CHAPTER IV

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DATA ANALYSIS AND RESULTS

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IV

DATA ANALYSIS AND RESULTS

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4.0.0 Introduction

As mentioned in the earlier chapters the present investigation had the objective of findings out the perceptions of teachers, pupils, members of the community, and the authorities about Indian Teacher as a Change Agent. The data were collected through a set of perception scales on a sample of 400 teachers, 400 pupils, 250 members of the community, and 50 persons of authority. The role of a teacher as a change agent was viewed from 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 schemes, and (ix) social relations.

The scales required each item to be rated on a five point scale having the points at 'always', 'frequently', 'occasionally', 'hardly', and 'never'. The scale values

assigned were 4, 3, 2, 1, 0, or 0, 1, 2, 3, 4, according
as the item was positive or negative.

It may be noted that the minimum possible score on each
of the nine scales is zero. The maximum scores on different
scales will be (i) literacy 52, (ii) customs and taboos 40,
(iii) political education or creating political awareness 36,
(iv) use of science in everyday life 32, (v) working for
polulation policy 48, (vi) economic life of the society 60,
(vii) to make education more scientific 84, (viii) implemen-
tation of government schemes 52, and (ix) social relations 36.

The analysis of the data has been done in two ways. In
the first instance, the obtained scores on each of the items
of the nine scales have been tabulated dimensionwise. Only the
mean values on each item obtained by the four groups of
respondents have been discussed without any attempt/ to test
the significance of differences. As the minimum score on an
item is zero and the maximum score is four, any score of
more than two in case of a positive item, has been interpreted
as indicating a favourable trend and a score of less than two
in case of a negative item has also been interpreted similarly.

The second analysis has been done to find out whether there
is any significant difference between the perceptions of the

four categories of respondents regarding the teacher as an
agent of change. The statistical test for judging the
significance of the difference used in this analysis is the
't' test. The justification for using 't' test is the
assumption that perception scores are normally distributed.
This assumption draws its support from the study of
Mukhopadhyay, (1973).

4.1.0 Literacy

There are 13 items on this dimension which are clustered
into three groups as those which refer to (a) adult education,
(items 1, 2, 3), (b) neo-literate (item nos. 4, 5, 6, 7, 8,
9), (c) spread of education (item nos. 10, 11, 12, 13). The
scores obtained on these items are presented in Table 4.1 on
the next page.

The first three items are related to adult education.
The responses to these items indicate that the authorities
do not perceive teacher as taking interest in adult education.
This is indicated by high scores on the first two negative
items and low score on the third positive item. On the other
hand the pupils and the teachers perceive the teacher as
stimulating interest in adult education. There is a feeling
among the community that the teacher does motivate pupils to

Table :4.1: Perceptions of Four Groups on Each Item
of 'Literacy'

Items	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher does not take interest in adult education	1.35	1.40	1.87	2.60
2. The teacher does not conduct night classes for the poor and adults	1.34	1.23	2.15	3.16
3. The teacher asks the pupils to conduct classes for illiterate adults	2.48	2.04	2.82	0.96
4. The teacher encourages neo-literates to maintain literacy	3.00	3.04	2.83	1.92
5. The teacher procures books for neo-literates	2.70	2.51	2.78	1.38
6. The teacher provides books to neo-literates	2.54	2.52	2.56	1.52
7. The teacher arranges talks by experts for the illiterate and neo-literate on important social problems	2.14	2.35	2.63	1.22
8. The teacher does not encourage neo-literates to visit the local library	1.10	1.08	1.50	2.74
9. The teacher introduces novels and other books to neo-literates	2.67	2.77	2.18	1.50
10. The teacher helps the poor students by providing books	2.78	3.02	2.84	1.56
11. The teacher goes to the slum areas and convinces the parents to send their children to school	2.30	2.47	2.66	1.26
12. The teacher encourages pupils to participate in literacy programmes	3.02	3.19	2.90	1.24
13. The teacher encourages people to see television and to listen to radio programmes	2.75	2.25	2.77	1.34

conduct classes for adults. The teacher also perceives
himself as a change agent by asking the pupils to work
for educating the adults.

The items 4, 5, 6, 7, 8, 9 also deal with one aspect
of adult education, namely, following up the neo-literates.
A clear trend is visible here. The perception of educational
authorities differ from the perceptions of teachers, pupils
and members of the community. The educational authorities
do not perceive the teacher as doing something for the
neo-literates, whereas teachers, pupils and community do
perceive the positive role of the teacher in working with
neo-literate.

The items 10, 11, 12 and 13, deal with the spread of
education. A clear trend is visible here that the perceptions
of authorities differ from the perceptions of teachers,
pupils and members of the community. The responses to these
items indicate that the authorities do not perceive teacher
as taking interest in spread of education. On the other hand
teachers, pupils and community perceive the teacher as one
who is interested in and one who works for spreading education.

The first dimension literacy is a cluster of three
groups that is adult education, neo-literate and spread of

education. The responses to these groups indicate that the authorities do not perceive the teacher as an agent of change. The reasons may be the authorities may have personal bias about the role and effectiveness of the teachers. It may be that they do not perceive the activities of a teacher outside the four walls of the classroom as significant and contributory.

4.2.0 Customs and Taboos

There are 10 items on this dimension. They are clustered into three groups namely, (a) customs (item nos. 1, 2, 3), (b) social education, (item nos. 4, 5, 6, 7) and (c) social reforms (item nos. 8, 9, 10). The score obtained on these items are presented in Table 4.2 on the next page.

The first three items are related to customs. The responses to item no. 1 indicate that all the four groups of respondents perceive the teacher as a change agent. With regard to the observance of religious customs, there is a difference of opinion. Pupils and the educational authorities perceive a positive role of the teacher, while this is not held by the other two groups. But when it is a social custom, except the authorities the other three groups feel that the teacher tries to keep it up. This probably reflects that the

Table :4.2: Perceptions of Four Groups on Each Item of
Customs and Taboos

Items	Respondents			
	Teacher	Pupil	Community	Authorities
1. The teacher tries to bring changes in old customs and taboos	2.73	2.79	2.96	2.70
2. The teacher does not give dinner after the death of a person	2.20	1.29	2.28	1.88
3. The teacher spends money after social customs	2.53	2.36	2.80	1.12
4. The teacher convinces the people not to incur debts on social customs	2.95	2.81	2.86	1.90
5. The teacher convinces the pupils to respect elders irrespective of caste, sex or religion.	3.11	3.50	2.87	1.92
6. The teacher discourages pupils and people to consult doctors, for a child suffering from small pox	1.07	0.81	1.01	2.28
7. The teacher advises the pupils to go to a doctor in the case of a snake bite	3.21	2.77	2.82	3.18
8. The teacher discourages 'Dowry' system	3.27	2.84	2.92	2.14
9. The teacher encourages inter-caste marriages	2.49	2.08	2.88	1.82
10. The teacher establishes relation with backward community	2.64	2.73	2.72	1.58

teacher is a person who also gets involved in the society and, its observances.

The items 4, 5, 6 and 7 deal with social education. A clear trend is visible here that teachers, pupils and members of the community perceive the positive role of the teacher in working for social education, whereas the educational authorities do not perceive the teacher as doing something for social education. But there is a feeling among the educational authorities that teacher takes a positive role in times of emergencies (Refer item no. 7).

The items 8, 9, 10 are related to social reform. The responses to these items indicate that teachers, pupils and community perceive the teacher playing the role of a social reformer, whereas the authorities do not feel so.

A gestalt view indicates that the teacher is considered by all except the authorities as person who promotes change if the customs are social than religious in nature. Further he is also considered to play a distinct role in the field of social education. But the authorities seem to think of the teacher as a change agent only if the situation demands dire urgency.

4.3.0 Political Education or Creating Political Awareness

There are 9 items on this dimension. They are clustered into two groups namely (a) political education (item nos. 1, 2, 3, 4, 5, 6) and (b) political activity (item nos. 7, 8, 9). The score obtained on these items are presented in Table 4.3.

Table :4.3: Perceptions of Four Groups on each Item of Political Education or Creating Political Awareness

Items	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher sacrifices for the nation	3.09	2.62	3.13	1.86
2. The teacher does not read and understand different political philosophies	1.40	0.74	2.20	1.50
3. The teacher reads newspapers, listens to radio and keeps himself upto date with national and international politics	3.17	2.94	3.03	2.56
4. The teacher discusses with people and pupils about political events in the country and abroad	2.94	2.65	2.97	2.64
5. The teacher settles the disputes among the people amicably	2.85	2.94	2.95	3.03
6. The teacher organizes programmes on national festivals	2.65	2.85	1.64	2.78
7. The teacher helps the people to choose the candidate on political consideration	2.31	2.48	1.64	1.64
8. The teacher works as a volunteer to ensure smooth election	2.68	2.55	2.76	2.86
9. The teacher participates in election as a candidate	1.57	1.67	2.26	2.50

The first six items are related to political education. The responses to these items indicate that teachers and pupils perceive the teacher as one who stimulates interest in political education. The same feeling is prevailing among the community and authorities to a considerable extent.

The items 7, 8, 9 also deal with the aspect of having some politifal activity. It is noted that the teachers and pupils feel that the teacher plays more a secondary role in political activities than he himself becoming the main person. This seems to be reversed as per the thinking of community and authorities.

The low score on item no. 1 by the authorities may be due to the following reason. The authorities view on national sacrifice may be limited to collection of funds. At the time of national calamity the contribution of teachers is very low in comparison with other sections of the society. Even their views may be based on historical facts, because at the time of national movement for freedom and agitation against injustice, the pupils and leaders were always leading the mass and not the teachers, so they may feel that teachers do not sacrifice for the nation.

The members of the community feel that teachers de
do not read and understand the different political
philosophies. The reasons may be that they always see the
social workers and political leaders addressing public
meetings, criticizing government policy from the press,
platform and radio. Even during national festivals the
social workers and public leaders are seen on the platform
and not the teachers. This might have also made them feel
that teachers do not organize the programmes on national
festivals.

4.4.0 Use of Science in Everyday Life

There are 8 items on this dimension. They are
clustered into three groups namely, (a) blessings of
science (item nos. 1, 2, 3), (b) teaching aids, (item nos.
4, 5), (c) health education (item nos. 6, 7, 8). The
scores obtained on the items are presented in Table 4.4 on
the next page.

The first three items when taken together indicate
that all the groups of respondents feel that the teachers
are aware of the gifts of science. Except the community
group, all feel that the teacher also encourages the people
to make use of these gifts. Probably the community feels

Table :4.4: Perceptions of Four Groups on Each Item of
Use of Science in Everyday Life

Item	Respondents			
	Teacher	Pupil	Commu-nity	Autho-rity
1. The teacher likes the use the pressure cooker	2.83	2.78	3.14	2.66
2. The teacher likes to use electric iron	2.98	2.91	2.44	2.30
3. The teacher encourages people to use electric goods	2.83	2.72	1.77	2.60
4. The teacher does not use electric and scientific instruments in everyday teaching	1.14	0.86	1.08	2.38
5. The teacher uses tape-recorder and audio-visual aids in teaching	2.82	2.21	2.91	2.78
6. The teacher arranges exhibition on infectious diseases	2.32	1.68	2.62	1.64
7. The teacher arranges talks of experts physicians and surgeons on infectious and incurable diseases for pupils and people	2.34	2.11	2.58	0.78
8. The teacher arranges general medical camps for eye and tooth in his school.	2.01	1.67	2.58	1.28

that teachers themselves cannot afford to use the modern

gadgets and hence their role in the promotion of their use is

limited.

The fourth and fifth items draw the attention as to the use of the modern scientific gadgets in the day-to-day teaching by the teacher. It is felt by all the groups that the teacher uses audio-visual aids like tape-recorder, etc. But when it is a question of other electrical and scientific instruments, except the authorities, all the groups feel the teacher does not make use of them in his classroom teaching. Probably the authorities take it for granted that the teachers do use all the scientific instruments as they might be purchased by schools. The use might be limited due to various reasons like the lack of skills, no serviging facilities etc. In general it gives a picture that it is felt that the teachers uses modern technology only to a limited extent for his teaching purposes.

The items 6, 7 and 8 throw light on how the teacher is perceived to promote health education. There seems to be a diverse opinion in this regard. Whereas the teachers and the community hold the teacher to be doing a positive role, the pupils and the authorities do not feel so. Probably it may be that the teachers play a secondary role in assisting other organizations in this area of education and this role is perceived by teachers and the community only and the students and the authorities are not aware of the same.

4.5.0 Working for Population Policy

There are 12 items on this dimension which are clustered into two groups, namely (a) population education, (item nos. 1, 2, 3, 4, 5,6), (b) health care (item nos. 8, 9, 10, 11, 12). The scores obtained on these items are presented in Table 4.5 on the next page.

The first seven items are related to how the teacher is perceived as a change agent in the field of population education. The responses indicate that teachers, pupils, and the community, on the whole (except the responses of the pupils on item 3 and item 5) regard the teacher to be doing a positive job in the field of population education. The authorities seem to have a mixed opinion in this regard. Probably the authorities do feel that the teacher is playing a positive role, but at the same time their expectations may be higher and they may be desiring that the teachers have to perform better in this field by sharing the responsibility with other social agencies like the Lions Club, Junior Chamber, etc. which are also active in the promotion of population education.

The opinion that the teacher is a promoter of health care is unanimous among the respondents as is indicated by their responses to items 8, 9, 10, 11 and 12.

Table :4.5: Perceptions of Four Groups on Each Item of
Working for Population Policy

Item	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher does not take interest in family planning programmes	1.24	1.13	1.95	2.38
2. The teacher arranges talks on problems of population explosion in the school	2.29	2.23	2.30	1.08
3. The teacher arranges exhibition on family planning	2.02	1.44	2.43	1.46
4. The teacher convinces his colleagues to adopt family planning scheme	2.58	2.45	2.71	2.54
5. The teacher convinces the people by arranging talks of physicians to adopt family planning	2.26	1.94	2.44	2.12
6. The teacher organises shows on family planning for illiterate people	2.15	2.24	2.58	2.14
7. The teacher discusses with the people about consequences of more children	2.71	2.65	2.68	2.30
8 The teacher gives vitamins and nourishing food to his children	3.07	3.30	2.97	2.76
9 The teacher encourages people to give their children the triple antigen	3.17	3.41	2.74	2.70
10. The teacher teaches pupils the rules of health	3.19	3.26	2.76	2.72
11. The teacher asks the pupils to give up dirty habits	3.20	3.39	2.79	2.24
12. The teacher discourages parents to give their children break-fast prepared at home.	0.64	0.85	1.51	1.54

4.6.0 <u>Economic Life of the Society</u>

There are 15 items on this dimension. They are clustered into five groups, namely (a) investment and its benefits (item nos. 1, 2, 3, 4), (b) professional knowledge (item nos. 5, 6, 7), (c) professional education (item nos. 8, 9, 10, 11), (d) benefits of government schemes (item nos. 12, 13, 14), (e) extravagency (item no. 15). The scores obtained on these items are presented in Table 4.6 on the next page.

The first two items give an idea of how the teacher is perceived to be a person who believes in investment and who encourages others in this venture. The teachers and pupils feel positively in this regard. The community feel that the teacher encourages others to invest, while he himself is not saving anything. Probably the community thinks that the teacher does his job of promoting investment, but he cannot invest as his income is meagre. The authorities do feel negatively on both these fronts. Probably it may be due to the higher expectations of the authorities from the teachers. But the items 3 and 4 indicate that all the respondents feel that the teacher makes an effort to disseminate the idea of saving and its benefits at the cognitive level.

The items 5, 6 and 7 give an idea of how the teacher is perceived as a guide in providing information about different

Table :4.6: Perceptions of Four Groups on each Item of Economic
Life of the Society

Items &	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher saves regularly some amount from his income	2.94	3.17	1.66	1.96
2. The teacher encourages pupils to save and deposit the amount in banks	3.05	3.02	2.72	1.62
3. The teacher explains the pupils how their saving or deposits are utilized for national progress and development	2.91	2.72	2.50	2.02
4. The teacher organises exhibitions to show how the national progressed with the peoples' money	2.50	2.34	2.52	2.12
5. The teacher collects informations about different occupations	2.52	2.70	2.90	1.82
6. The teacher does not disseminate the occupational information with the pupils.	1.18	1.06	1.08	2.28
7. The teacher does not help young people to choose vocation scientifically	1.16	0.87	0.90	2.56
8. The teacher discusses with people how to modernize their hereditory occupation (or traditional occupation)	2.33	2.09	2.57	1.68
9. The teacher encourages people to modernize their traditional profession	2.50	2.17	2.55	1.38
10. The teacher inspires the people to use modern scientific tools and techniques in the agriculture	2.83	2.91	2.84	1.60
11. The teacher trains the pupils for skilled labour	2.53	2.72	2.56	1.44
12. The teacher encourages people to take advantage of government scheme	2.94	2.87	2.57	1.36
13. The teacher does not discuss with people howthey can get financial help from the banks and the govt.	1.29	0.94	1.11	2.24
14. The teacher arranges talks of the bank agents, small scale industrial officers, and agricultural officer on different vocations	2.27	2.36	2.66	2.16
15. The teacher discourages pupils and people of their bad,useless habits	2.81	3.18	3.19	1.32

vocations and further in making a choice of them. Teachers, students and the community feel that the teacher does act as a guide, whereas the authorities do not feel so.

Further, the items 8, 9, 10 and 11 show that except the authorities all the other groups of respondents feel that the teacher helps in modernizing the traditional or hereditary occupations, even inspiring them to use modern tools and techniques in certain fields.

The teachers, pupils and the community feel that the teacher does guide the people in providing information about the different government schemes and how they can avail of such benefits through banks, government etc. (items 12, 13 and 14). Again it is noted that the authorities have a negative opinion about teachers in this regard.

Item 15 indicates that except the authorities all other respondent groups feel that the teacher discourages pupils and people of their bad and useless habits and thus help in betterment of society.

Looking at all the items, it is noticed that on this dimension of the teacher acting as a change agent in the economic life of the society, all the three groups viz., teachers, pupils and community have a positive opinion about

the teacher. Only the authorities have expressed negative opinion. It may be because they are not aware of what the teacher does out side the school and expect the teacher thinks ofh his job as restricted only to the four walls of the classroom probably it is a biased feeling about the potentials of a teacher.

4.7.0 To make Education More Scientific

There are 21 items on this dimension. They are clustered into five groups namely (a) teaching methods and techniques, (items nos. 1, 2, 3, 4, 5, 6), (b) co-curricular activities, (item nos. 7, 8, 9), (c) syllabus (item nos. 10, 11, 12), (d) school administration, (item nos. 13, 14, 15, 16), (e) new pattern, (item nos. 17, 18, 19, 20 and 21). The score obtained on these items are presented in Table 4.7 below.

Table :4.7: Perceptions of Four Groups on Each Item of 'To Make Education More Scientific'

Items	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher uses modern methods and aids in his teaching	2.78	3.26	3.13	2.02
2. The teacher participates in work-experience programmes organised in school	3.01	3.24	3.36	2.00
3. The teacher tries to know the new methods and techniques in his teaching	3.07	3.48	3.46	2.48

(Continued...)

(Table 4.7 continued)

Items	Respondents			
	Teacher	Pupil	Commu-nity	Autho-rity
4. The teacher gives regular assign-ment to the pupils	3.48	3.28	3.30	2.14
5. The teacher prepares the objective type of questions for the examina-tion	3.22	3.11	3.39	2.20
6. The teacher evaluates his unit with different types of objective tests	2.97	2.67	3.40	2.06
7. The teacher takes interest and participates in students' activi-ties	3.31	2.91	3.06	2.22
8. The teacher discourages pupils to participate in co-curricular activities	0.73	0.89	0.72	1.54
9. The teacher knows the importance of physical education in teaching	3.18	3.63	3.46	2.10
10. The teacher prepares planning of curriculum and distributes it for the year properly	3.49	3.28	3.20	2.40
11. The teacher discusses with his colleagues about discrepencies in the next books and gives healthy suggestions	2.75	2.64	2.80	2.16
12. The teacher is in the know of the consequences of the new patterns upto standard Xth	3.24	2.77	3.00	1.98
13. The teacher participates in admini-stration	2.36	2.78	2.81	2.32

(Continued...)

(Table 4.7 continued)

Items	Respondents			
	Teacher	Pupil	Commu-nity	Autho-rity
14. The teacher makes constructive suggestions in administrative work	2.64	2.66	2.82	2.58
15. The teacher discourages his colleagues to give co-operation to the management	0.51	0.92	0.76	2.00
16. The teacher knows the advantages of co-operation with the manage-ment	3.17	3.03	2.93	2.26
17. The teacher does not discuss with parents about new patterns (i.e. 10 + 2 + 3)	1.12	0.97	0.90	1.24
18. The teacher secures vote in favour of new pattern	2.80	2.28	2.92	1.90
19. The teacher organises talks of prominent educationists on new pattern	2.57	2.47	2.92	2.18
20. The teacher knows the work experi-ence of new pattern	2.62	2.83	3.13	1.86
21. The teacher participates in seminars on new pattern	2.80	3.01	3.20	1.58

The first six items are related to teaching methods and techniques. The responses to these items indicate that teachers, pupils, members of the community and educational authorities perceive that the teacher is trying to keep abreast with the latest developments in the field of teaching.

As indicated by items 7, 8 and 9 all the groups of respondents feel that the teacher is aware of the importance of co-curricular activities and takes interest in such activities.

All feel that the teacher is active in the planning and organisation of syllabus with respect to changes that are taking place in the field of school education (item nos. 10, 11 and 12). The score of the authorities on item 12 indicates their border line opinion in accepting that the teacher is fully aware of the consequences of the changing pattern.

The items 13, 14, 15, 16 are related to school administration. The responses to these items indicate that the teachers, pupils, members of the community and educational authorities perceive the teacher as taking interest in school administration.

The items 17, 18, 19, 20 and 21 deal with the new pattern (10 + 2 + 3) of education. The responses to these items indicate that the educational authorities do not perceive the teacher as taking much interest in the new pattern as might have been expected. On the other hand, the teachers, pupils and members of the community perceive the teacher as taking interest in new pattern. The discrepancy in the views of

the authorities may be due to the high involvement and
enthusiasm by the teachers as expected by them. But on the
contrary the teachers and others might not have considered
the issue as of such a huge dimension and hence might feel
that their interest and participation in the implementation
of the new pattern.

4.8.0   Implementation of Government Schemes

There are 13 items on this dimension which are clustered
into four groups namely (a) stimulation to acquire knowledge,
(item nos. 1, 2), (b) civic sense, (item nos. 3, 4, 5),
(c) social work (item nos. 6, 7, 8, 9, 10, 11, 12),
(d) government economic benefit (item no. 13). The scores
obtained on these items are presented in Table 4.8 on the next
page.

The first two items are related to stimulate to acquire
knowledge. The responses to these items indicate that the
authorities do not perceive teachers taking interest in
stimulating their pupils to acquire knowledge. On the other
hand the teachers, pupils and members of the community perceive
the teacher as one who stimulates interest to acquire knowledge.

The items 3, 4 and 5 indicate that the teachers, pupils
and community perceive the teacher as a person having a high

Table :4.8: Perceptions of Four Groups on each Item of
Implementation of Government Schemes

Items	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher encourages pupils to appear at the state and national scholarship, examinations	3.06	3.05	3.08	1.52
2. The teacher encourages pupils to appear at the public examinations, like Hindi, Sanskrit, Drawing, Sangit etc.	3.17	3.34	2.96	1.86
3. The teacher does not study various cooperative schemes carefully	0.94	1.06	0.85	2.30
4. The teacher pays taxes regularly to the government	3.36	3.29	2.69	1.54
5. The teacher encourages the people to pay the taxes	3.09	3.05	2.90	1.80
6. The teacher works against bonded labour	2.10	2.29	2.63	2.60
7. The teacher does not pay due wages to the labourers	1.04	0.78	1.04	1.70
8. The teacher encourages labourers not to accept wages less than the fixed daily wages	2.59	2.24	2.80	2.54
9. The teacher does not bring to the notice of the authorities the cases of exploitation of labour	1.15	1.07	0.99	1.92
10. The teacher is a member of local social organizations	2.48	2.41	2.78	1.80
11. The teacher is member of the executive body of the social organization	2.20	2.01	3.22	1.88
12. The teacher does not work as a teacher of the community	1.08	1.09	1.15	1.80
13. The teacher utilizes the grant of the school the welfare of the pupils	2.82	2.58	2.20	1.96

civic sense, while only the authorities do not feel so.

The items 6, 7, 8, 9, 10, 11, 12 are related to social work. All the respondents feel that the teacher plays the role of social worker. Probably authorities feel that the teacher performs such activities restricting himself not to become a part of any social organization.

The item 13, suggests that only the authorities feel that the teacher does not use the grants for the welfare of the students. Probably it could be that the teacher uses the grant for the purpose it is sanctioned by the government.

4.9.0 Social Relations

There are 9 items on this dimension which are clustered into the two groups namely (a) civic duty, (item nos. 1, 2, 3, 4, 5, 6), (b) cultural activities (item nos. 7, 8, 9). The scores obtained on these items are presented in Table 4.9 on the next page.

The first six items refer to perceiving that the teacher either is a person who inculcates a sense of civic duty or one who undertakes such duties. With regard to the former, all the respondents do perceive the teacher to be playing a positive role. When it is a question of the act to be done by himself, only the authorities feel that the teachers do not undertake that role. It is quite possible for them to feel so considering

Table :4.9: Perceptions of Four Groups on Each Item of
Social Relations

Item	Respondents			
	Teacher	Pupil	Community	Authority
1. The teacher encourages pupils to render services at the time of mishaps like flood, draught, earthquake and railway accidents	3.27	3.27	2.44	2.38
2. The teacher teaches the pupils the value of labour	3.30	3.44	3.02	2.40
3. The teacher keeps his house clean	3.43	3.58	3.39	2.20
4. The teacher encourages his neighbours to keep the houses and surrounding places clean	3.17	3.23	3.42	2.36
5. The teacher does not help the poor patients in the hospitals	1.13	1.03	0.77	2.24
6. The teacher encourages his pupils and people to help poor patients in the hospitals	3.00	3.16	3.34	2.10
7. The teacher participates in cultural programmes	3.07	3.05	3.23	1.98
8½ The teacher does not organise cultural programmes.	0.90	0.84	0.58	1.96
9. The teacher encourages pupils to participate in cultural programmes	3.45	3.52	3.53	2.34

the financial status of a teacher in general.

The items 7, 8 and 9 refer to the participation and organiza-
tion of cultural activities. All the respondents perceive that the
teacher is a promoter of cultural activities. But only the authorities
feel that the teacher actually does not take part in such activities.
This may probably due to the role expectation by the authorities.

4.10.0 Analysis - II

In this analysis descriptive statistics of the scores obtained on each of the nine scales by teachers, pupils, community and authorities have been calculated. Further, in order to find out whether there are significant differences in the perceptions of the four groups regarding the teachers' role as a change agent, 't' test has been applied. The tables which follow compare the scores obtained on each of the nine scales by (i) teachers, and pupils, (ii) teachers and community, (iii) teachers and authority, (iv) pupils and community, (v) pupils and authority, and (vi) community and authority.

The results in Table 4.10 indicate that the teachers and pupils do not differ in their perceptions of the teacher role as a change agent with regard to the dimensions of literacy, political education, working for population policy, economic life of the society, making education more scientific, implementation of government schemes and social relations. On the other hand, significant differences are seen between the perceptions of the teachers and the pupils with respect to customs and taboos, and use of science in everyday life. Hypothesis I is the null hypothesis, meaning thereby the absence of significant differences in the perceptions of two groups regarding the teacher role as a change agent in the nine dimensions. The hypothesis can be split up

Table :4.10: Statistics Testing the Significance of Difference Between Perceptions of Teachers and Pupils on Various Dimensions

Dimension	Teachers (N=400)		Pupils (N=400?)		Standard error of Difference Between Means $M_1 - M_2$	't' Ratio	Significance of Difference
	Mean M_1	S.D.	Mean M_2	S.D.			
1. Literacy	30.43	11.7	29.900	13.65	0.830	0.642	NS
2. Customs and taboos	26.22	11.4	23.93	11.8	0.820	2.79	S
3. Political education or creating political awareness	22.67	9.63	21.46	10.62	0.717	1.69	NS
4. Use of science in everyday life	19.27	8.96	16.94	9.28	0.64	3.64	S
5. Working for population policy	28.54	12.48	28.28	14.52	0.957	0.27	NS
6. Economic life of the society	35.70	15.75	35.10	14.25	1.062	0.565	NS
7. To make education more scientific	55.86	23.1	56.18	21.14	1.59	0.170	NS
8. Implementation of government schemes	29.12	15.34	28.72	14.95	1.06	0.80	NS
9. Social relations	24.13	9.36	25.12	9.09	0.65	0.60	NS

S = Significant at .01 level

NS = Not significant

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into nine sub hypotheses. It is seen from the analysis of the results that only two sub-hypotheses in the dimensions of customs and taboos and use of science in everyday life are rejected at .01 level. All other sub-hypotheses are not rejected. The results are summarised as : (1) The teachers perceptions of the role of a teacher as a change agent in the dimension of customs and taboos are significantly more favourable than those of pupils. (2) The perceptions of teachers regarding the role of the teacher as a change agent in the dimension of use of science in everyday life are more favourable than those of pupils. (3) The teachers and pupils do not differ in their perceptions of the role of the teacher as a change agent in the dimensions of literacy, political education, working for population, economic life of the society, making education more scientific, implementation of government schemes, and social relations.

In Table 4.11 on the next page, the perceptions of teachers and community in the context of teacher's role as a change agent are tabulated.

It is seen from Table 4.11 that the perceptions of the teachers and the community are almost identical in all the dimensions except that of 'working for population policy'.

Table :4.11: Statistics Testing the Significance of Difference Between Perceptions of Teachers and Community on Various Dimensions

Dimensions	Teachers(N=400)		Community(N=250?)		Standard Error of Difference Between Means $\sqrt{M_1 - M_2}$	't' Ratios	Significance of Difference
	Mean M_1	SD	Mean M_2	SD			
1. Literacy	30.43	11.7	32.5	15.60	1.147	1.80	NS
2. Customs and taboos	26.22	11.4	26.13	11.6	0.929	0.097	NS
3. Political education or creating political awareness	22.67	9.63	22.58	9.99	0.486	0.185	NS
4. Use of science in everyday life	19.27	8.96	19.12	9.68	0.759	0.197	NS
5. Working for population policy	28.54	12.48	32.38	13.56	1.06	3.6	S
6. Economic life of the society	35.70	15.75	34.56	18.15	1.39	0.820	NS
7. To make education more scientific	55.86	23.1	58.84	19.74	1.70	1.75	NS
8. Implementation of government schemes	29.12	15.34	29.74	15.47	1.24	0.5	NS
9. Social relations	24.73	9.36	23.73	9.09	0.741	1.35	NS

S = Significant at .01 level   NS = Not significant

Surprisingly it is seen that the community's perceptions of
the teacher working for population policy are more favourable
than those of even teachers. This identity of perceptions
promises better rapport between the teacher and the community.

The results indicate that the null hypothesis of no
difference between the perceptions of teachers and community
regarding the role of the teacher as change agent is rejected
for the dimension of working for population policy. All other
sub-hypotheses are not rejected. The results of the analysis
are :

(1) The perceptions of the community regarding the role of
the teacher as a change agent in the dimension of working
for population policy, are more favourable than those
of teachers,

(2) In all other dimensions teachers and community do not
differ in their perceptions.

The scores on the perception scales of the teachers and the
authorities are tabulated in Table 4.12 on the next page.

The Table 4.12 provides some revealing findings regarding
the perceptions of teachers and the authorities. There are
significant differences in the perceptions of teachers and the
authorities in the areas of (i) literacy, (ii) customs and taboos,
(iii) economic life of the society, (iv) making education more
scientific, and (v) social relations. The authorities' perceptions

Table :4.12: Statistics Testing the Significance of Difference Between the Perceptions of Teachers and Authorities on Various Dimensions

Dimensions	Teacher (N=400)		Authority (N=50)		Standard error of Difference Between Means $\sqrt{M_1 - M_2}$	't' Ratio	Significance of Difference
	Mean M_1	SD	Mean M_2	SD			
1. Literacy	30.437	11.7	22.36	12.16	1.87	4.32	S
2. Customs and taboos	26.22	11.4	20.52	10.4	1.58	3.6	S
3. Political education or creating political awareness	22.17	9.63	21.8	8.55	1.3	1.44	NS
4. Use of Science in everyday life	19.27	8.96	17.66	7.86	1.148	1.402	NS
5. Working for population policy	28.54	12.48	24.84	14.66	2.16	1.87	NS
6. Economic life of the society	35.70	15.75	27.55	15.75	2.36	3.45	S
7. To make education more scientific	55.86	23.1	43.22	20.37	2.05	6.16	S
8. Implementation of government schemes	29.12	15.34	25.22	14.95	2.24	1.74	NS
9. Social relations	24.13	9.36	19.96	10.17	1.512	3.15	S

S = Significant at .01 level   NS = Not significant

regarding the role of a teacher as change agent in these
areas are significantly less favourable compared to those
of teacher's. In the areas of (i) political education,
(ii) use of science in everyday life, (iii) working for
population policy, and (iv) implementation of government
schemes the authorities perceptions though not significantly
different but are definitely less favourable than those
of teachers.

Thus, the null hypotheses regarding difference between
the perceptions of teachers and the authority with respect
to the teacher role as a change agent in the dimensions of
literacy, customs and taboos, economic life of the society,
making education more scientific are rejected. The hypotheses
of non-significant difference between the perceptions of
two groups with a respect to the remaining dimensions are
not rejected. The results are :

(1) Teacher's perceptions of the role of a teacher as a
change agent are more favourable than those of
authority in the dimension of (i) literacy, customs
and taboos, economic life of the society, making
education more scientific, and social relations.

(2) The teachers and the authority do not differ in
their perceptions of the role of the teacher as a
change agent in the dimensions of political
education, use of science in everyday life, working
for population policy, and implementation of govern-
ment schemes.

Table 4.13 on the next page gives the statistics of of the perception scores of pupils and community. From this table it is seen that the perceptions of pupils and community in the dimensions of literacy differ significantly (at .05 level). The perceptions of the community regarding the role of a teacher as change agent in the dimension of literacy is more favourable than that of pupils. The same is the case of the area of (i) customs and taboos, (ii) use of science in everyday life, and (iii) working for population policy. In the rest of the dimensions pupils and community do not differ in their perceptions regarding the teacher role as a change agent.

Thus, the hypotheses of no difference between the perceptions of the pupils and the community regarding the role of the teacher as a change agent in the areas of literacy, customs and taboos, use of science in everyday life, and working for population policy, are rejected. The results are :

(1) The perceptions of the community about the teacher role as a change agent with respect to literacy, customs and taboos, use of science in everyday life, and working for population policy are more favourable than those of pupils.

Table :4113: Statistics Testing the Significance of Difference Between Perceptions of
Pupils and Community on Various Dimensions

Dimensions	Pupil (N=400)		Community (N=250)		Standard error of Difference Between Means $\sqrt{M_1 - M_2}$	't' Ratio	Significance of Difference
	Mean M_1	SD	Mean M_2	SD			
1. Literacy	29.900	13.65	32.5	15.60	1.199	2.168	S .05 level
2. Customs and taboos	23.93	11.8	26.13	11.6	0.941	2.33	S .05 level
3. Political education or creating political awareness	21.46	10.62	22.58	9.99	0.825	1.36	NS
4. Use of science in every-day life	16.94	9.28	19.12	9.68	0.768	2.84	S
5. Working for population policy	28.28	14.52	32.38	13.56	1.124	3.648	S
6. Economic life of the society	35.10	14.25	34.56	18.15	1.155	0.467	NS
7. To make education more scientific	56.18	21.14	58.84	19.74	1.659	0.428	NS
8. Implementation of Government schemes	28.72	14.95	29.74	15.47	1.23	1.195	NS
9. Social relations	25.12	9.09	23.73	9.09	0.733	1.89	NS

S = Significant at .01 level   NS = Not significant

(2) The pupils, and the community do not differ in
their perceptions in case of political education,
economic life of the societies , making education
more scientific, implementation of government
schemes and social relations.

In Table 4.14 on the next page, the data regarding
the perceptions of the pupils and authority are tabulated.

It is seen from Table 4.14 that pupils' perceptions
about teacher are significantly more favourable than those
of authorities in the areas of (i) literacy, (ii) customs
and taboos, (iii) making education more scientific and
(iv) social relations.On the otherhand pupils and authorities
do not differ significantly in their perceptions about the
teacher role as change agent in the areas of (i) political
awareness, (ii) use of science in everyday life, (iii) working
for population policy, (iv) economic life of the society, and
(v) implementation of government schemes.

The perceptions of the community and the authority
are tabulated in Table 4.15.

It is seen from Table 4.15 that the community has
significantly more favourable view of the teacher role as
a change agent than that of the authorities in the areas
of (i) literacy, (ii) customs and taboos, (iii) working for
population policy, (iv) economic life of the society, (v) making

Table :4.14: Statistics testing the Significance of Difference Between Perceptions of Pupils and Authorities on Various Dimensions

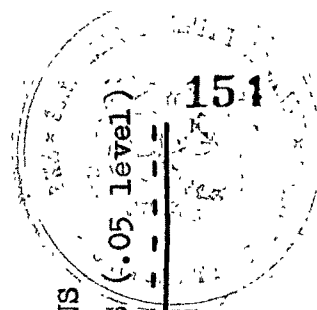| Dimensions	Pupil (N=400)		Authorities (N=50)		Standard error of difference Between Means $\sqrt{M_1 - M_2}$	't' Ratio	Significance of Difference
	Mean M_1	SD	Mean M_2	SD			
1. Literacy	29.900	13.65	22.36	12.16	1.91	3.94	S
2. Customs and taboos	23.93	11.8	20.52	10.4	1.58	2.16	S
3. Political education or creating political awareness	21.46	10.62	21.8	8.55	1.32	0.25	NS
4. Use of science in everyday life	16.94	9.28	17.66	7.86	1.18	0.610	NS
5. Working for population policy	28.28	14.52	24.84	14.66	2.13	1.78	NS
6. Economic life of the society	35.10	14.25	27.55	15.75	2.34	0.64	NS
7. To make education more scientific	56.18	21.14	43.22	20.37	3.08	4.19	S
8. Implementation of government schemes	28.72	14.95	25.22	14.95	2.24	1.36	NS
9. Social relations	25.12	9.09	19.96	10.17	1.51	3.41	S

S = Significant at .01 level   NS = Not significant

Table :4.15: Statistics testing the Significance of Difference Between Perceptions of Community and Authorities on Various Dimensions

Dimensions	Community(N=250) Mean M₁	SD	Authority(N=50) Mean M₂	SD	Standard error of difference Between Means $\sqrt{M_1 - M_2}$	't' Ratio	Significance of Difference
1. Literacy	32.5	15.66	22.36	12.16	2.04	4.97	S
2. Customs and taboos	26.13	11.6	20.52	10.4	1.64	3.42	S
3. Political education or creating political awareness	22.58	9.99	21.8	8.55	0.540	1.43	NS
4. Use of science in everyday life	19.12	9.68	17.66	7.86	1.25	1.17	NS
5. Working for population policy	32.38	13.56	24.84	14.66	2.18	3.62	S
6. Economic life of the society	34.56	18.15	27.55	15.75	2.40	2.92	S
7. To make education more scientific	58.84	19.74	43.22	20.37	3.14	4.97	S
8. Implementation of government schemes	29.74	15.47	25.22	14.95	2.33	1.94	NS
9. Social relations	23.73	9.09	19.96	10.17	1.55	2.43	S(.05 level)

S = Significant at .01 level   NS = Not significant

education more scientific, and (vi) social relations. The community and the authorities however do not differ in their perceptions of the teacher role as a change agent in the areas of (i) political education, (ii) use of science in everyday life, and (iii) implementation of government schemes.

4.11.0   Summary of the Acceptance or the Rejection of the Hypotheses

Groups   :   Teachers and Pupils

Null hypotheses   :   There is no significant difference between the perceptions of Teachers and Pupils regarding the role of the teacher as a change agent in the nine dimensions mentioned below :

Dimension	Hypotheses Accepted	Rejected
1. Literacy	A	
2. Customs and taboos		R
3. Political education or creating political awareness	A	
4. Use of science in everyday life		R
5. Working for population policy	A	
6. Economic life of the society	A	
7. Making education more scientific	A	
8. Implementation of government schemes	A	
9. Social relations	A	

(A = Accepted)   (R = Rejected)

Groups : Teachers and Community

Null hypotheses : There is no significant difference between
the perceptions of teachers and community
regarding the role of the teacher as a
change agent in the nine dimensions mentioned
below.

Dimensions	Hypotheses	
	Accepted	Rejected
1. Literacy	A	
2. Customs and taboos	A	
3. Political education or creating political awareness	A	
4. Use of science in everyday life	A	
5. Working for population policy		R
6. Economic life of the society	A	
7. Making education more scientific	A	
8. Implementation of government schemes	A	
9. Social relations	A	

(A = Accepted)   (R = Rejected)

Groups : Teachers and Authorities

Null Hypotheses :

There is no significant difference between the perceptions
of teachers and authorities regarding the role of the
teacher as a change agent in the nine dimensions mentioned
below.

Dimension	Hypotheses	
	Accepted	Rejected
1. Literacy		R
2. Customs and taboos		R
3. Political education or creating political awareness	A	
4. Use of science in everyday life	A	
5. Working for population policy	A	
6. Economic life of the society		R
7. Making education more scientific	A	R
8. Implementation of government schemes	A	
9. Social relations		R

(A) = Accepted (R) Reject-
ed

Groups : Pupils and Community

Null Hypotheses :

There is no significant difference between the perceptions
of pupils and community regarding the role of the teacher
as a change agent in the nine dimensions mentioned below.

Dimensions	Hypotheses	
	Accepted	Rejected
1. Literacy		R
2. Customs and taboos		R
3. Political education or creating political awareness	A	
4. Use of science in everyday life		R
5. Working for population policy		R
6. Economic life of the society	A	
7. Making education more scientific	A	
8. Implementation of government schemes	A	
9. Social relations	A	

(A) Accepted   (R) Rejected

Groups : Pupils and Authorities

Null Hypotheses :

There is no significant difference between perceptions
of pupils and Authorities regarding the role of the
teacher as a change agent in the nine dimensions
mentioned below :

Dimensions	Hypotheses	
	Accepted	Rejected
1. Literacy		R
2. Customs and taboos		R
3. Political education or creating political awareness	A	
4. Use of Science in everyday life	A	
5. Working for population policy	A	
6. Economic life of the society	A	
7. Making education more scientific		R
8. Implementation of government schemes	A	
9. Social relations		R

(A) Accepted   (R) Rejected

Groups : Community and Authorities

Null Hypotheses :

There is no significant difference between the
perceptions of community and authorities regarding
the role of the teacher as a change agent in the
nine dimensions mentioned below :

Dimensions	Hypotheses	
	Accepted	Rejected
1. Literacy		R
2. Customs and taboos		R
3. Political education or creating political awareness	A	
4. Use of science in everyday life	A	
5. Working for population policy		R
6. Economic life of the society		R
7. Making education more scientific		R
8. Implementation of government schemes	A	
9. Social relations		R

(A) Accepted   (R) Rejected