CHAPTER VI

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SUMMARY AND CONCLUSIONS

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VI

SUMMARY AND CONCLUSIONS

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6.0.0 Introduction

The definition of the teacher's role in school and
community grows out of the expectations of both the teacher
and the other actors in the situation. Through integration
or communication with each other the roles are defined on
both the sides and in course of time become stabilized.
If the teacher wishes to be evaluated favourably by school
and the community he attempts to fulfil the expectations.
The teacher's role can be viewed as the role of an 'employee'
in relation to the school management board, as the role of a
'subordinate' in relation to the Head of the school, as the
role of an 'equal colleague' in relation with his fellow
teachers, as an 'inculcator of learning or 'character
builder' or 'trainer of good citizens' in relation with
pupils. Under the impact of the accelerated rate of urbaniza-
tion and industrialization most of the professional roles
in India are becoming more and more specific. The society is
likely to expect the teacher's role to be more diffused.

It is likely to regard teachers not merely as imparters
of information and knowledge in certain subjects but also
as socializers of the young. It is necessary therefore
to examine this segment of the role of a teacher as a
change agent.

The vital force behind any change is a change agent.
According to Griffin and Pareekh (1970), the concept of change agentry
is not entirely new. Every nation, society and culture
has had revolutionaries, public men, and saints, those who
have worked for reforms, advancement and change in their
nation, society and culture. The agent of change has emerged
as a professional person whose tasks are those of helping
individuals, communities and groups to plan out development
or reform,to formulate objectives to focus on problem
situations, to seek possible solution, to arrange for
assistance, to plan action, to improve situations, to
overcome difficulties in the way of action, and to evaluate
the results of planned efforts.

Viewing these concepts of change agents in Indian
context, one could notice that these have been changes
brought about in various fields of Indian history like

socio-economic moral, spiritual, educational, social, scientific, political and so on. Such changes have been brought about the by various change agents of various kinds and levels. To quote some, there are publicmen like Raja Rammohanrai, Annie Besant, Lokmanya Tilak, Mahatma Gandhi, Jayaprakash Narayan and Ravishanker Maharaj, poets like Narsinh Mehta, and Kavi Narmadashanker, Saints like Tukaram, Kabir, Dayanand Saraswati, Swami Vivekanand and Pandurang Athwle, teachers like Dr.Radhakrishnan, Dr.Zakir Hussain, Shri Mansukhram Jobanputra, Nanalal Bhatt, Motibhai Amin, Karunashanker and Jugatram Dave. They have criticized the present order of authority, social customs and taboo, social relationship and educational pattern. There are various other personalities of Indian history who have worked efficiently and effectively for change.

It is not adequate to view the teachers role within four walls of the classroom. He can be viewed as a change agent who directly or indirectly brings about change in educational pattern, social relations, literacy of the people, customs and taboos held by the people, in political awareness of the people and so on. Studies related to the role of a teacher as a change agent are sporadic (A few studies

on change agents by Banerjee (1962), Rahudkar (1962),
Sood (1966), Dube (1968), Salgaokar and Patel (1970), try
to arrive at major conclusions about the role of a teacher
as a change agent. More studies need to be conducted in
this direction and the present study has attempted to find
out the role of a teacher as a change agent.

6.1.0 The Problem

The tile of the study reads as ' Indian Teacher as a
Change Agent'. The present study is a descriptive survey,
where the source of data has been the responses of teachers,
pupils, members of the community and educational authorities.

6.1.1 Objectives

The study was undertaken with the following four broad
objectives :

(i) How a teacher perceives his role as a change agent;

(ii) How the pupils perceive the role of a teacher as
     a change agent ;

(iii) How the members of the community perceive the role
     of a teacher as a change agent, and

(iv) How the authorities perceive the role of a teacher
     as a change agent.

6.1.2 Hypotheses

The following hypotheses were formulated for examination.

(i) There is no significant difference between the perceptions of the teachers and the pupils regarding the role of the teacher as a change agent with respect to the nine dimensions.

(ii) There is no significant difference between the perceptions of the teachers and the community regarding the role of the teacher as a change agent with respect to the nine dimensions.

(iii) There is no significant difference between the perceptions of the teachers and the authorities regarding the role of the teacher as a change agent with respect to the nine dimensions.

(iv) There is no significant difference between the perceptions of the pupils and the community regarding the role of the teacher as a change agent with respect to the nine dimensions.

(v) There is no significant difference between the perceptions of the pupils and the authorities regarding the role of the teacher as a change agent with respect to the nine dimensions.

(vi) There is no significant difference between the perceptions of the community and the authorities regarding the role of the teacher as a change agent with respect to the nine dimensions.

6.2.0 Design and Procedure

In the present study is a descriptive survey where the source of data has been the responses of teachers, pupils, members of the community and the educational authorities, on nine perception scales specially developed for the purpose. The further presentation provides two parts namely (i) the development of the scales, and (ii) the main field study.

After a review of related literature and initial discussions with experts in the field, headmasters, members of the community and officials, a pool of 135 items was developed. These contained both positive and negative statements. These statements were related to the probable characteristics that determine a teacher to be a change agent. The items were based on nine dimensions, namely (i) literacy (ii) customs and taboos, (iii) political education or creating political awareness, (iv) use of science in everyday life (v) working for population policy, (vi) economic life of the society, (vii) to make education more scientific, (viii) implementation of government scheme, and (ix) social relations.

These 135 items from the nine dimensions formed the pre-tryout form of the instrument.

Pre-tryout of the instrument : The pre-tryout form of instrument thus prepared was sent for suggestions and opinions to a sample of 16 persons consisting of (i) four teachers including a headmaster (ii) four of the teaching staff of the Educational Department of the M.S.University of Baroda, Baroda. (iii) Three managing trustees, (iv) One Assistant Deputy Educational Inspector; (v) a doctor, a lawyer and two merchants. After a careful study of the suggestions and opinions of the respondents, the items were revised. Thus, the tryout form of the instrument included 151 items on nine dimensions and the items were to be rated on a five-point scale.

Tryout of the Instrument : The objectives of the tryout were as follows : (i) To find out gross deficiencies in the items such as to the ambiguity of words or statements ; (ii) to find out the difficulties of the respondents in responding to the items, (iii) to collect data for conducting the item analysis, and thus, selecting the items for the trial form of the instrument.

Keeping in view the objectives the following sample was selected for the tryout : (i) A group of fifty secondary teachers, (ii) fifty pupils of standard Xth (iii) fifty community members (iv) Twenty-five educational authorities.

Thus, in all, there were 175 respondents.

After administering the instrument, the items were analyzed to determine the discriminative value of each item to establish the internal consistency of the tool. The method of extreme 27% group has been used. The 't' values of every item was found out on a computer. The item having a value of 1.75 and more was selected to be included in the final form. Thus, the tool was finalised. Thus the final form of the instrument had 110 items.

6.2.1 Sample

The study has drawn its sample from Kaira district only. It consists of 10 talukas. These talukas are divided into cities, towns and villages according to population. Out of these, 7 cities 8 towns and 10 villages were randomly selected. The list of these are given below :

Names of Cities	Names of Towns	Names of Villages
Anand	Anklav	Antarsumba
Balasinor	Matar	Boriavi
Borsad	Mehmadabad	Dabhan
Kapadwanj	Sunav	Gada
Khambhat	Thashra	Haldarvas
Nadiad	Umreth	Sandhana
Petlad	Vaso	Vangrolee
	Virpur	Vansol
		Vatadra
		Virsad

The instrument was administered to 400 teachers, 420 pupils, 280 members of the community and 50, members of the educational authority. The returns of the forms were 400 teachers, 400 pupils, 250 members of the community and 50 persons of authority. The following table shows the details of the respondents :

Table :6.1: Details of the Sample

Respondents	Cities		Towns		Villages		Total
	Male	Female	Male	Female	Male	Female	
Teachers	100	40	95	25	115	25	400
Pupils	105	35	110	50	75	25	400
Members of the Community	65	25	80	25	39	16	250
Authority	20	05	18	03	4	-	50
Total	290	105	303	103	233	66	1100

6.2.2 Data Collection

In any type of research, the investigator has to collect data keeping in view the objectives of the study for the collection of data. Either one has to use the tools available in the market, if found suitable for the purpose of one has to prepare his own tools for collecting the data in tune with the pre-determined objectives of the study. Since no appropriate

tool was available for the present study, the investigator developed his own tool to collect the data.

6.3.0 Conclusions

1. No significant difference exists between the perceptions of the teachers with regard to teacher role as a change agent in the dimension of literacy and the perceptions of pupils and community.

2. The authorities differ significantly in their perceptions of the teacher role as a change agent in the dimension of literacy from teachers, pupils and the community.

3. The perceptions of pupils and community differ significantly regarding teacher's role as achange agent in the area of literacy.

4. No significant difference exists between the perceptions of teachers and community with regard to the teacher role as a change agent in the dimension of customs and taboos.

5. The perceptions of teachers differ significantly from pupils and authorities with regard to the teacher's role as a change agent in the area of customs and taboos.

6. The authorities differ significantly in their perceptions of the teacher role as a change agent in the dimension of customs and taboos from teachers, pupils and community.

7. No significant differences exist between the perceptions
   of teachers, pupils, community and the authorities
   with regard to the teacher role as a change agent in
   the dimension of political education.

8. No significant differences exist between the perceptions
   of the teachers with regard to the teacher role as a
   change agent in the dimension of use of science in every-
   day life and the perceptions of community and authorities.

9. No significant differences exist between the perceptions
   of authorities with regard to the teacher role as a
   change agent in the dimension of use of science in
   every day life and the perceptions of pupils and the
   community.

10. The teachers differ significantly in their perceptions
    of the teacher role as a change agent in the dimension
    of use of science in everyday life from pupils and the
    community.

11. The teachers' perceptions do not differ significantly
    with regard to the teacher role as a change agent in
    the dimension of working for population policy from those
    of pupils and authorities.

12. The perceptions of community differ significantly with
    regard to the teacher role as a change agent in the
    dimension of working for population from those of pupils,
    authorities and community.

13. No significant difference exists between the perceptions of the pupils and authorities with regard to the teacher role as a change agent in the dimension of working for population policy.

14. The perceptions of the teachers, pupils and the community as far as the teacher's role as a change agent in influencing the economic life of the society are similar.

15. The authorities perceptions differ from the perceptions of teachers and community with regard to the teacher role as a change agent in the dimension of economic life of the society.

16. No significant differences exist between the perceptions of the teachers with regard to the teacher role as a change agent in the dimension of making education more scientific and the perceptions of pupils and community.

17. The authorities differ significantly in their perceptions of the teacher role as a change agent in the dimension of making education more scientific and the perceptions of teachers, pupils and community.

18. The perceptions of pupils and community is non-significant with regard to the teacher role as a change agent in the dimension of making education more scientific.

19. With regard to the teacher role as a change agent in the dimension of implementation of government schemes, the perceptions of all the four groups are identical.

20. No significant differences exist between the perceptions of teachers with regard to the teacher role as a change agent in the dimension of social relations and the perceptions of pupils and community.

21. The authorities differ significantly in the perceptions of the teacher role as a change agent in the dimension of social relations from teachers, pupils and community.

22. The perceptions of pupils and community do not differ with regard to the role of a teacher as a change agent in the area of social relations.

6.4.0 Salient Suggestions for Further Research

Two major suggestions for further research are :

* To study the causes for the less favourable perceptions of the educational authorities regarding the role of the teacher as an agent of change.

* To devise a better training programme that will further improve the teacher's perceptions of their role as agents of social change.

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