

CHAPTER- I

- 1.0 Communicator in everyday life.
- 1.1 Communication in Education.
- 1.2 Quality of teacher communicators.
- 1.3 The background of teacher communicators.
- 1.4 The role of teacher communicators.
- 1.5 Need for the study.
- 1.6 Statement of the problem.
- 1.7 Operational Definitions.
- 1.8 Objectives of the study.
- 1.9 The hypotheses of the study.
- 1.10 The scope and limitations of the study.
- 1.11 Significance of the study.
- 1.12 Characterisation.

CHAPTER-I

INTRODUCTION

1.0 COMMUNICATION IN EVERYDAY LIFE :

We live in an age of communication. A world of media tend to fulfill our dreams and aspirations of information, entertainment and education of correlation, surveillance and socialization. The need for various media of communication is vital to a developing country like India where most of the population is illiterate and rural. Communication aims at breaking this illiteracy barriers and usher in an era of progress and prosperity to the people. Communication is applied to our economic sectors, our political system and is also an integral part of our culture. It checks the functioning of political and cultural institutions, it provides a platform to voice and mould public opinions on important issues touching our lives. It creates awareness and support for developmental activities like adult education, family planning, health, environment and issues relating to women and children. Mass media also helps to socialize the young generation with the culture of the country and inform them about other different cultures as well. In fact, there is no field which can sustain itself without communication media these days.

Communication is the powerful means of bringing about social change. Changes in the technology of communication brings about social changes. The revolution in the media of communication has helped accelerate the pace of social change during these few decades. Radio, television, newspapers and other mass-media have not only 'Shrunk' this world but also have revolutionized the values, attitudes and interests of the social milieu.

But one of the tragedies of this 'Communication revolution' is that man's moral and social development has not been able to keep pace with such technological development. Thus, communication media are obviously the potent force in our society, forces which, unfortunately can be used just as reality for evil as for good. Generally, any message emerging from a source processed through a channel to reach its destination may be called communication.

Schramm Wilbur, (1954) a distinguished expert in the field rightly pointed out that at least four elements are required for communication : (1) a source (2) a message, (3) a channel and (4) a destination.

Communication, is thus, a process in which ideas, thoughts and words are transferred from one person to another. Effective communication helps to transmit scientific and technical information to

a common man in such a way that he can adopt it to improve his standard of living.

1.1 COMMUNICATION IN EDUCATION

“Everything begins with education” is a common opinion. Education refers to any act or experience that has a formative effect on personality. It is the process of helping an individual to adjust to his changing environment, so the process of education should be effective at all stages of life. No education is possible without communication.

Education with its correlated activities of teaching and learning involves communication as well as reciprocal interaction between the teacher and the taught, as channels of realizing its objectives.

‘Education is what remains after one had forgotten what one had learnt’. This is possible only if the subject matter is effectively communicated. So, for an educator teaching anything related to communication, it is imperative that he makes use of the best ways to communicate the subject matter. An educator should understand how the communication process works, how attention is gained, how meaning is transferred from one subject to another, how opinion and attitudes are created or modified, and how group membership, role concepts and social structure are related to the process as teaching is essentially a communication of ideas.

With changing social concepts, improved economic conditions and increased educational requirements, there is a need to develop new techniques for teaching which are effective in groups containing individuals of varying abilities. Therefore, there is a need to develop different strategies to teach. Such planned efforts would mean identifying educational activities, ensuring their potential and evolving effective ways of their organization.

‘The technological revolution is affecting all aspects of today’s life and Universities cannot shy off from it.’ (Shastri, 1985, p.2). The ever increasing demands for higher education desire for big changes and adaptations in the Indian educational system. Higher education is most important as it contributes directly to the national development programme by providing top and middle level professionals, as well as core academic and research staff to all the research agencies. Their outputs are utilized for technological advancement that fulfills our aspirations to be self-reliant.

The age old conservative method of class-room teaching no longer holds good. It fails to meet the needs of the modern society with its distinctive feature of science based technology. Therefore, media has come to play a crucial role in education.

1.2 QUALITY OF TEACHER COMMUNICATORS :

From ancient times, the teacher has occupied a place of pride in the Indian society. In 'Ramayana' and 'Mahabharat' the place of 'Guru' (teacher) was highest and valuable as compared to the King. Times change and down the ages teachers began to lose some of their prestige and power. Yet their position on the pedestal remained and teachers are much a public figure today, as they were in the past. Modern writers have time and again emphasised the importance of teachers. Says, the editor in the introduction to his book 'The education and training of teachers.' "The strength of an educational system must largely depend upon the quality of its teachers."

Education Commission (1964-66) also known as Kothari Commission has expressed that the strength of an educational system depend upon quality of teachers. The quality, competence and character of teachers are undoubtedly the most significant. These influence the quality of education and it contributes to national development.

Beeby's argument, way back in 1966, was that the quality in education depends largely on the quality of teachers, but this observation has not been extended to proposition that quality teachers emerge from Institutions where high quality teacher communicators are to be found, remained true till as late 1975. Whereas in the 35th session

of International Conference on Education, it was mentioned that “While the education of teacher communicators in itself is very important their education and preparation depends on teacher communicators.” That’s the reason why researchers seriously began to consider teacher communicators as research priority within teacher communication.

The area of research on teacher communicators at different levels is very vast. Taylor (1993) notes that there is difficulty of determining why there is so little interest in the study of teacher communicators. Wisniewski (1984) believes the neglect relates to the belief that it is easier to recognise strange behaviours in other cultures than one’s own. It may be less threatening to study distance groups than to scrutinize the tribe to which one belongs. Adler S.A. (1993) notes teacher communicators may explore all the various phenomena associated with their work, but they rarely look at themselves, their experiences and their awareness of those experiences as subjects for research studies. Mehrotra (1993) supports this, when he says that most of research in education has been undertaken or guided by teacher communicators. They have naturally hesitated considering their ownelves as subjects of study. However, researches on teachers of schools or higher education may be considered as research on teacher communicators too, as they also are teachers though of specific category.

Another reason for the apparent apathy towards studying teacher communicators is the lack of public interest. The average member of society is only concerned with day to day interactions with school or college teachers and once they satisfy the requirements which go with the post, they are content to look no further. This also means a lack of political interest in teacher training institutions and in teacher communicators. Dove (1986) observes "Building schools is often a highly popular measure. There is usually a blaze of publicity when a new school is built. In contrast the training of teachers is a behind the scenes process, without much scope for dramatic popular gestures." Hence, teacher education in general and teacher communicators in particular have been grossly under studied. Therefore, this study is being undertaken to study the self role of teacher communicators of various levels of Education.

1.3 THE BACKGROUND OF TEACHER COMMUNICATORS:

To fill this lacunae by identifying research priorities in teacher education, the NCERT organised a national seminar and recommended that "teacher communicators as a group by themselves is an interesting and important group which deserves thorough and well planned studies. their sociological backgrounds, psychological make-up, world view,

interactions, influences, academic productivity, awareness, expectations, acceptability etc. can be studied in depth.”

Fuller and Brown (1975) observed that teacher communicators have by and large, humble social class origins and low status in comparison with their academic colleagues. Various studies of the social-class origins of American teacher communicators (Carter 1984, Ducharme and Agne 1989) support this assumption - Dove (1986) maintains that “teacher trainers in the Universities tend to lack prestige relative to other academics.” Shukla (1974) on the basis of his personal experience in the field of teacher education in India, points out that “In general, the education faculty is academically and socially inferior to their counterparts in the “Liberal Studies” departments of the University or in other professional colleges e.g. Medicine, Engineering or Technology. The problem of staffing teacher education institutions are well known.”

The origin of social class is important because it influences the choice of teaching as a profession. Many persons become teacher because of the low investment required to get a job. A number of teacher communicators in India are individuals who have drifted into the field without specific motivation. Teacher is the easiest job to acquire as it requires less demanding training than other professions. These

factors would naturally have a bearing on the attitudes that teacher communicators have towards the profession and Job Satisfaction they derive.

1.4 THE ROLE OF TEACHER COMMUNICATORS :

The role of teacher communicators is more complex than that of any other communicators. This is because the teacher communicator is not only a maker of teachers but also a teacher himself. We must thus perceive their role both as a teacher and as a teacher trainer. Like any other teacher, the teacher communicator is expected to fulfill the following roles.

1) Manager : A good teacher has to necessarily be a good manager, he must be able to make optimum use of resources. In other words an effective teacher must be able to manage time, materials, colleagues and students in such a way as to optimise learnings. As a manager the teacher is expected to

- * Plan - his utilization of time, the syllabus. He has on hand and the resources that are available to him.
- * Work together, in harmony with the administration and his colleagues.

- * Organise learning experiences for his students. Encourage discussions in the class.

2. **Facilitator of learning** : The teacher's task in a class-room is to facilitate learning, no matter which level the teacher is teaching at. Teacher communicators are no different. In order to help his students to acquire learning, the teacher communicator should be able to :

- * Select and use appropriate methods of teaching.
- * Select and use appropriate materials.
- * Involve students in project work.
- * Enhance personal growth.

3. **Researcher** - The teacher communicator must also play the role of an academician. He must contribute to the field of educational theory. for this, he should

- * Be involved in research work : either by carrying out personal research or through his students.
- * Write and present papers or articles.
- * Enroll for new courses.
- * Keep abreast of latest developments in the field.

4. **Extension Worker** : The role of a teacher extends beyond the class-room. The teacher communicator must also play a role in

- * Building awareness of social evils.

- * Participating and encouraging participation in literacy programmes, relief work etc.
- * Extending co-operation to other voluntary organisations working in the field of education.

5. Counsellor : The teacher communicator must play the role of a Counsellor as well. He must be able to guide his students and support them in times of personal crises. The teacher communicator must also be able to create awareness of the possible problems and demands of his student's future places of work and help them to deal with these problems effectively. In order to play the role of a Counsellor, the teacher communicator must be able to foster good interpersonal relationships.

6. Educator : This role is what teacher communicator play to develop their students in exemplary teachers. In order to achieve this, the teacher communicator teaches his students to :

- * Develop positive attitudes to the teaching profession.
- * Develop communication skills.
- * Inculcate class-room discipline.
- * Organise and provide learning experiences through curricular activities.

1.5 NEED FOR THE STUDY :

The studies on teacher communicators are few. The paucity of research literature on teacher communicators stresses the need to increase concentration on this area of education. Lanier and Little (1986) comment that "Research on teaching teachers stands in stark contrast to research on teaching youngsters. When teaching is studied in elementary and secondary schools, teachers are considered too important to be overlooked. But teachers of teachers - what they are like, what they do, what they think are typically overlooked in studies of teacher education." This situation is not only true of the Western world and is seen in developing countries too. Avalos (1991) notes "There is little information on the quality of academic staff who teach at training colleges and yet the best intentions of reform within teacher education programmes can flounder, if attention is not given also to improving the quality of teacher trainers."

Therefore, this study attempts to fulfill this need. The study tries to understand relation between Self Role Perception of teacher communicators and their Job Satisfaction.

1.6 STATEMENT OF THE PROBLEM :

The problem under study may be stated as follows :

“A study of the Self Role Perception of teacher communicators at different levels of teacher education programme in relation to their Job Satisfaction.”

1.7 OPERATIONAL DEFINITIONS :

In order to establish the frame of reference with which the researcher has approached the problem, the variables have been defined as follows:

1. Self Role Perception :

A role prescribes the behaviour expected of a person in a situation. The Self Role Perceptions is defined as the way in which a person sees his or other people's roles in particular situations.

Operationally role perception has been defined as the way in which teacher communicators view their behaviour arising from their positions as collected by the “Rating Scale” to measure teacher communicator's perceptions of their role (As Behaviour) and include the following roles, which are defined by the researcher as

- A. **Manager** - A person with ability to make optimum use of available resources.
- B. **Facilitator of Learning** - An agent causing student teachers to acquire learning.

- C. **Researcher** - A person who contributes to the field of educational theory through direct or indirect research activities.
- D. **Extension Worker** - A participant in activities of social significance.
- E. **Counsellor** - A person who assists student teachers through personal problems and problems relating to their careers.
- F. **Educator** - A person who trains one's students to fulfill the role of teachers.

2. Teacher Communicators -

Teacher communicators are the teachers instructing at institutes of education at different levels D.Ed. and B.Ed.

3. Different Levels of Education -

This refers to the teacher training programmes in education for:

- (i) D.Ed.
- (ii) B.Ed.

4. Job Satisfaction -

Operationally defined as the level of satisfaction that teacher communicators enjoy in their profession as collected by Shetty's Job Satisfaction scale.

1.8 OBJECTIVES OF THE STUDY :

The following objectives have been framed for teacher communicators of D.Ed. and B.Ed. courses.

1. To measure sex-wise the Self Role Perception of teacher communicators of D.Ed. and B.Ed. course in the following roles
 1. As Managers
 2. As Facilitators
 3. As Researchers
 4. As Extension Workers
 5. As Counsellors
 6. As Educators
2. To measure and compare the Job Satisfaction of teacher communicators sex-wise at different levels of education.
3. To find out the relationship between the Self Role Perception and Job Satisfaction of teacher communicators sex-wise at different levels of education.
4. To compare the Self Role Perception and Job Satisfaction of teacher communicators at different levels of education.

1.9 THE HYPOTHESES OF THE STUDY:

The following hypotheses were framed for the study :

1. There is no significant difference in the Self Role Perceptions of teacher communicators as :

- A. Managers
- B. Facilitators of Learning
- C. Researchers
- D. Extension workers
- E. Counsellors
- F. Educators

at the D.Ed. and B.Ed. levels of education.

2. There is no significant difference in Job Satisfaction of teacher communicators at the D.Ed. and B.Ed. levels of education.
3. There is no significant relationship between the Self Role Perception and Job Satisfaction of teacher communicators at the D.Ed. and B.Ed. levels of education.

1.10 THE SCOPE AND LIMITATIONS OF THE STUDY :

In this work attempts to study the Self Role Perceptions of teacher communicators at different levels of education programmes has been undertaken. The Self Role Perceptions include the following roles :

- a. As managers
- b. As Facilitators of Learning
- c. As Researcher
- d. As Extension workers
- e. As Counsellors
- f. As Educators

The study covers teacher communicators at D.Ed. and B.Ed. level education programmes.

Limitations :

1. The entire population of teacher communicators of D.Ed. and B.Ed. Institutions from Kolhapur district only form the data producing population.
2. The following two standardized tools have been used for data collection.
 - i) Warrier L. S's Rating Scale to measure Self Role Perception of teacher communicators.
 - ii) Shetty's Job Satisfaction scale to measure Job Satisfaction of teacher communicators.

1.11 SIGNIFICANCE OF THE STUDY:

1. The study on Self Role Perception of teacher communicators identifies the various roles that teacher communicators play and it seeks to find out teacher communicator perception of themselves as playing these roles.
2. The results of this study will reveal an exhaustive representation of the community of teacher communicators.
3. No such work has been undertaken by any researcher earlier in the Geographical area of Kolhapur district.

1.12 CHAPTERISATION :

Chapter I - Introduction - is devoted to the need and importance of the study. The problem has been stated and definition of terms elaborated. The objective and their related hypothesis have been spelt out and the scope and limitations of the study have been enumerated.

Chapter- II -Review of related literature- In this chapter a review of related studies has been undertaken in the area of not only role perception but also Job Satisfaction separately.

Chapter III- Plan and Procedure - In this chapter, the research methodology, the design of the study the method used, the tools used for data collection, the sample studied and statistical treatment employed.

Chapter IV - Analysis & Interpretation of Data - is devoted to the analysis and interpretation of the data collected.

Chapter V - Summary Conclusions, Educational Implications and Recommendations for Further Research - is concerned with the findings from teacher communicators at different levels of education. Appropriate suggestions have been made and topic for further research have been suggested.

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