teachers becoming expert in locating the sources of knowledge, identifying the techniques of problem solving, teachers' skill in shaping purposeful discussions, effort to initiate challenge and make demands both physical and intellectual on each and all of his/her students, restrain from imposing his/her opinion, champion the

involvement of emotion rather than its suppression and stand for rationality as opposed to irrationality.

Goodings and Bryam (1982) stated some teaching activities which should be given priority in teaching life making goals clearer to students, time allocated for instruction to be sufficient and continuous, coverage of content be extensive, performance of students be monitored, questions are at low cognitive level so that students can produce many correct responses and feedback to students is immediate and academically oriented. In direct instruction the teacher has to control instructional goals, choose materials appropriate for the students ability and pace the instructional episodes.

Kapur (1986) while showing concern over the deteriorating standards of higher education, suggested that teachers have to be helped to remain upto date in the knowledge of the subject they teach and in teaching methods, initiation of inservice training programmes, making use of T.V., radio, corresponding lessons, workshops and conferences, as unless the teachers are continuously learning they cannot remain vibrant. Joshi (1986) suggested certain practices for teachers while performing the teaching role. She emphasised on effective delivering of lectures which is the major means of communication used by mostly all college teachers, which takes into consideration most of the teaching activities. In planning stage, the stress is on audience analysis, budgeting

of time, physical setting of class room, selection and organisation of content and specification of objectives. In the presentation stage, the modulation of voice, verbal and non verbal gestures, human pause, speech, language, confidence and ability to establish rapport are stressed as essential personality characteristics and in cognitive skills - introduction, explanation, using of examples, posing of relevant questions, use of teaching aids and methods, facilitating note taking and effective culmination of lecture are suggested.

In the last stage of post presentation, the effective assignments, feed back from students, self evaluation, evaluation by colleague and Head is suggested. The activities in all stages as suggested by Joshi, have taken into considerations most of the role-activities, expected to be performed by the teacher while teaching.

Certain role of teachers in higher education, reflected from the writings of Desai, Brahmhatt and Pathak (1987), where they call on serious reexamination and review as to how effectively the role of teacher responds to the present and future demands that might stem from environment changes, rapid development and industrial growth. Certain role improvements on part of teachers are suggested as of updating themselves with latest developments in education theory and practice, infuse new life in institutions, not accept authority in any field uncritically, not hastily cover a

syllabus for a course neglecting the important tasks of comprehension, provide opportunity for experimentation and be able to create faith and enthusiasm for progress, opt self development through evaluation by self and others, actively participate in building up curricula where in the following matrix as illustrated by the authors can be helpful to check on the dimension and directions of course objectives.

	Skill	Knowledge	Attitude
Teaching			
Assessing			
Tutorial			
Counselling			
Research			
Academic Planning			
Management			

This suggests the teachers to determine their skill, knowledge and attitude while performing different functions of role as indicated in the above matrix.

They further suggested that continuous development of teachers should be made compulsory, and all the class room teaching should undergo substantial change and new teaching methods and audio-visual aids should be adopted. The teachers should also be made responsible for role activities like designing course, updating and implementing it effectively. Feed back from students should be obtained regarding the entire teaching.

These suggestions stress on role improvement of teachers in teaching.

### Role of research and extension work

The paper discussed by the CASE Team (1984) stated that as researchers, teachers' role in percieving research needs, engaging in relevant research and transforming knowledge into application is important. As extension workers they contribute by extending production of their thinking and research through leaflets, pamphlets, books, and participation in actual development work in the community, through which they can get better perceptions of community life in all its aspect and the intricacies involved in different development tasks. They add that teachers in higher education belong to professional group and their work is highly specialised. Teachers' work at this stage prepares personnel for leading positions in development sectors who take direct responsibility for executing various programmes for development. Being at the highest wing of the ladder they owe responsibility of influencing and strengthening the curricular programmes and improving teaching competence of teachers.

Joshi (1984), besides teaching, discussed two more important roles to be played by teachers, as that of research and extension.

**Role of researcher :** with explosion of knowledge in ones area the role of teacher as an academic man, touches new dimensions as he/she is not only confined to teaching but substantiates

teaching through reading the research studies in one's discipline and on other hand conducts researches in one's area of specialisation. The teacher also guides students' research work and is also called upon to undertake some of the development research projects. Today the future promotions of teachers depend much upon his/her competence as researcher.

**Role of extension Worker :** A new dimension of the function of the University teacher has come into focus as an outcome of the establishment of Agricultural Universities in India where the awareness is being created among university teachers regarding their role as extension worker where they are required to disseminate the required information, latest ideas, facts to the community people and convince them regarding adoption of certain practices. Thus, the role of teacher is not only confined to the four walls of the classroom but he/she is regarded as friend, philosopher and guide to community people who may be farmers, slum dwellers, labourer, rural/urban men, women, children and so on.

Macadam's (1988) writing on action research and integration of education, research, and extension, reflect certain roles for teacher, and suggests that education concentrates on building a bank of concepts, with the exception that learners will use them when they graduate. Macadam further adds that learners often fail to see any connection between the concept learned, usually organised



in academic disciplines and the complex reality they subsequently encounter. "The flux between the world of concepts and the world of experiences that characterise learning is artificially impeded." This suggests that teaching should be more life oriented, the knowledge of which can be used by learners in future when they actually confront the problems and issues. "It is the teacher who can make them see the connection between class room teaching and outside encountered reality".

As extension worker, the teachers should concentrate their efforts on identifying client needs and communicating this information to researchers and then translating the results of research which can be utilised by clients of community people. As researchers also, teachers can take up action researches where actual problems confronted by people can be attempted to be resolved and needs of majority of people can be met, which can definitely show significant contribution.

Hooja (1987) brings forth the extension role for teachers when he suggests that universities shall have to break their walls and act as light houses of knowledge spreading light all around in their vicinity. He suggests that a practical agenda for action for universities and college could be to do intensive and thorough work in the district/block in which they are situated within a reasonable

time frame. Each family in these areas should become the responsibility of the University/College and the performance in this regard should count towards its entitlement for further financial assistance. Since teachers and students are the backbone of any University/college, this suggests an ambitious plan of action, which calls on this added role to be performed by teachers, and with the students, where two roles emerge, as extension workers and extension work guide.

Parikh (1986) also reflected the same when he emphasises on extension work as a key to transformation of the entire higher education and to make it conducive to the needs of the people at microlevel. The extension will thus not be a mere activity but a bed rock for entire system as it will help universities to retain their relations with micro system. He further also calls for research input in all development scheme which is inadequate. He feels the university to be most competent to do it. This again reflects that the university's competence is reflected by its teachers' competence as scholars through whom this research input could be met.

It is apperent from the writings of the various authors that along with teaching, the roles of research and extension are also placed a lot of importance for college or university level teachers.

## 2.2 REVIEW OF EMPIRICAL FOUNDATIONS OF THE STUDY

The research investigations on teachers' role in higher education and the related aspects were reviewed.

The reviewed studies mainly dealt with teachers' role in teaching, research and the related activities of teachers. The investigator could not find research studies on extension role of teachers. The studies being of similar nature or very diverse, it was only possible to group them on yearly basis. The reviewed studies are thus described as follows :

- studies conducted during 1987-85
- studies conducted during 1984-80
- studies conducted before 1980

### 2.2.1 Studies conducted during 1987-85

Khanna (1987) attempted to study the role structure of academics which was conducted at micro-level, confined to the teachers of the University of Jodhpur. The sample consisted of 385 teachers who were interviewed with the help of interview schedule. Faculty rank and sex were taken as variables for analyses.

The analyses of role perception unfolded that the dedication towards the profession, academic excellence and character were the special qualities that the respondents thought the university teachers should possess. The teachers did seem to be aware of the fact that their actual behaviour

did not conform to the normative expectations. The realization on the part of teachers about the severe gap between ideal and real was found to have seriously affected their professional self image. They had favourable image of university teachers during their student life which deteriorated after they joined the profession and gained first hand experience of being a part of it.

Teachers' manner of role-performance included their task as lecturers, researchers and administrators. While teaching, almost all teachers adopted lecture method followed by discussion, where lack of student participation was common.

Teachers took little interest in the active participation in academic activities. One-third of teachers were not involved in any type of research activity. The few who were engaged in research work spent only 2-3 hours per day on an average on research.

A little less than three-fourth of teachers published research papers and little less than one third had published an average of three books. Majority of teachers had attended four seminars and conferences and addressed three of them. This indicated teachers passivistic approach which auctioned their commitment at low level. With respect to variables it was found that professors were more involved with research, published more research papers, attended more conferences and

seminars and also devoted more time to study and research as compared to readers and lecturers respectively. Male teachers devoted almost double time to their activities than female teachers and had published more research papers and attended more seminars and conferences. Therefore, professors and male teachers had higher level of commitment than their respective counterparts. Teachers from their long experiences of dealing with students held the view that student give more importance to qualities of intellect and teaching skill than humanitarian qualities. The role set of teachers involved two basic types, teacher-student relation and teacher-teacher relation. It was found that lecturers' and readers' relation with student were brotherly and friendly, where as, with professors was paternalistic. The teacher-teacher relation was found to include both element of cooperation and conflict.

Bali's (1986) study was concerned with the teachers and the teaching profession in Delhi University. The study attempted to advance further the understanding of teacher and teaching profession by providing a comprehensive description of what is expected of teachers and what they actually do and to account for their patterns which their activities would exhibit.

The study was confined to teachers in fifty-four colleges which offered courses in liberal Arts and Sciences.

The study was largely based on an intensive field work carried out during the years 1976 through early 1983.

A ten percent sample of teachers was selected with weightage being given to proportional allocation according to the strength of teachers in various colleges, thus, selecting sample of 390 teachers. The research tool comprised of a questionnaire, personal interviews, participant and non-participant observations.

The performance of the two roles viz. teaching and research was seen within the perspective of conditions and constraints in the university and in colleges. The teachers felt many of their activities had lost its academic value. The tutorials, practicals, laboratory demonstrations and seminars, did not serve academic purpose. Teachers mentioned that they encountered several difficulties in performing their teaching role which were related to working situations, relationship with colleagues, academic unrest, other professional problem, distance travelled, and family role conflict.

A large proportion of teachers devoted some time for research which varied in terms of time within a week and at times between weeks. Continuous research did not appear to be central to teachers' role performance and was believed to play a rather insignificant role in improving college teachers' career prospects. Hostility was found to carry

research if teachers were expected to sacrifice one's teaching duty on the 'pretext' of doing research.

Several constraints in pursuing research were enumerated which were related to unfavourable work situation, scarce finance, non-availability of able and competent supervision and guidance in case of research for degree, non-availability of time due to teaching commitments, non-availability of books and equipments, lack of space and incentives, and problem with colleagues. In spite of the constraints and discouragement, some teachers did pursue research work and some of their research findings found expression in books, articles, in journals/papers, science conferences, news papers and magazines.

Teachers in Science were more productive than their colleagues in Social Sciences/Arts and Humanities. It was found that a large proportion of women teachers in all disciplines had research output far below men colleagues. A large proportion of men than women lecturers in all discipline had more publications to their credit. The teachers had an ambivalent attitude towards teaching and research activities where they found neither one to be especially interesting nor remunerative to justify special efforts.

It was found that many methods were used by an individual teacher to keep in touch with recent developments in his/her

discipline. Among them most utilised were journals and bulletins, and frequently used were newsletters, information bulletins and discussion with colleagues.

The teachers felt they had very little freedom to organize their academic work according to their own ideals, interest, and requirement. Many teachers felt their salaries to be insufficient and fringe benefit, promotional avenues virtually nonexistent. Majority of teachers had reached upper ceiling in their scales and saw no possibility or scope of improvement or promotion, so, they had started doubting the need of exerting to excel in teaching as there seemed no intrinsic nor extrinsic rewards.

The study of Subbrayan (1985) aimed to measure effectiveness and find relations between student evaluation, colleague evaluation and self evaluation of effectiveness as teachers when taken in pairs and to find relation between teachers' effectiveness and ability to do research and publication. Relation between teacher effectiveness and self concept was also found.

The Visakha Teacher effectiveness Bulletin (VTEB) instrument was developed and standardized which has three sub-scales - student evaluation, colleague evaluation and self evaluation.

In all, 521 final year P.G. Course student of Sri Venkateshwera University, Tirupati noted the teachers in form 1.



Out of 273 teachers, 142 teachers are related as effective. The research publication Index and RPIC was administered to 62 teachers. For self concept-Sharon's Self Concept Inventory (SCI) was used.

It was found that student ratings of teacher significantly correlate with the colleague rating of teachers. Colleague rating of teachers significant correlate with the self rating of teachers. Self rating significantly correlated with students' ratings. Teacher effectiveness as rated by colleagues and self, is significantly correlated with teachers' ability to research and publication, but no relation was found between teacher effectiveness as rated by students, and teachers' ability in research and publication.

The relation between teacher effectiveness and self concept is significantly correlated. Male and female teachers do not differ significantly in respect to teacher effectiveness. Teachers who had 15 years or more year of experience did not differ from those who had less experience. Teachers of 45 years or above age did not differ significantly from those below 45 years of age. Professors-readers and lecturers did not differ from each other in respect to teachers' effectiveness.

### 2.2.2 Studies conducted during 1984-1980

Verma (1984) studied the role of a teacher in a University classroom as perceived by students and seven roles identified by Mann (1970) for teachers, as experts, formal authority, socialising agent, facilitator, ego ideal and person.

Out of ten faculties, 84 departments and 7 constituents were taken and a sample of 250 students was decided upon. The questionnaire which was prepared by Centre of Advanced Study in Education, M.S. University of Baroda for larger department project was used for the study. The response from the sample was 76 percent. The findings of the study indicated the following :

Students experienced, that as experts, the teachers should have content mastery, should be able to arouse interest among students, should adopt various methods of assessment in order to keep uniformity of standards and should cultivate the habit of self-study and reward the good performance of students for better academic activities.

As formal authorities, students agreed that teachers should make rules, arrangements, lead students to their goal in academic prosperity and guide them to get admission in good universities.

As socialising agent the teacher should guide students in vocational and professional training, identify

bright and slow learners and help them achieve their goal according to their ability and capacity. As facilitators, the students expected the teacher to make themselves available as and when needed and guide student to library and field activities and provide them with proper bibliography.

As ego ideals, teachers were expected to inspire interest in the subject and make an effort to keep sustained enthusiasm and lively interaction in teaching-learning process.

As person, the teachers as agreed by students, must identify themselves with students, accept their ideas and feelings and recognize their attending and non attending behaviour.

The study advocated that the teachers as communicators should draw and sustain the attention of students by manipulating different method to make teaching effective and lively, write legibly on the black board, pursue verbal and non verbal behaviour while teaching, and emphasize important ideas or points. It was found that teachers mostly used active discussion and laboratory method and some teachers used seminar, assignment, and field work.

The teachers as communicators, knew when and where different teaching aids are to be used. The response was less in the tape recorders, film, filmstrip and overhead projector in teaching.

The study recommended that facilities of orientation programmes, inservice and refresher course for teachers to remain updated in their field and also to be trained in use of audio-visual aids and methods of teaching.

Khalil (1981) examined the relationship between role conflict, task clarity, productivity and job satisfaction. The analyses utilized data collected from 300 full time faculty members in six different colleges of the University of Houston, U.S.A.

The findings indicated negative relationship between role conflict and job satisfaction and positive relation was found between task clarity and job satisfaction. No significant relationship was found between all four factors put together. Role conflict and task clarity did explain a significant amount of variance in satisfaction in addition to that explained by productivity. The relationship between job satisfaction with role conflict and task clarity was significant, therefore, the investigator advocates the administrators to bring the maximum clarification to the faculty in area of teaching, publication and service, to try to eliminate role conflict.

Komanto (1981) examined the relationship between socialization, role performance and status attainment of Indonesia's full time university teachers. The study limited

to five public institutions of higher education and sample comprised of 781 teachers who responded to the data. It was revealed that educational qualification were not related to attainment of academic ranks. Training was positively associated with income, even when career age was controlled. The highest average of post-training scores in fields of research and production of articles were found among teachers with foreign doctorate. Training was widely associated with qualitative aspects of performance. Foreign trained respondents tend to have better access to foreign research, support and report a higher frequency of publication in the foreign or international media. The wide variation found in performance scores was attributed to weakness in the recruitment system, to institutional restrictions on performance based on rank and on the fact that pressures to performance in most cases is weak. The high level of productivity displayed by a number of foreign trained teachers was seen as an outcome of the socialising effect of foreign training and of the need to gain recognition from the academic community both domestic and international.

Bhoite (1980) studied the intellectual role-activities of college teachers in Marathwada where a modest attempt was made to verify empirically the level of teachers'

performance with regards to role activities expected of them and to pin point and analyse structured and situational factors.

The role activities identified were teaching, research and publication as main, participation in professional activities (Conferences, Seminars), personal library building and the like as supportive role activities. In addition to these participations in socio-cultural and political affairs of the local community and communication of knowledge and ideas to people were the expected role-activities in the non-professional sphere.

In addition to teachers' performance given emphasis, other items such as work satisfaction of teachers, level of modernisation acquired, were also taken up for investigation.

The sample comprised of teachers from 40 colleges out of 67. In all, there were 193 teachers belonging to the various faculties.

The questionnaire and interview comprised the research tool. The findings of the study were as follows.

- a) The teaching work at the collegiate level did not allow or demand much of intellectual involvement of the teachers and the factors responsible for the same were as follows:

The teaching work load of teachers in general was quite heavy which included the involvement in teaching work. Teaching of large number of courses of varigated nature simultaneously, which did not allow teachers to evolve any specialization and intellectual interest in their discipline.

The teaching schedule in many colleges were not properly organised where they were often required to take three or more periods in sequence which was quite strenuous. The teachers were required to teach the courses in the formulation of which they had not participated. Most of the teachers did not like the courses they taught. In such situations teachers were alienated from the living part of their teaching work.

Students in colleges as reported by the respondents 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 their teaching to higher level of analyses and criticism.

b) The teachers signified low performance in the field of intellectually productive activities, mainly research and publication and certain structural and situational factors in the college systems as follows are attributed to the same.

Due to dis-proportionately large part of teaching and other institutionally assigned duties, the teachers were left with less time and energy for other intellectual activities. Research and other intellectually productive activities expected of the teachers were not adequately integrated with the goals of the colleges. The entire set up of the college was organised keeping teaching as the main goal to be pursued. Research and publications were considered as part of personal career building of the teachers towards which the college had little obligation.

The colleges in general were not adequately equipped in terms of library, laboratory and other facilities. As part, advancement of teachers was not considered as a part of institutions' responsibility and no financial allocation was made for it.

Rewards and incentive system in the colleges were not properly organised so as to induce the teachers to go in for the intellectually productive activities. Promotional opportunities were limited as promotions were mostly limited to the seniority of experience and less with professional achievement in terms of research and publications.

Bhoite claimed that teachers' failure in the field of intellectual productive role-activities can be conceptualised as a phenomenon of role-inadequacy. Performances of any role in adequate measure necessitate



certain prerequisites. They can be termed as role-requirements. Inadequacy in the availability of the role requirements to an actor, precipitates inadequacy in his role performance which can be termed as role-inadequacy.

Role inadequacy is non-conformity on the part of the actor to the expectations associated with his role on account of inadequate availability of the role-prerequisites. If role adequacy is expected, then the situation needs to be improved in terms of adequate provisions of the role requirements of the actor, that is the teachers.

### 2.2.3 Studies conducted before 1980

Rammana (1979) studied the academic role-performance and modernisation. The commitment of a university teacher as academician was attempted to be evaluated through a study of role performance. It was believed that role of the university teacher revolves around the three activities of consumption, creativity and communication of knowledge and values, and the lecturers are reference models for students, change agents of society and transmitters of modern value.

The study was confined to teachers of Poona University from three major streams - pure science, humanities and social sciences, thus covering a sizeable number of respondents drawn from homogeneous sample.

The data were collected through intensive pattern of enquiry through questionnaire supplemented by personal interviews.

Quota sampling method was employed. The sample consisted of 155 members of total 300 teachers in the University.

The findings revealed the following :

The academicians were well qualified but if examined in context of academic requirement one third of University teachers did not have a doctoral degree but some had enriched knowledge by receiving higher education or degree from abroad. A great number of teachers were in the profession for more than 8 years, thus were well acquainted with their expected role-performance.

When the actual role performance was assessed a majority adhered to the syllabus, more than half teachers introduced modern trends in teaching, half of the teachers did not encourage discussion in classroom.

Consumption was evaluated in context to reading of text book, reference books and journals. It was found that little more than half teachers spent limited time for lecture preparation, read only text books and regularly read newspapers which indicated the lack of modern trend among teachers.

With regards to creativity majority (72%) had contributed to research papers and journals.

The self image was rated according to teachers' ability to place oneself in a particular grade that would reveal ones satisfaction with ones work. It was found that one-fourth teachers who felt their salary was high were senior teachers and one-fifth who considered salary less were junior teachers. The senior teachers considered their rank high, some of whom were head of departments and had reached the zenith of their career. Many junior teachers inspite of their Ph.D. degrees ranked themselves low because they were still lecturers.

One-fifth lecturers wanted to make change in job for better remuneration.

Majority preferred their children and sibllings to take jobs, other than <sup>that</sup> of a teacher as first chance, and nearly half of the teachers aspired to migrate to foreign countries because of high monetary rewards and better facilities of teaching and research.

Chitnis's (1973) study on the teachers' role in the College system aimed to obtain a profile of the College teachers and to analyse the manner in which the teachers role is influenced by the College system. The college constitutes the principle variable of the study. The respondents were purposely drawn from three under-graduate

arts and science colleges affiliated to Bombay University which exhibit differences that were relevant to analyse the influence of college upon teachers role.

The research tool comprised of extensive interviews and observations. The teachers who held the position of lecturers and professors were interviewed which made the total of 171 teachers, 57 from each college.

The findings of the study are as follows:

Majority of teachers were males between 30 to 40 years in age and had M.A. or M.Sc. degree with second class, career, and very few were educated in foreign universities.

The teacher-student interaction outside the classroom was extremely limited and within classroom, lecture was generally in monologue. Interaction in form of question-answer or discussion was negligible.

Teaching at undergraduate level was largely examination oriented. As many as 71% of teachers dictated notes regularly and few teachers recommended reference books. The reasons for such findings as indicated above was the structure of the university and college organisation such as large classes, instruction exclusively through lectures, system of compulsory attendance, presence to complete syllabus in set time and examination system that puts high premium on memorising model answers to standard questions.

Few teachers did research or wrote in the subject of their specialization. The majority did not even read regularly. Most teachers had poor opinion of their colleagues as scholars and carried poor image of their social status. In spite of poor morale, majority were willing to continue as teacher and were generally satisfied with the management and administration of their college. The college had very little influence of teachers as pedagogues and academicians, as these features of teachers' role were closely determined by the University.

The study advocated autonomy for colleges. To ensure teachers as more effective pedagogues, the study recommended to promote teacher-student interaction, small classes, voluntary attendance, generous provision of time for completion of courses, de-emphasis on examination and lastly, rewards for teachers' scholarship.

Sinha (1969) surveyed the problems and attitude of university teachers in Bihar State and examined how their problems and attitudes were related to such factors as type of university, that is, residential and non-residential, subject of teacher, that is, faculty of art and science, and residence of the family.

A sample of 100 arts and 100 science teachers was selected from the five universities of Bihar.

The selection of teachers was done on random basis and Interview schedule was used for data collection. The findings of the study indicated that almost half of the teachers selected their profession on their own choice and half without personal liking. Most teachers were disillusioned in their expectation of teaching profession as they got no recognition of merit. There was absence of academic and other facilities, favouritism, authoritarianism and caste-discrimination which also lead to large percentage of teachers being dissatisfied with their profession.

Regarding academic problems many teachers felt distressed regarding their academic conditions. Most of the teachers had not done any research and the remaining few who did research, felt difficulties because of lack of financial aid from authorities. Many teachers felt that they had less contact with students because of large size of classes ranging from 100 to 150 students. Many teachers felt that size of classes should not exceed sixty. Most of the teachers opposed Hindi medium at postgraduate level but agreed at under graduate level. They found English to be helpful in the competitive examination. Almost a little more than half of the teachers wanted to remain in the teaching profession and rest did not want to advice their relatives or children to join the teaching profession.

The survey did not show any significant differences in the conditions, problems, and attitudes of teachers of residential and non-residential universities. No significant difference regarding the same was found between teachers of arts and science faculties.

With respect to attitude towards society, teachers displayed a very deep sense of alienation. Most of the teachers believed that honesty and hard work in contemporary Indian society does not pay and felt it was difficult to find a person who can be taken into full confidence.

The empirical studies reveal that the two roles, teaching as well as research activities were undertaken for study in all years. In most of the studies the teachers were found to exhibit low key performance with regards to research. In mostly all the studies the respondents were teachers themselves.

In teaching, most widely used method of teaching were the traditional ones, namely, lecture and laboratory, followed by discussion. Teachers were not found to exploit the recent method or techniques of teaching.

The problems faced by the teachers were related to work situation, mainly lack of facilities and to some extent relationship with colleagues.

It is apparent that in none of the studies the third upcoming role of teachers as that of extension was investigated.

#### Relevance of reviews to the present investigation

Both the conceptual frame work and emperical evidences exposed the investigator to the various facets of teachers' role.

The review of conceptual foundation helped develop insight into the term role and the various aspects affecting the role performances. The reviews specific to the role of teachers broadened the outlook with regards to the various expectations associated with college teachers and the need of the upcoming roles to be weaved with the role of teaching.

The empirical studies provided practical evidences of teachers role performances, opinions and out look towards teaching, research and the related factors.

The reviews thus helped the investigator to dwell upon studying the role of Home Science College teachers with more details.

When relating the reviews to the present investigation it is visible that the present study attempts to analyse more dimensions of role, in three roles, as that of teaching, research, as well as extension. The latter role has not been investigated before. Moreover, as the earlier studies had



respondent category mostly of teachers, the present study elicits response from M.Sc. students and administrators along with the teachers. The reviewed studies mainly concerned on role activities of teachers, Khanna (1987) investigated the role performance and modernisation, Chitnis (1973) examined how the college system influences teachers' role and Khomanto (1981) examined relationship between role performance and some variables. The present research study along with role performance or enactment, also attempts to uncover two more dimensions of role such as role contentment and role constraints.

Where the reviewed studies stressed more on testing relationship with variables, this study also attempts to unfold consensus or agreement along with inter-correlations, relationship with respondents' variables as well as identification of role dimensions by each group of respondents.