

ROLE PERCEPTION

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Education is the art of making available to each generation the organized knowledge of the past. Rousseau's opinion on education is, "Development from within". Tagore states, "Making life in harmony with existence". According to Friedrich Froebel, "Education is unfolding of what is already unfolded in the germ. It is process through which the child makes internal external.

Adams explains, "Education is conscious and deliberate process in which one's personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge".

In the words of Austin O.M. "Education should be conscious methodical application of the best means in the wisdom of the ages to the end that youth may know how to live completely"

Aldous Huxley said, "A perfect education is one which trains up every human being to fit into the place he or she is to occupy in the social hierarchy, but without, in the process destroying his or her individuality".

J.S. Mill, "Education does not include self culture and general influences of one's surroundings, but not only those special influences which are consciously and designedly brought to bear upon the younger by the adult portion of the community, whether through the family, the church or the state. It would, of course be pedantic to cavil at the broader use of the word; but the process of education strictly so called, includes only the operation of measures expressly intended to modify the child's development and devised in accordance with a more or less clearly conceived purpose".

"The process of teaching or learning
The theory and practice of teaching
Training in a particular subject"

"Education is not a discipline imposed from above. It is a purpose of leading up the inward nature to its fulfilment. All true development is self-development".

Education is not only learning from books, memorizing some facts, but also learning how to look, how to listen to what the books are saying. Whether they are saying something true or false. All that is part of education.

All kinds of activities which aim at developing the knowledge, moral values and understanding required in the work of life constitute what we mean to be education.

Role Perception

Role influences the teaching learning process. Many different and complex factors influence the roles that teachers and learners adopt in the classroom. An appreciation of these factors is essential if one is to understand teaching and learning activities. The social and psychological factors in the roles are hidden in the process of learning, which is underpinned by learning materials

In classrooms participants, teachers and learners adopt roles. Through their behaviour in the class room they express the roles. The types of response that learners give to teachers and the types of task and question that teachers pose for learners are evidence of a distinct set of relationships.

These include views about status and position, attitudes and values held by individuals and groups, and individual's personality. Teacher's and learner's expectation about the nature of learning facts and the way in which individuals and groups deal with learning task.

Social Role and Status

In most societies the social roles of teacher and learner are accorded high and low status respectively. This differential relationship has many implications in the classroom teaching.

- Role and status imply a set of power relationships.
- Role and status confer on their holders a set of rights duties and obligations.
- Social distance results from differing status and pushes.

Status and position have a great influence on the sorts of role a teacher or a learner may fulfill. Status depends on the amount of esteem, admiration, and approval one gets from the social groups, as well as society in general. Status depends on a social groups norms and status depends on what a social group regard as normal behaviours. What they regard as having positive worth position is almost the equivalent of the title of the job.

There is a relationship between the markers of status and the rewards associated with status and its achievement.

Status and position exert vital influences on social role because once knowledge and perceptions of status and position contribute to once expectation of people's behaviours and influence our behaviour where one encounters these people.

Rights Duties and Obligations

There are certain aspects that contribute to the role behaviours of an individual. All social positions entail certain rights duties and obligations attached to them.

One's duties are closely related to the task - oriented aspect of a role. As part of the expectation linked to the role the duties carry a certain amount of moral weight. Failure to carry out one's duties usually results in the imposition of some sort of sanction.

Rights of the persons are defined by a complex of social conventions. One is given justification for certain course of action. Rights are relative. Obligations differ subtly from both rights and duties in that obligations are usually the result of social relationships. Teachers may feel they have obligations towards their students but the obligations are not subjects to sanctions. They rely on mutual trust and respect, job and their interpretation.

Teacher's Rights and Duties

- a. Choosing learning material.
- b. Punishing learner's misbehaviour.
- c. Being respected by learners.
- d. Imposing discipline on learners.
- e. Setting work for learners and marking work done by learners.
- f. Making rules of behaviours in class.
- g. Deciding on the procedure for learning.
- h. Providing knowledge for learners.

Social Distance

At one time or another one feels inferior or superior or close to or distant from others in social encounters, one is awaiting of the social distance that results from differing relative status and positions in organizations. This feeling of social distance is modified by the degree of formality or informality under which the social encounter takes place. The more informal and relaxed the situation is the greater the likelihood of lowering of social distance. If social distance is lowered one becomes more intimate and more likely to interact with others. Social distance is less when there are common interests. which are shared. Teachers and learners are also subject to social distance. The reasons for this are as follows:

- a. Differing ages.
- b. Differing interest.
- c. Different levels of knowledge about the subject being learnt.
- d. Influence status.
- e. Unequal distribution of power.
- f. Different cultures.

Clear Assignments and Definite Goals

It is desirable to make assignments and objectives clear and concise. Seeing the goal clearly is an end to organization, resulting in better perception of relationships, clear insight and superior meaningfulness. Clinical and experimental studies definitely show the effectiveness of clear goals and knowledge of results.

Self motivation results when one has knowledge of results, high aspiration and definite goals "Self motivation implies a will to learn". A pre-requisite to all effective

learning is a desire on the part of the learner for knowledge or understanding or for skill. In fact the speed and efficiency in learning is in direct ratio to the aspiration or will to learn. Some suggestions based on experimental studies on methods of improving will to learn are given below.

- 1) Demonstrate to the learner by figures and facts that desire for improvement is a condition of advancement.
- 2) Make the learner feel that it is worthwhile to exert an effort and that if he does, he will be rewarded by success.
- 3) Have a reliable method of measuring progress.
- 4) Keep the learner succeeding so that he may be assured that he has not yet reached the limit of performance.

Show that others have improved and developed beyond the learner or when needed that others have failed. Teachers have motivations for teaching and learners for learning both instrumental and integrative. They have deeper and more personal goals. If the culture values the activity then it is likely that there will be a positive motivation. This has been termed integrative motivations. Factors such as fear of failure and desire to do well contribute to instrumental motivation.

If there is high motivation either integrative or instrumentals among a group of learner it is likely that they will seek:

1. To synchronize their roles with the teacher's role.
2. To co-operate in the arduous task of learning in order to maximize the benefits they receive with higher status, better jobs, or a sense of personal achievement from mastery learning.

Goals

Social behaviour is goal-oriented. People have differing personal and instrumental motivations for their actions. We have to subscribe to goals not of our own choice. There may be instituted goals which conflict with our attitudes or beliefs. The way in which we interpret and realize goals is part of role behaviours.

Successful fulfillment of a role may be the result of what the social psychologist Michael Argyle (1969) calls 'skilled performance' doing certain jobs or taking roles entail various goals. These are variously.

1. Conveying knowledge, information or understanding.
2. Obtaining information of from or about an individual.
3. Changing attitudes, behaviours or beliefs.
4. Changing the emotional stage of another individual.
5. Working at a co-operative task.
6. Changing the personality of another individual.
7. Supervising the activities of another individual.

8. Supervising and co-ordinating the activities of a group.

Any role may encompass one or more of these goals for its successful realization. A skilled social performer will be aware of his influence through successful role behaviour, which conforms to expectations so that roles fit and goals are achieved.

Any learning task involves the learning group in two ways

1. Task related activity or interactivity.
2. Interpersonal activity or inter personality.

Interactivity

The nature of the learning activity and the way in which it is managed by the learning groups will give rise to differing levels of learner and teacher involvement. Activities can thus be placed between the extremes of learner interclass with the teaching materials or the teacher and maximum learner involvement interpersonally.

The amount and type of subject or topic oriented material in any learning activity will enable us to see whether or not the task is instrumental a means of accepting facts or interpersonal contributions.

A task is goal directed in the sense of bringing about changes in behaviours or knowledge cognitively. A task may be 'difficult' or 'complex' and may be intrinsic to the task related to the intelligence or aptitude of the individual performing the task.

A task can also be difficult because an individual has a negative attitude towards it. Motivation can be increased by success, of course by encouraging one to attempt further task. A task can also be 'difficult' because of the level of affective involvement it entails. If the task may be too demanding of a learner's emotional commitment combined with a high cognitive involvement, it can make the task all but impossible to do.

Managing Knowledge

The combinations of teacher behaviours, learner behaviours and learning materials produce different ways of managing knowledge.

Walker and Alderman (1975) differentiate between three ways in which teachers manage knowledge. These depend on the level of focus on the content and the role of the learners. If a learner's role is defined closely. It is the teacher who has control over the knowledge; low definition of learner role gives the learner more flexibility. In this relationship, the teacher is a guide rather than an instructor.

Focusing

The content of the lesson is of paramount importance and the teaching/learning process revolves around evaluation of the knowledge presented by the learner. The teacher is in a position of dominance and controls the exchange of information.

In the role of a teacher we may discern two related types of knowledge being utilized. First the procedural knowledge of how to organize and set up classroom and the second 'subject' knowledge being taught

Teaching Tasks and Teaching Strategies

In general it might be said that teachers would be expected as a minimum part of their role to have adequate knowledge of how children learn and develop and be able to derive appropriate learning experience in the light of these two considerations.

The concept of the teacher as instructor is inadequate to describe his overall function. In a broad sense, he is a facilitator of learning and may need to perform in a variety of roles, separately on simultaneously.

Essentially Teachers Have Two Roles in the Classroom

- To create the conditions under which learning can take place (the social side of teaching).
- To impart by a variety of means knowledge to the learners (the task oriented side of teaching.).

Teaching Style

"A teacher's style is the collection of many attitudes and behaviours he employs to create the best possible conditions under which learning can take place. The teacher's primary role when setting up learning activities is managerial.

Control and Discipline

One group of teachers maintain that discipline imposed by the teacher is the basis of good management while others hint at self-discipline.

There is further strand of control that one must mention Teachers also control the social and learning behaviours of their learners through the cloak of activities and the ways in which they organize the learning group to do the activities.

The teachers need to subtly alter their role according to the activity without going to the extremes of dominating a class or learning it without anything to do.

Teacher 'overload' often entails learner's 'under involvement' since teachers are doing work which learners could do themselves.