

CHAPTER II

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REVIEW OF RELATED LITERATURE

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II

REVIEW OF RELATED LITERATURE

2.0.0 Introduction

As the review of related research literature is of much importance, so it has been thought worthwhile to cast a glance on what has been done in this area in India as well as in foreign countries. It has been observed by the investigator that immense research work has been done in the area of innovation, particularly, in such areas as diffusion, adoption, adaptability, change agents, etc. The areas of teacher's role and teacher characteristics in the field of education are also probed into.

The entire available literature has been reviewed under two main heads, namely, conceptual literature and research literature. The details of these are given below :

- (1) Conceptual literature about :
 - (i) Change,
 - (ii) Change agent,
 - (iii) Role of a teacher,

(2) Research Literature about :

- (i) Change (Impact of education on change),
- (ii) Role of a teacher,
- (iii) Perception of the role of a teacher by parents, teachers, community, etc.

2.1.0 Conceptual Literature about Change

Auguste Comte (1798 - 1857) the French thinker, explained social change as the outcome of the intellectual development. He formulated his famous law of the three stages of intellectual development. It is a progress from the theological mode of thought, through metaphysical mode of thought and to the positive mode of thought represented by modern science. He assumed that his intellectual progress is accompanied by moral development, particularly in the growth of altruism over egoism, and by change in the social institutions. He had faith in the human ability to assume responsibility in individual as well as in social life. He looked upon 'Education' as the most important fact, the presence of which made certain social classes privileged and the absence of which the other classes underprivileged and open to being exploited. He assumed that the masses would become dynamic if knowledge were imparted more equitably in society. But this view is one sided. Here in the following lines Herbert puts it in comprehensive way.

Herbert Spencer (1820 - 1900), the British thinker was in some respect more comprehensive than Comte. He based his theory of social evolution on empirical data. He assumed that in societies also there is a cosmic progress from undifferentiated homogeneity to differentiated heterogeneity and thus progress takes place whether people will it or not. However, he asserted that, though there is an inevitable evolution in human society as a whole, there is no evidence that this holds good for each society. In discussing the actual course of social evolution, he regarded increasing differentiation of function within the society and the increasing size of the societies as important factors. But Karl Marx has nothing to do with these ideas. He thinks in terms of modern industrialization and the new class arising out of industrialization.

Karl Marx (1818 - 1883), the German thinker, emphasized two elements in social life which are most significant, namely, the development of technology and the resulting changes in the production of goods and services, and the relation among the social classes. Marx asserted that there is a correspondence between a particular stage of development of the productive force and the system of class relations stabilized and maintained by the dominant class. He asserted that the development of the

productive forces change the relations among the classes leading to inevitable social conflict and the emergence of a new social order. Gandhiji holds similar views, but he differs from him in the method of bringing change. Gandhiji was more liberal and he always put emphasis on non-violence and truth.

Gandhi (1869 - 1948), emphasized on liberation of India. As a result most of the Asian and African countries also overthrew the colonial yoke. Moreover he emphasized on equality of opportunity in every respect irrespective of caste and sex. As a result, a lot of changes have come in 'Harijans' and women's social stratification and social mobility. Education played an important role. He also emphasized on basic education. As a result a number of residential basic schools have been started in backward tribal areas.

2.1.1 Conceptual Literature about Change Agents

A large number of studies have been conducted on the change agents. Lippitt (1958) has said that modern world is a world of rapid change. Change means many things but its primary meaning lies in its effect upon people. It means that people must change. They must acquire an unaccustomed facility for change, if they are to live in this modern progressive world. If we are to maintain our health and creative relationship with the world around us, we must be actively engaged in change efforts directed

toward ourselves, and toward our material social and spiritual environments. In this situation the change agent's role includes the following activities : (i) diagnosing the nature of the client system's problem, (ii) assessing the clients system's motivations and capacities to change, (iii) appraising the agent's own motivations and resources, (iv) selecting appropriate change objectives, (v) choosing an appropriate type of helping role, (vi) establishing and maintaining the helping relations^{hip}, (vii) recognizing and guiding the phase of the change process, (viii) choosing the specific techniques and modes of behaviour which will be appropriate to each progressive encounter in change relationship, and (ix) contributing to the development of the basic skills and theories of the profession.

Rogers (1965) explains that most change agents are local level bureaucrats whose purpose is to inject a cosmopolite influence to innovate into a client system. The change agent functions as a communication link between two social systems. For example a medical representative provides linkage between his professional system, the drug company, and the client system of medical doctors that he contacts. Similarly a teacher is a linkage between the authority and the pupils. He is expected by his client system to carry on quite different actions.

Perceptions of the change agent by his client system may affect his success in securing change. These perceptions vary on the basis of the social characteristics of his clients and partly determine how much communication a client will have with a change agent (upper social status portion of their clientelie dis-proportionately more than the lower strata).

The extent of proportional efforts by change agents is directly related to the rate of adoption of an innovation. The relative advantage of an innovation over the idea it supersedes may be emphasised by the promotional efforts of change agents.

He transfers new idea from one culture to another (i.e. a type of technical assistance worker).

The problems of interpersonal communication encountered by any change agent are heightened in the case of the technical assistance worker because he seldom shares a common culture with his client.

The change agent plays an important role in securing the adoption of innovations what is his responsibility for the social consequences of these new ideas after their adoption ?

The change agent has a responsibility for the consequences of the innovations he introduces.

A change agent's client must perceive a need for an innovation before it can be successfully introduced. The potential need for an idea must exist in a client system, although a change agent can help develop such a need.

Change agents should be more concerned with improving their clients' competence in evaluating new ideas and less with simply promoting innovations.

Change agents concentrate their efforts upon opinion leaders in the early stages of diffusion of an innovation. The existence of opinion leaders in a social system offers change agents a handle whereby they can prime the pump from new ideas flow through an audience via 'the trickle down process.'

Hoyle (1971) has pointed out two kinds of knowledge as skill requirements of the change agent. These are curriculum knowledge and behavioural science knowledge. It is absolutely necessary that a change agent should be equipped with the academic knowledge of innovations, and the professional knowledge of change processes and strategies.

According to Griffin and Pareek (1970) a person who is change prone is inquisitive, anxious to improve,

experimental in outlook, positively critical of himself, co-operative with others in discussing problems, professionally alert. He is dissatisfied with the status quo, believes that it can be improved, is willing to put out the effort to try new ways, open to new ideas and interested in working with others to bring improvements.

Successful change agents require certain skills like identification, planning, group discussion, leadership, co-operation, locating resources, listening to others, co-ordinating, evaluating, replanning, compromising, ability to take criticism, to admit error, to ask for assistance, to take initiative, to make choices between alternatives, to contribute to group morale, to make and carry out decisions and to work harmoniously with difficult individuals.

Bennis, et. al., (1973), asserts that the change agent is professional. He counts heavily upon a body of valid knowledge in order to realize his aims, under guidance of certain ethical principles, and with the client's interest, not his own in mind. Moreover he is marginal and his role is ambiguous. The competence of the change agent must encompass a wide range of knowledge including (i) conceptual diagnosis knowledge cutting across the entire sector of behavioral sciences, (ii) theories and methods of organizational change,

and (iii) knowledge of sources of help. Moreover he must possess operational and rational skills of listening, observing, identifying and reporting of ability to form relationships and trust of a high degree of ability, to form relationships and trust of a highly degree of behavioural flexibility.

2.1.2 Conceptual Literature about Role of a Teacher

According to Havighrurst (1968), every person feels a whole set of social roles. A teacher assumes the roles of worker, husband or wife, parent, character, club-member and citizen. In describing the social roles of teachers, however, we shall not deal with the various roles occupied by teacher as persons, but instead with the various roles occupied by persons when they are teachers.

The role of teacher is made up of a cluster of sub-roles, some that refer primarily to the teacher's behaviour in relation to the wider community, and others that refer primarily to the teacher's behaviour in relation to pupils. In real life of the sub-roles are neither separate nor distinct, but for purposes of analysis we may draw our attention upon one after another. The concept of role

involves both behaviour and expectation regarding behaviour. To ask what is the teacher's role in the community is at least in part to ask what are the social expectations that the community has of the teacher.

Hoyle (1972), puts it in this way, 'primitive societies do not as a rule have teachers in the sense of persons whose specialised role in society is to instruct the young.'

In pre-industrial society the role of a teacher was concerned with the transmission of a high culture and a particular set of values to the children of elite groups. It was also concerned with the transmission of the values embodied in the christian religion and Indian religions or the more generalized values held by the ruling groups.

In industrial society, the role of a teacher is to transmit a body of knowledge and skills appropriate to the abilities and needs of the child. He performs this function through direct teaching and by organizing learning situation of a less formal kind. The appropriate role is that of teacher as instructor which is the most obvious and public of teacher's role. Moreover the teacher prepares the child for participating in the way of life of his society. The teacher differentiates children on the basis of their intellectual, and often social

skills in preparation for the social and occupational.

Mukhopadhyay (1973) has reviewed this aspect. Students want a teacher to be cheerful, friendly, capable of motivating pupils to learn and commanding respect. A head-master wants him to be obedient, loyal, hardworking, intelligent, co-operation and able to produce best class results.

Parents want him to sympathise with children, pay attention to individual child and report to parents, the progress of the child from time to time. Thirst for knowledge, and good expression is also regarded as essential qualification of person for discharging role of a teacher. Teachers role is like that of a gardener, caressing the plants. He caresses young human beings and looks after their physical, mental and social growth of development. The child perceives second birth at the hands of the teacher. A teacher moulds the habits, tastes, and character of the pupils. He turns the child from animality to socialized human form. It is his teaching skill, his personal influence, his character, his dynamism and his life force that turns them to be truly human contributing their best

to the humanity. He feels that teacher has two basic sets of role to fulfil. One set corresponds to major functions of institutions, socialization and evaluation. The second set is concerned with motivating pupils, maintaining control and creating an environment for learning.

Conclusion

From reading the above literature on change agent the characteristics of change agent may be summarized as follows :

- (i) A change agent is dissatisfied with the status quo and believes in improvement.
- (ii) He is a highly motivated person.
- (iii) He has little hesitation in adopting a novel but useful idea.
- (iv) He does not find fault with tools.
- (v) He selects a challenging task.
- (vi) He tries to diffuse ideas among his colleagues.
- (vii) He takes everybody's opinion but follow the suggestions only when convinced.
- (viii) He has a good faith in his own profession.
- (ix) He is ever enthusiastic and co-operative to receive a new idea.
- (x) He has a scientific pattern of thinking that is he will try out his idea on a small scale.

2.2.0 Research Literature about Change

According to Kannan (1963), 'During the first thirty years of the 20th century, intercaste marriages were very rare because an agricultural society was following caste system and arranged marriages, it was very difficult for a man or a woman to marry outside the caste.' Probably with the increase of woman's education there have been intercaste marriages. He made a study of 200 intercaste and 50 inter community marriages in Maharashtra, of the 200 intercaste marriages, 74 couples were both Maharashtrians, 75 couples with one Maharashtrian and one non-Maharashtrian and the remaining 51 couples were non-Maharashtrian Hindus. Out of 200 marriages 11 were arranged either by parents or by friends, 11 by social organizations and the remaining 178 marriages were love marriages of which 64 took place because the couples came together in educational institutions, 39 because they were working together, 41 because they were living in the same neighbourhood and 34 by coming together in picnics, social gatherings, cultural programmes, etc.

A large majority said that they were not bothered about the caste of a person, when they discovered that they belonged to a different caste. Higher education and high age at

marriage were the two conspicuous features.

Srivastava (1968) makes it clear that, the purpose of the study was to find out the role of education in modernization of the numerically dominant tribes of Chotanagpur, the Munda and the Oraon. The sample comprised 140 Mundas and 116 Oraon undergraduate students reading in colleges. Two groups on adult respondents, both educated and uneducated, were selected. Interview schedules and questionnaires containing questions on various indices of modernization were used as research tools. Case histories were collected from the adult respondent group that is eighty-eight educated and uneducated adults. Participant and non-participant observations were also made to collect relevant data. Besides these tools, published reports, gazettes and other records were used for cross checking.

Major findings on the various aspects of modernity were as follows. (i) Though both educated and uneducated are mobile (geographically), yet the mobility orbit of the educated is much greater than that of uneducated. (ii) An uneducated Munda or Oraon is guided by tradition and always driven by an unknown fear about the new ideas and things, whereas the educated ones can reason for acceptance as well as for rejection of a new idea. (iii) More than eighty-eight percent of the educated Munda

and Oraon respondents actively participate in the social affairs of the village or community, whereas the uneducated mass is indifferent to such participations. (iv) Sixtytwo percent of the educated respondents of both the groups take effective part in the programmes of economic development of the village, whereas the uneducated do not take part. (v) The uneducated respondents know nothing about voting whereas the educated population is quite conscious and aware of political rights and duties that are conferred on it.

Saran (1969) states that the aim of this study was to investigate the extent to which the attitudes of the village people have been transformed from traditional to the modern, the extent to which the shifting of roles has taken place and the extent of changes, in the structural elements of the village communities as a result of education. Two hundred and seventytwo persons of varying educational status, namely illiterate (151), educated upto primary level (23), upto middle level (55), matriculation and above (43) were included in the sample, from three villages of Ambala.

Data were collected by an interview schedule on personal information attitude towards caste system, kinship system and

joint family, marriage, leadership, religion and mechanised agriculture observation technique was also used.

The study revealed that (i) a great number of educated persons are not following the same occupation as that of their fathers, education significantly influences the changes in the occupational roles, (ii) village leadership is shifting from senior aged higher caste people to young educated people, indicating the impact of education on the popularisation of new democratic panchayats, (iii) the traditional norms and practices regarding marriage are fast losing ground, (iv) Changes are more in the case of structure of explanations as compared to the structure of ideas of actions, and (v) most of the educated youth of the villages migrated to urban areas in order to take up jobs which are in conformity with their educational background.

Conclusion

- Study of Kannan reveals the fact that how education is helpful to break the barriers of caste system. Education provides an opportunity to meet together the different people of different castes and when they feel the same feeling they marry.

- Shrivastava finds out how education helps the abnormal people to usher in new age and how mobile the educated and uneducated one.
- Saran speaks the same thing as Shrivastava but Saran has studied the effect of education on neither abnormal nor on highly progressive people, but on villagers. Education has definitely helped them to be progressive in different walks of life, helping the educated person to move in the cities to adorn high posts and young people of the village to lead the people.

2.2.1 Teacher's Role - Introduction

The definitions of the teachers' role in school and community grows out of expectations of both the teacher and other actors in the situation. Through interaction or communication with each other, the roles are defined, on both the sides and in course of time become stabilized. The degree of consensus as to the expectations may shift from a very high consensus to a very low consensus in different segments of the teacher's role. Some segments of the teacher's role refer primarily to the teacher's role in relation to the wider community, and some others refer primarily in relation to the school system. Though in actual life these segments are not separate from one another, attention is focussed on them separately for the

purposes of analysis. This study is more concerned with the perceptions of teachers, pupils, community and authorities on the role of a teacher as a change agent.

2.2.2 Research Literature on Teacher's Role

Hollis (1935) conducted research with over 8000 children of different ages on both mixed and single sex schools. The characteristic of teacher's which they valued most was the ability to explain difficulties patiently. Other teacher characteristics in descending order of importance were sympathy, fairness, humorous, readiness to accept children's questions, wide interests and firm discipline.

Allen (1959) carried out research in English Secondary Modern Schools and his findings were, both boys and girls want their teachers to make lessons interesting, to take a joke and to be friendly and approachable, and competent as an instructor.

Wright (1962) investigated the self concepts and the perceptions of parents and teachers among 105 last year secondary modern school boys and girls. He concluded that in their year at school, secondary modern pupils were a

good deal less identified with their teachers than with their parents. According to him pupils value their teachers mainly for their intellectual abilities. They are little concerned with their more general, human qualities. In so far as the pupils to identify with teachers, it is restricted to those aspects of personality which relate to academic achievement.

Gump (1964) has obtained similar results through his indirect approaches to the study of pupils' expectations as Allen (1959). In this study, American high school pupils have been asked to say which of their classes they have found especially good. Satisfying and worth while and further asked them to describe what went on these classes, what they got out of them, and what they found enjoyable. First in importance was the subject matter, second the type of classroom activity that the lesson required, and third the teacher's pedagogical ability. Far less weight was attached to the teacher's personal and social qualities. Only 9% of the pupils' response referred to these, while 27% referred to subject matter. Evidently, high school juniors do attribute their plus and minus experiences to more than the personal social variables of their teachers.

Musgrove (1966) conducted a study of adolescents' demands of home and school in England. He noted the sharp contrast in expectations. When young people between 14 and 18 years of age were asked what they expect of their homes, 77% of their statements referred to excessive needs.

In the studies cited above, 866 children in twelve junior schools, 401 in four secondary modern schools, and 112 children in one grammar school were asked to write two short essays on 'A Good Teacher,' and 'A Poor Teacher'. Between twenty and thirty minutes were allowed for both essays. The 1,379 essays were analysed for content by 21 teachers. Each teacher analysed a separate batch of essays. Every independent statement made about 'good and poor' teachers was then assigned to one of four categories (i) Teacher (T), (ii) Discipline (D), (iii) Personal qualities (P), and (iv) Organization (O). The meaning to be attached to these categories was clarified in a general discussion with the 21 teachers after a sample of the essays had been read. General findings of the inquiries regarding the Role of the teachers are as under.

(i) All children gave most weight to the good teacher's teaching and least weight to his personal qualities. The

only affection among the children were that junior school children placed more emphasis than secondary children on the good teacher's discipline, and secondary school children placed more weight than juniors on the good teacher's personality qualities, particularly on his being cheerful, good tempered, and having a sense of humour.

(ii) There was a striking contrast between the children's view of a good teacher and the teacher's view. Whereas the children emphasized 'teaching', the teacher emphasized 'personality'. The graduate teachers gave greater emphasis to teaching, but the college of education students gave even greater emphasis to 'personality' than the non-graduate teachers.

This inquiry highlights the discrepancy between children's notions of a good teacher, and teachers' notions of a good teacher.

Kulandaivel and Rao, (1968) analyzed the qualities of a good teacher as rated by students. In the sample, there were 1227 boys and 1435 girls from standards VI to XI of eleven schools of different types public - private, single sex and co-educational. A check list for, studying the

qualities of teachers was developed. The major findings of the study are (i) A good teacher, as viewed by the students, teaches well, inspires good qualities in the students, and reteaches a lesson when not understood by the students ; (iii) in his dealings with the students, he treats them alike without showing caste prejudices, he reprimands students for their follies and tries to reform problem-students, and (iii) he is conscientious and acts as a guide to the students.

Mukhopadhyay (1973) has reviewed that students want a teacher to be cheerful, friendly, capable of activating pupils to learn and commanding respect. Headmasters want him to be obedient, loyal, hardworking, intelligent, co-operative and able to produce best class results, parents want him to sympathise with children, pay attention to individual child and report to parents, the progress of the child from time to time. Thirst for knowledge, and good expression is also regarded as essential qualification of person for discharging role of a teacher.

2.2.3 Research Literature about Perception of the Role of a Teacher by Parents, Teachers, Community

Shah (1969) in the study the Role of the Secondary teacher viewed that the degree of consensus regarding the teacher's role among the students, the principals, the schoolboard members within the school system and the male parents and the community leaders in the wider social system,

and (ii) the relation between the degree of role consensus among these various groups and the similarity or difference in the school backgrounds. The different role definers included in the study were 172 boys and 128 girls of Std. XI selected at random from 9 schools of Anand. 300 male parents or guardians of these students, all the 198 full time teachers, 9 principals, 43 school board members, 62 community leaders structured questionnaires were used for data collection. Main findings are, (i) all the groups of respondents regarded good citizenship training as one of the important functions of the teachers, (ii) the professional educators (teachers and principals) looked at the teacher's function comparatively more in intellectual terms than in terms of individual character building of pupils, (iii) the non-professional groups (parents, school board members and community leaders) were concerned with individual building and less with their intellectual training in subjects, and (iv) community leaders expected the teachers to participate only in safe and non-controversial religious, cultural and social welfare organizations. They were not expected to participate in political parties and occupational associations of an agitational type.

Rama (1975) in her study on the role of a teacher in administration selected schools from two cities Baroda and Patan. Some schools were those in which education was imparted in English and in others education was imparted in mother tongue. From these cities 11 schools were selected from these schools 25 teachers were given questionnaire and 10 were interviewed as a result findings are, (i) teachers are not taking interest in school administration; they feel that both the teachers and the administrators should be member of the curriculum committee, (ii) teachers motivate the pupils to use library, and (iii) teachers feel that relations between teachers and their pupils should be like that of a parent and child, and that it is essential to maintain good relations with parents and community.

Almost all the studies are related to the role of a teacher as perceived by different groups. The perceptions are measured either by the ratings of pupils, or by the ratings of teachers or teachers self ratings or ratings by parents, members of the community or ratings by leader or educational authorities.

Conclusions

- (i) Parents admire teacher for their cleverness and knowledge. They feel that teachers' role is like of a gardner, caressing the plants. He caresses young human beings and looks after their physical, mental and social growth of development. He moulds the habits, tastes and character of the pupils. He turns the child from animality to socialized human form. But they do not seem to value them highly as persons.
- (ii) Pupils admire teachers for their cleverness, and knowledge but they do not seem to value them highly as persons. They feel that teachers treat them alike without showing caste prejudices.
- (iii) The teachers give more emphasis to the personality.
- (iv) Community leaders expected the teachers to participate only in safe and non-controversial, religious, cultural and social welfare organisations. They were not expected to participate in political parties and occupational associations of an agitational type.

2.3.0 Implications of the Study

Thus the present review of conceptual and research literature helps to clarify the concept of change, characteristics of change agents and the role of a teacher. The review ~~has~~ throws light on the methodology adopted in

earlier investigation of similar nature. On the basis of review the investigator has been able to prepare his instruments and decide the methodological issues which are discussed in the next chapter.
