Sociological Perspective of the Role of the Teacher in the 21st Century

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Abstract: *This article examines and explores the role of a teacher from sociological perspective in the 21st Century. The world is changing very fast and this is affecting the education system which trickles down to the role of the teacher. A comparison is made between personal and public roles and how these roles affect the teacher's life at home and at work. The conflicts that arise from the clash between the two roles are also discussed.This has been done in order to show changes that have taken place from the pre-industrial era to the present day and focus for the future. A teacher in traditional society was mainly concerned with bringing up a child in a morally good society and prepared him or her for life-long activities. That of the intermediate societieswas mainly concerned with transmitting knowledge and culture to children of the elite groups while teachers in industrial society were concerned with the development of industrial society were concerned with preparing pupils for a wider range of skills in conformity with the development of industries. The teacher of today and tomorrow takes the role of facilitator of knowledge.*

Keywords*: Role, Social Status, Social Role, Role Conflict, Inter-role Conflict, Intra-Role Conflict, Role set, society, education.*

1. METHODOLOGY

The article examines the societal perspectives of the role of the teachers. It places community and teachers' experiences at the centre of the role of the teacher. The article was written with the consciousness of the two interests: that the findings may reveal some similarities in sociological perspectives between our respondents of the sample schools' surroundings and those of other schools' surroundings in the country and secondly, that it brings out the unheard and often overlooked voices about the role of the teachers in the schools and the society. The major focus was close monitoring of a cohort of Kwame Nkrumah University (2009-2013). The cohort was significant for the article as the society referred them to be the first graduates of Kwame Nkrumah University in Zambia. Their thoughts about their role had novelty in the Zambian society.

2. BACKGROUND

There are a number of changes in the education system in Zambia and the world at large. Teachers encounter many challenges while performing their role as educators and there is more to the profession than teaching itself. The social status accorded to ateacher depends on the value of their performance in school and their behaviour outside the school area. This of course depends on the society in which one is teaching and the differences in the interpretation of what the role of a teacher should encompass and hence the diversity of the teacher's role. It may be argued against this background that the teacher does not have a specific role as compared to other professions like doctor or lawyers whose roles are dictated by patient and clients respectively. The teacher plays different roles including such sub-role as those of instructor, judge, moralist, legislator, policeman, counsellor,agricultural officer, friend, priest and many more (Hoyle, 1969, Kelly, 1970, Datta, 1984,).

There are other aspects regarding the teacher's role. There is the primary duty of guiding and instructing pupils in the learning that is prescribed for them. Teachers are also principle agents in promoting socially responsiblebehaviour in younger people; in consequence, society establishes forteachers, standards of conduct, which it does not expect of other professions. Teachers communicate lessons to pupils, not only through the subjects they teach but, often more significantly through the kind of person they are. They are important members of the school community, promoting its success and development,standing by their teaching colleagues, helping and advising younger teachers, heeding the experiences of the older ones and supporting the general policies of the school (Ministry of Education;1992).

The teacher, with various roles to play in school and society, findhimself or herself in a position that is rather awkward because of the expectations from different sectors of society. The different expectations actually lead to conflicts with management, colleague and society at large. Many a teacher has fallen prey to unjust judgment because of supposedly deviating from norms of the local culture. Examples can be cited in cases where a teacher and another person in a different professioncommit the same offence. The teacher will have more publicity than the latter because of the expectations of the society.

3. ANALYSIS OF HISTORICAL BACKGROUND

The tasks of the teacher today are more complex and demanding than in the past. They have to respond to wishes of the parents regarding educational outcomes, the social needs for wider access to education, and the pressures for more democratic participationin schools. The tasks of a teacher today are more complex and demanding than in past.They have to respond to the parents regarding educationaloutcomes, the social need for wider access to education, and the pressures for more democratic participation in schools.Indeed,the duties of a teacher have become more difficult today and willeven be much more in the future. Tracing the role that the teachers played and continue to play from the pre-industrial period through the industrial and the present day is of great importance.The role that will be discussed will indeed vary from one culture to the other. This is so because what one group may consider being taboo,the other may say it as a normal way of behaviour. Therefore, when referring to a certain role value, it will be important to mention the context in which it applies, where possible communities and societies will be mentioned to clarify a situation.

4. SOME CONTEMPORARY VIEWS

Society looks at the teacher as a principal agent in promoting socially responsible behaviour in young people. To this effect, society establishes for teachers, standards of conduct, which it does not expect from other professions. In most cases, teachers communicate to the pupils through being the kind of persons they are. A teacher therefore, is community representative, acting on behalf of the same community in the development and formation of the next generation of adults. In its conclusion the report looks at the teacher as one who should:

- strive to develop in himself or herself and to foster in others a critical, analytical, innovative, creative and thinking mind;

- place formal schooling in a wider context of education that is received in the home and the community.

- regard knowledge, understanding and appreciation as something to be developed in collaborative interaction with students.

- organize learning opportunities for the individual student and for the class as a whole, guiding the learning process, and evaluating the outcomes.

- adopt a set of values and an ethical framework for professional work.

- foster respect for human life and well being, a concern for others, and a desire to improve the lot of less fortunate in society.

- endeavor to promote in students , responsibility, initiative and co-operation.

- appreciate and promote regard for national heritage.

- communicate to students ,respect for the dignity and many freedoms of the individual and tolerance for their opinions; and

- appreciate and promote the need to safeguard the ecological balance in one's immediate environment.

On the other hand, Goble (1997), quoting reports submitted to UNESCO member states, identified the following trends in the role of a teacher:

- A change towards more diversified functions in the instructional process and acceptance of more responsibility for the organization of the content of learning and teaching.

- A shift in emphasis from the transmission of knowledge to organization of pupil's learning, with maximum use of new sources of learning in the community.

- More individualization of learning and a changed structure in teacher- student relationships.

- Wider use of modern education technology and the acquisition of necessary knowledge and skills.

- Larger acceptance of co-operation with other teachers in schools and a changed structure of relationships between teachers.

- Acceptance of the necessity to work more closely with parents and other people in the community and involvement in community life.

- Acceptance of participation in school services and extra- curricular activities and

- A diminution of traditional authority in relation to children and their parents.

The ideas in thereport are in line with the changes that are taking place in the education system in many parts of the world. This is commonly being referred to as 'democratization' of schools where the autocratic role of a teacher is slowly giving way. The effect of democratization needs more research by social scientists.

5. THE SOCIOLOGICAL PERSPECTIVE

Sociology deals with institutions, cultures and social systems created by people, and in turn, influencing people's behaviour. There are three kinds of sociological perspectives according to Meighan (1981):

The macro-perspectives start with a view of societies, cultures and institutions as having set patterns of rules and behaviours, where individuals are seen as being forced, persuaded, manipulated, or socialized into some degree of compliance with these patterns. In short, the individual has no option but to adhere to the procedures that society has laid down. Within the macro perspectives are structural functionalists and structural conflict theorists. The first approach is based on the assumption that society is a structure or frame work of parts which are closely linked together and each of these parts like the economy, family and education perform a function in keeping society going. The structural conflict view disputes that all groups are well served by that structural arrangement, and the idea of conflict of interests is stressed. In this sense, some people are seen to be advantageous over others.

Micro perspectives are of the view that, instead of individuals being forced by patterns of society or pulled by the strings of society, individuals create society everyday by their social actions (Meighan, 1981; 26). In this view, meaning is seen as being negotiated by social actors rather than being imposed upon them.

Interactionist perspectives are of the view that society is a loose network of related parts in a constant state of flux, which means that society can sometimes be harmonious, open and flexible and sometimes can have some or all the above in a contradictory state of affairs.

The above perspectives are very evident in the sociology of education, which deals with issues that relate education to society, a systematic formal transmission of skills, knowledge, beliefs, values, attitudes, and norms (Meighan, 1981). Sociology of education deals with many connections between education and society at all levels of the education system, including primary, secondary and postsecondary. Some scholars have emphasized the extent to which schools, colleges and universities are socializing institutions, whereas others attend to the ways in which these institutions influence social stratification, social mobility, and adult socio-economic success and examine within school and between school stratification processes that account for the education's observed effects.

(http://www.asanet.org/soe/.). Others still view the relationship between education and society in macro perspectives by analysing how curricula create and legitimate the modern nation- state or understanding the supply of and demand for education in terms of social movements, social control and patterns of social change.

In sociology, schools are seen as an important part of the process of becoming socialized, of experiencing the various cultures and subcultures, of transmitting, perpetuating and developing attitudes and ideologies (Meighan, 1981). Another feature of schools lies in the links between schools and other institutions within the social structures like the family, and the economic, political and religious institutions. There are complex sets of relationships that exist here, and these have implications for social change. The consensus of opinion seems to be that other institutions tend to influence school more frequently than the reverse (Banks, 1968). In most cases, society plays an important part in influencing how schools are run than schools themselves operating in isolation through administrators and teachers and this brings about conflicts. How then is sociology relevant to teaching? There could be several dimensions to this but the greatest relevance of sociology to teaching lies in the notion that teachers are to some extent applied social scientists. They apply some version, even if only folklore types, of psychology, economics and sociology, as well as philosophy and history, to the task of teaching. The application of sociology comes in when teachers use group situations to attempt to change the behaviour of children, and they are usually required to operate within an institutional setting. There is also the social nature of educating where the school develops conventions, rituals and routines to solve its administrative problems. Within the school, children are organized into groups, classes or hostels and this has influence on pupil behaviour. The aspect of dependence on the immediate environment is also important when considering pupil education. This includes the status of knowledge, which has a social origin. Information like "with mathematics I can pass examinations to get a better job and not history or physical education". In view of the above, the teacher finds himself or herself between two worlds-that of the school and its rules and regulations and that of society with its many expectations. This article therefore discusses the role of the teacher in relation to the community where one teaches and the society at large. The discussion will be based on the public image of the teacher, his relationship with parents, conflicts that arise from his or her role performance and public expectations and how society expects him or her to behave.

6. THE PUBLIC VIEW OF THE TEACHER

A number of groups outside school, including parents have their own expectations of the teacher's role. The degree to which these expectations impinge upon the teacher and shape his or her conception of the role varies from one society to the other. In some societies, teachers are more susceptible to community control than others. This applies to what a teacher does and what one is as a person. 'What a teacher does' refers to the behaviour that one portrays in relation to the expectations of the community in which one works. 'What one is as a person' is inborn and therefore very difficult to change. For example, some people are born arrogant and talkative while others may be shy. These traits could be very difficult for society to change. In societies where schools are funded by small communities, the influence of the local community is very great. In others, teachers function on behalf of society as a whole and not simply of the local community (Hoyle, 1969). Where teachers function on behalf of society, there is no control of the teachers' activities especially outside school hours but in societies where there is control, the leisure activities of teachers have been closely monitored. Teachers who function on behalf of society do not usually live in one location and hence the difficulty for the local community to monitor their out of school activities. Leisure activities that are most seen as going against the community expectations could be the way teachers conduct themselves in drinking places. The community also closely monitors the matter of sexual relationship between teachers and pupils.

The public image of a teacher in most societies is of a pedantic, sober, and morally impeccable person (Hoyle, 1969). He or she is regarded with mixed feelings by the public and even by individuals. Usually this happens in three ways, respect is mixed with ridicule, fear with affection, and admiration with contempt. Firstly, while the teacher may be respected in his or her presence, many individuals in society, especially those that have a higher standard of living than the teacher, tend to ridicule the latter as somebody who cannot match with his or her standards. Secondly, fear is there because of the vast knowledge that the teacher has in different subjects and yet there is affection when one wants to learn something from the teacher. Others will admire the role position of the teacher because of the

respect one commands in school and the community but at the same time with contempt because of the remunerations that go with the teaching profession in some societies where teachers are not well remunerated. However, the teacher in general is regarded as having the function of moral improvement and is thus expected to embody all the moral virtues of society. He or she is the intermediate between the world of adults and that of children. The role of a teacher is also regarded as being intermediate between the world of work and that of non-work. In this regard, the teacher prepares children for the world of work.

7. THE TEACHER AND THE PARENT

The relationship between the teacher and the parent is usually remote. In most cases, parents only meet the principal or head teacher when there is an administrative problem with their children. Teachers only meet parents on special occasions but even then, teachers will only be performing their official roles for the occasion-often shepherding and controlling pupils. The aim of the teacher in such instances is usually to enlist the aid of parents in supporting the objectives of the many roles of the teacher.

Parental conceptions of the teacher's role will vary with factors like social class. The lower working-class parent may be indifferent or hostile to the teacher probably because of failure in their educational endeavours and hence may have a negative perception of schools and teachers. They may view schools as hostile, forbidding and impermeable institutions and teacher as super-ordinate, socially superior and highly principled individuals (Grace, 1972).The middle-class will be much easier to understand because teachers and parents will be "talking the same language" but difficulties may arise if these parents regard the teacher as an equal, or less than equal, who has to be manipulated in order to ensure his child's success. In circumstances of this nature, there is likely to be confrontation between the two groups. However, collaboration is strengthened through weaving the web of personal relationships. Community builder recognize that, as human beings, we need the opportunity to respond personally to each other, and, importantly, to feel known and 'seen' as valued community contributors (Brown, 1972). Parents and teachers should therefore view each other as contributors to the education of children and not as foes in the process. One school superintendent had observed as early as 1899 that "too often, without intending to be unjust, teachers misunderstand and distrust parents and parents question the motives and criticize the aims and methods of the teacher as a result of the reports of children" (Datta,1984). Either party here is usually unhappy with the other especially when there is suspicion in expectations. But the essence of teacher-parent relationship should be to enhance educational experience by creating a climate for pupil learning; a culture for pupil success and not trying to find faults in others' camps. As Jesse Jackson, the American human rights activist once said "parents must make room in their hearts and then in their house and then in their schedule for their children so as to make it easier for the teachers to perform their roles" (Huberman, 1993). A programme in Ireland on the Home/School/Community Liason Scheme (HSCL) (Conaty, 2002) reviews some basic principles to promote the teacher- parent relationship and consequently help in the education of the child. The aim of the scheme is to promote cooperation between the home, school and the community by empowering parents in participating in the teaching of their children in one way or the other. The focus is on retaining young people, especially those who are at risk of dropping out of school, fostering partnership between parents and teachers and enhancing the pupils' learning opportunities. This will be done by identifying and responding to parent needs and by creating greater awareness in teachers of the complementary skills of parents in their children's education. This programme hopes to encourage working together in planning, decision making and evaluation and in other cases avert instances of absenteeism and truancy among pupils and hence develop continuity between home, community and school. This is a gesture to the process of learning and a move from the old culture where the parent was only seen in matters of discipline, homework and fundraising. Parents must perform the role of resource person to their own children and also to the wider school community. After all they have always contributed to their children's education in reading, art, craft, drama, library organization, mathematics, computers, cookery, peer pressure, teenage pregnancy without being formal in doing so (Conaty,2002). This programme when fully operational will promote the concept of parental involvement in the child's learning and identifying teacher expectations and the same time providing opportunities for parent-teacher interaction.

In order to examine the relationship between teacher and parents, one must acknowledge the cultural and ethnic variations that could influence effective approaches (Christenson, 1998). For the success of the relationship, each party must accept and be willing to be accountable for its share of responsibilities in the education of the child, although in homogenous societies with a strong consensus as to the purpose of and process of education do not seek as much shared educational responsibilities to bring up their children (OECD, 2001). Where parents do not involve themselves a lot in the education of their children, there are likely to be the problems because they will always be suspecting the teacher's performance based on the reports from their children. The teacher should therefore, feel secure in his or her abilities, skills and creativity as a teacher, then parents will not be perceived as threatening and intrusive. Positive relationships with parents are not merely related to a deep appreciation of different cultures, traditions, and histories, but also are interwoven with the teacher's feeling of competence and self-esteem (Lightfoot, 1978).

In essence, the teacher-parent relationship is usually very cordial when the teacher performs to the expectations of the parents. This includes producing good examination results in subjects and classes taught and the way the teacher behaves regarding the norms and values that particular society has set. Failure to adhere to such expectations leads to differences and conflicts between the two parties. In this regard, there are many conflicts that the teacher is confronted with as he performs his role in society. Sociologists of education have identified these as common to all the societies despite the differences in culture traditions and histories.

The concept of role conflict was briefly discussed as being concerned with the problems for the individual, which arise as the result of role incompatibilities. Grace, (1972) talks of role conflict taking various forms: Some of these include incompatibility between roles or within a specific role, incompatibility of expectations for a role or between the orientation of a role and a particular social or cultural context and incompatibility between role expectations and the personality disposition of the individual. Kahn, et al (1964) adds that it is possible to examine role conflict as a fact in the environment of a person and as a fact in his internal, psychological life. In sociology, the teacher is seen as being faced with conflicts within the school as a social entity and outside school including the community in which he or she teaches and the society at large. The discussion below will therefore be based on these environments.

8. TYPES OF TEACHER-COMMUNITY CONFLICTS

Some of these examples are drawn from the authors' observations as analysed from the findings; others from the research literature while some are generalised cases. Therefore, the cases do not in any way cite examples of particular identifiable teachers involved in such conflicts.

One of the conflicts that the teacher finds himself or herself in is the role-culture conflict, which is the basic disharmony between the essential commitments of particular roles and the culture or ethos in which the roles are performed. Resiman et al (1950), Floud , (1962), Wilson, (1962) claim that roles having moral and ethical orientation and which are concerned with transmission of values, are exposed to considerable conflict in the cultures of advanced industrial societies. This type of conflict arises because of the breakdown of value consensus. Certain roles are seen to be in a confrontational position with the developing tendencies of the culture. The teacher's role is characteristically regarded as one of these. We may take the example of teacher X who is posted to teach at a mission school in Africa from Europe. This young female teacher comesalone toAfrica to face a very different culture from that of Europe. She falls in love with a local businessman. Because there is a difference in culture, the teacher kisses her lover outside their house and in the school streets to the amazement of the pupils and priests at the school. When the teacher goes further to make love in her yard, the pupils who are fond of peeping through teachers' yards are even more surprised and report to the principal who in turn reprimands the teacher and incidentally surrenders her to the ministry of Education. The teacher was returned to her country of origin with her partner. While the teacher may not have been wrong in what she was doing, the community in which she performed her role could not accept it and hence she had to be sent away lest the pupils were 'led astray' as the principal put it. If this type of conflict is to be avoided, new teachers, especially those from different cultural backgrounds, need to be orientated to all the norms and cultural values of the society so that such mistakes are not committed. There is need for institutions to encompass a variety of cultures in their curriculum to include those that do not exist in the environment where the school is located. This will mean that pupils will be in a position to welcome all teachers irrespective of different cultural background.

The second type is the role organizational conflict. This one includes variables like leadership style of the management at the school where one is teaching, goal setting and goal attainment, work climate and co-ordination, organizational commitment and professional orientation. Characteristics of the clientele and relationships with the external environment have to be considered in relation to the role conflicts of individuals within the organization (Grace, 19720). For teachers, this comes about as a result of bureaucratization of schools. New head teachers at school have a vision in which they would like their schools to move. Each vision has a bias towards some areas of achievement. Some head teachers prefer to excel in academics while others in games or production unit. This however brings a lot of conflicts among teachers that are not directly involved with the administration's priorities. Head teachers who find themselves in this predicament need to balance their priorities to include all sections of teachers. This may not work in a short period of time but staff meeting consultations would help a lot in this regard. To reduce bureaucracy, management should be available to teachers whenever possible and try to solve teachers' problems without dragging cases over for a long time.

Third is the role-community conflict, which arises when the community expectations for the role are powerful, prescriptive and run counter to those of the role occupant. The type of conflict is very strong when we consider the teacher's private life in the community and his professional life in the school. It also relates to the social class variable. This entails that the teacher should not bring a middle-class type of life style to a community where there are very few middle and upper class workers. If they do so, the community will assume that teachers are trying to change life styles, assumptions, values and aspirations embedded in the community and this brings about a lot of problems. For example, teacher X comes to a village school with a community of about one thousand people and while teaching at a local school, tries to be indifferent by disregarding all the traditions of the village and even goes to the extent of calling the people primitive and yet he comes from the same community and the parents reside there. This teacher is likely to have conflict with the community, especially the young uneducated ones who feel challenged by the teacher's comments on their ignorance. It is important for teachers to study and know the community in which they are working and try to fit in by accepting the values and norms that are considered useful in that particular society because in most cases this will be of great help even in the teaching process which may involve some of the norms of society. This will qualify the old adage 'if you are in Rome, do what the Romans do".

The fourth is that of role-role set conflict. The role set was earlier discussed as that complement of role relations, which persons have by virtue of occupying a particular social status and hence may be seen as part of network in which the roles of the pupil, head teacher, head of department, colleagues, teachers, parents and others related to the teaching community are important positions in the role set. Each position in this set has expectations for the role and if these expectations do not agree with the results of the potential role, a conflict situation is created for the 'focal person' who in this case is the teacher. For instance, a teacher may find himself or herself at the focal point of expectations from parents that he or she should concentrate on basic subjects and examination successes. But this view may differ from that of a head teacher who thinks the teacher should concentrate on personality development of pupils and wider cultural horizons especially in multi-ethnic school. This in the end may lead to differences between the head teacher and parents. The transfer of one headteacher over the teaching of part of a catholic oriented course during school hours made sad reading in the papers. While the headteacher wanted to protect the interest of all the pupils in the school, the catholic-based management board thought that he was sideling them and hence had to transfer him despite so many complaints from the public. The headteacher could not have consulted them in the first place but since the same board appointed him, he needed to be given the chance to exercise his rights and duties which were denied him.

The approach to resolving conflicts will depend on the nature and intensity of the conflict. For example, a teacher in conflict with bureaucratic requirements may seek or advise formally to reduce the number of regulations or amount of paper work and therefore stressing professional autonomy. Another way is to conform to expectations that one perceives as significant, whom he or she wishes to impress or whose sanctions he or she fears. In other circumstances the teacher may ignore the significant power dimension and take a moral orientation to the situation, concentrating on legitimacy and rejecting those illegitimate issues. In essence, attempts to resolve role conflict may take the form of positive, adaptive and retreatist actions.

9. THE TEACHER AND ROLE CONFLICT

Westwood (1967) indicates that in the teacher's role, the dilemmas stemming from the pattern variables are found in an acuter form than most other occupational roles and Grace (1972) says the teacher's role is widely regarded as a classical conflict situation. This shows that the potential for conflict may be suggested from a variety of sources within the teaching profession. It includes the diffuse nature of the profession, the teacher's concern with status, their exposure to conflicting expectations, the affectivity and moral orientation of the role and the characteristics of the organizational setting. Because of the diffuse nature of the profession, teachers, though in most cases theoretically appear to have more than their fair share of problems resulting in conflict. Wilson (1962) adds that all roles in which there is a high commitment to other people are subject to considerable internal conflicts and insecurities. The teacher has commitments to the pupil and the parents including the whole community and therefore is expected to encounter a lot of confrontations from society. Most of the conflicts in the teaching profession are intrinsic to the teacher's role and the teacher as an individual is at the centre of the controversy. These conflicts arise from different areas and sources because of the many roles that the teacher performs. There may be a good number of categories of role conflicts associated with the teacher but for the sake of this paper, the discussion will be based on those that are common and very relevant to the teaching profession.

One of the conflicts in teaching profession arises from the diffuse nature of the teacher's role. The teacher's role is not specific as alluded to in earlier. The role includes socializing children, motivating, inspiring and encouraging them, transmitting values, awakening respect for facts and sense of critical appreciation in the subjects learned. These diffuse roles are likely to embody internal role conflict because of the absence of clear lines of demarcation, whereby the role player knows when he has done his or her job and the individual's need to see the results of role performance, which are rather remote in the teaching profession. There is invisibility of many of the results of teacher role performance because one can only be seen at the end of a course of study but even then, until the pupil in this case enters employment, results may not be seen. Indeed, teachers can never see the end of their role like lawyers and doctors whose results can be easily seen after their role performance. In teaching, it is very difficult to know whether on has done any work as in evident in manual work where one can accomplish the given task.

The other conflict stems from the teacher's role set, which has been briefly discussed earlier. In the school, community and society at where the teacher performs his or her, there are opinions already about what the teacher does and what he or she should do. In most cases, the teacher is seen at the focus of conflicting expectations concerning how his or her role should be performed, and the role is seen to be vulnerable to outside influences because teachers cannot protect their role by jargon or by use of dead language as doctors or lawyers do. The teacher is therefore prone to attack in most cases because there is no way he or she can do the job without the attention of society. The community is so involved in school affairs that teachers are left with very little defence for their rights. The teacher may thus be subject to conflicting role expectations among such members of his or her role set as colleagues, members of the school board and school management. The other colleagues may judge as a frill that may be educational essential for the teacher. These contradictory evaluations by members of the role- set greatly complicate the task of coping with the obligations of teaching.

There are instances of conflict that occur within the role set. In secondary schools, for example, the role of deputy head teacher is usually more susceptible to conflict than that of the head teacher because the former is seen as the middle person between the administration, the teachers and pupils. Therefore, many head teachers are in tension with their deputies because of the suspicion that the latter are more inclined to members of staff and that there may be discussions against the former.

Within the school bounds and outside, there are conflicts that arise from the characteristics of schools as institutions. Each institution has its own ethos and hence different rules and regulations that teachers abide by in their role performance. From the outside, the vulnerability of the teacher's role to external pressures is emphasized by the vulnerability of the institution in which the role is performed. Unlike other professions, teachers have least control of the institution in which their role is performed and therefore, schools and their personnel are seen to be much more exposed to public pressure than their counterparts in hospitals for example. Conflict will therefore arise because teachers in most cases perceive that institutional arrangements, and the general way in which they are treated in society, do not accord with their desired professional status and self-image.

In the case of Zambia, there are basically three types of schools. The government mainly controls government schools with a little help from parents who contribute some money towards the upkeep of their children, especially in secondary schools. Teachers in these schools are paid by the state. Government aided schools commonly known, as mission schools are owned by various religious denominations that have 75% control of the schools while the government contributes 25% including the sending of teachers to these schools. Private schools are completely in the hands of individuals or companies. In mission schools, conflict arises because of differences in religious beliefs. Many government teachers have been sent out of mission schools because of such matters as not attending church services of the religious inclination of a particular school. One school had to surrender a number of protestant teachers to the district authorities because the teachers could not attend school mass on Sunday. In some cases, teachers with a different religious view are denied access to many school facilities. However, if schools are to succeed in their endeavours, government and school management should critically address issues of denominational affiliation so that they embrace all types of religions. This will help to strengthen the learning and teaching atmosphere in schools.

The other type stems from role commitment and career orientation. In order to have a clear understanding of this conflict, Wilson (1962) analyses and skillfully develops this assertion: Because of the diffuse, affective character of the teaching role there is in contemporary society a most significant role conflict arising from divergence of role commitment and career orientation. The teacher is-like everyone in contemporary society-exposed to the pressure to get on. Achievement and social mobility are the accepted cultural goals of our society and there are well-structured systems of inducement to motivate them to these ends. Yet the teaching role demands the cultivation of sustained relationships with particular children, and this necessarily means a continued commitment to a particular situation. But the teacher, and particularly the young teacher of which this study opted for, ought to want to move on to a better job, according to our widely accepted social values. If this is not a possibility, he should want to improve him or herself in other ways- to move to more congenial schools. There is a considerable horizontal mobility as well as vertical mobility in the teaching profession. Teachers prefer better surroundings, more teachable and brighter children, and fewer problems of discipline and yet the need for committed people as teachers and as models is evident. Thus, the career line that the young teacher is expected to desire is in fact that which cuts across the commitments to his or her role. It means reduced loyalty to the institution of which he is part of, to the clientele whom he or she serves. Financial security, social prestige, one's own self-esteem, once these values have been completely internalized, they are affected more and more in the capacity to get on rather than do the job.

Wilson's argument stems from the most fundamental role conflict situations that men encounter, especially that between self-interest and interests of others. Teachers are seen to rise from teaching first level through ranks to third level lecturers and some have even changed careers in order to have a sound financial security and a better social status. This conflict is severe for teachers because of the importance of affective commitment in the role – the strictly professional attitude that one's clients are just cases as stressed in medicine, law and social work is simply not possible in teaching. Other teachers opt to move to other jobs where they think satisfaction will be found. For example these are the words of one of the University of Zambia graduates who happened to be in the same schools with our sample population and only taught for two years and quit to go back to University to study law;I thought the profession would offer me all the satisfaction that I dreamt of after my twelve years in school and four years at university. But what I have been subjected to in my two years of teaching are all frustrations. The head teacher is not very helpful at all despite knowing that I do need his help. I do not have a house and he does not seem to care much or there is nothing he can do. My salary cannot feed me for three days and he cannot pay my house rentals, electricity and water bills. Is this all life there is in teaching? I think I better quit. **(School Magazine, 2015) St. Paul's.**

There are also value conflicts where teachers have been expected to exhibit religious and moral virtues in their own person as value models and are in turn expected to transfer these virtues to their pupils so that the latter can live a meaningful life in future. The emphasis in the transmission of these virtues is on consideration for others; honesty, truthfulness and importance of spiritual as opposed to material impulses. The social-cultural aspect is not overlooked and hence the display of good manners, respect for persons and property, initiative with responsibility, constructive use of leisure, ambition and the work- success ethic are all embedded in the value concept. The same value concept has caused considerable problems in the teacher's role performance and conflicts cannot be avoided.

This is a result of the emergence of modern industrial societies, which have conceived traditional values as puritan morality and have emphasized more freedom, sexual constraint, individualism, achievements orientation and future time orientation. These emergent values are also conceived as sociable and realistic morally. They value consideration for others and are hedonistic in nature. Older teachers who hold traditional values and want to transmit them to younger teachers and pupils encounter value conflicts. Senior pupils in the school who are opposed to the old order values will usually ridicule these old teachers. On the other hand, teachers with emergent values may find themselves in conflict with expectations of the head teacher, their older colleagues and the parents. Such situations may occur in schools where there are strong expectations that a teacher will have a specifically Christian religious and moral commitment, and may occur over questions of professional values involving the type of relationship with pupils or even appropriate dress. The new teacher in a small community is likely to experience this type of conflict. The teacher in a working – class school may also experience heightened value conflict as the culture gap between his own position and that of his or her pupils widens as a result of social change. A case example of a teacher caught up in this conflict happened at one secondary school where a single teacher never used to teach after getting his monthly pay because of drinking beer. He could drink until he had no money left in his pocket then would go back to work. As if this was not enough, he would do awkward things openly in the village and all the people around would clap amid shouts of 'teacher!' Although he was a very good teacher in class, the head teacher had no option but to recommend his dismissal because of the behaviour that seemed to tarnish the name of the school.

The conflict arising from the marginal role is the feeling that personal activities are more important and central to the institutions of which teachers are members. Mostly, conflict results when these teachers perceive that they have only a marginal status so far as their colleagues and school management is concerned. In technical schools for example, teachers of humanities have been marginalized and their subjects are viewed as extras to the purpose of the institution. On the other hand, schools where emphasis has been on narrow range of academic goals, teachers of art, woodwork, metalwork, technical and commercial studies, domestic science and physical education have had to face problems stemming from the view that their role as being more of 'instructors' rather than teachers or educators. In developing countries as indicated by Musgrove (1967), physical education teachers still face problems of marginalization and in many cases; teachers of this subject prefer to teach their minor subject. Teachers of mathematics, science and foreign languages on the other hand, appear to enjoy high status and security. There is proof to this effect where head teachers' preferences are clearly visible in such matters as allocation of more time and resources to certain events and achievements. In order to avert this situation, educational orientation of the head teacher and his or her management in considering all subjects as equal and the emphasis on inclusive education will be important determinants of teacher satisfaction.

10. RESOLUTION OF TEACHER ROLE CONFLICT

The extent to which teachers perceive the situations discussed above as problem or feel personally troubled by them will depend upon a number of mediating variables and the nature and intensity of conflict. Firstly, conflict may act as stimulus to the role occupant to attempt to change the situation, which he or she finds troubling. Certain types of conflict give rise to productive transformation. For example, teachers who find difficulties in coping with teaching young children at first level may want to improve their academic qualifications and teach at second level or even at a higher level. Those in conflict with bureaucratic requirements may seek formally to reduce the number of regulations and the amount of correspondence. Others opt to seek 'greener pastures' and hence they change their profession and the roles in turn also are altered.

Adaptation to incompatible expectations is another way of resolving conflict. Conforming to expectations that one perceived as significant, whom one wishes to impress or whose sanctions he or she fears (Grace, 1972). This entails ignoring the significant power dimension and taking a moral orientation to the situation concentrating on balancing between expectations, legitimacy and issues that are illegitimate. However, while this may be one way of avoiding conflict, there are some points to observe. In most cases where teachers avoid conflict through adaptation, there is no development at all. Teachers will tend to accept situations as they are and will look at new issues as bringing nothing new to the system.

There are also mediating variables related to the resolution of conflict. In the teacher's case, these variables may take three forms; first, this will depend on the nature and intensity of the conflict and whether the issues involved relate to the problems of 'moral-orientation' or 'self-orientation'. This could be reflected in the fact that the teacher contravenes one of the virtues that the community or society does not approve of and their needs for the teacher to orient him or herself to the same virtues. The second variable concerns the characteristic of the teacher where age, gender, profession qualification, subject specialization play an important part in mediating conflicts. Westwood (1967) suggests that role conflict exposure will be greatest for teachers in the middle of the professional hierarchy and least for those at the extremes- the infant school and the teacher at university. It is also important to mention that in contemporary schools, younger teachers are most likely to encounter problems that older teachers, especially where head teachers are old and would like to maintain old school virtues.

The characteristics of the school are also an important mediating variable. This includes the characteristics of the head teacher, the way in which he or she conceives and performs the role, the goals set for the school, the size and organization of the school, characteristics of the clientele who, in this case are the pupils, the social classcontext and the relationship between the school and external agencies. Getzel and Guba (1955), Musgrove (1967), Taylor (1968), Meighan (1981) and Huberman (1993) are all agreed in their research that men teachers are more associated with conflict than female teachers. It is also correct to say that secondary school teachers are more associated with conflict than other sectors because of the age group that they teach. Most of the secondary school pupils are in their early teens and this is the discovery stage where pupils want to practice what they have learnt and peer influence is ats peak at this stage. Teachers in working-class areas are also more susceptible to conflict than those in the middle – class or lower income areas. In other instances, the teacher may identify the most powerful source of influence on his or her role and align himself or herself with it, ignoring other sources of pressure. This however, entails that the teacher forgets his or her own professional interpretation of the role, and the right to have a choice in decision making is infringed in the process. Teachers may also wish to fight back extraneous pressure appealing to the idea that the teacher is a master of his own classroom and whatever he or she does in the classroom is not the concern of other people outside. The most common way of coping with conflict is by use of a buffer between the school and the educational authority and the public. This is the membership in a trade union, which strengthens the teacher to face his role as an individual and severally.

Role conflict, therefore, is a major aspect in the teaching profession and in many cases adversely affects the performance of the teacher. However, the changes in the world and in education circles particularly, the role of the teacher has become more complex and such conflicts as discussed above may slowly be reduced.

11. THE CHANGING ROLE OF THE TEACHER

As indicated earlier, the teacher of the past was basically regarded as deliverer of information, a sage on stage, the leader, and educator of learners' life. In class therefore, the teacher was the only one who had the wisdom to deliver new information to the pupils. The latter had nothing to offer to the teacher. The teacher had all the wisdom and was rarely challenged by the pupil. Teaching was basically textbook based and whatever was not in the main textbook was not taken as truth of the subject matter. The teacher also acted as coordinator of group work where pupils were given work to do in groups and the teacher goes round advising. This is still going on in schools and is a good method of getting the pupils to understand new ideas. Another aspect of the old system was that the teacher acted as benevolent dictator in the classroom. He or she could give commands to the pupils and like and no one would question his or her wisdom in the subject area and hence the teacher was an educational island who rarely consulted colleagues or learners where there were doubts. The pupil had no chance of asking challenging questions to the teacher lest the teacher ridiculed him or her. This made learning very limited to the teacher's knowledge of the subject.

However, with the democratization of schools and new learning and teaching techniques, pupils are being given their rights and freedom in class and learning has become more practical, flexible,pupil-centred and this gives hope that the next generation of learners will get the support and skills needed in life during their education. While teachers' roles have become more complicated with the democratization of schools, pupils have a better chance to discover their world than they had in the past and this is welcome.

The teacher of today may have several attributes and skills. The first is that as facilitators of learning where the teacher makes it easy for pupils to work hard by creating conditions that will enable them to ask questions, to explore and interpret experiences (Rallis, 1995). The new teacher will be one whose lessons are driven by reality and up to date information resources because information is changing and therefore, teaching from the textbook and taking it as gospel truth has become obsolete nowadays. In addition, the teacher should be information manager, building collaborative teams where pupils gather information and then the teacher facilitates into putting them in order of importance and differentiating relevant information from the irrelevant. The educator today is a knowledge navigator, celebrating and developing patterns for life-long learning. In this case, the teacher reads widely to gather the correct and up to date information for the pupils. He or she should also be a member of a learning community composed of technology assistants, media specialist, administrators, parents, on-line experts, teachers and students because all these contribute to the roles that the teacher performs.

Other attributes of a dynamic teacher are those of moral steward, dealing with beliefs and values systems. The teacher should also have the attributes of a philosopher, guided by different educational approaches to fulfil the educational obligations. He is also a constructor, searching for deep understanding during teaching and learning processes. The teacher is also someone who develops learners interests as opposed to teaching them, who help the learners to become independent (learning to learn), providing learners with motivation and interest for lifelong learning. This involves engaging learners to become autonomous learners and being essential in their own education. This kind of understanding occurs when information brings the learner to rethink and reshape previous ideas. The teachers gather information in various ways in order to analyse and understand the learning situation. To the outside world, he or she should be a bridge between learners in the classroom and those outside and the latter include parents, the school community and the society in which the teacher performs his or her roles. Finally, the dynamic teacher is a change maker with the responsibility for making a difference, creating change in class, in the school and the community. This aspect is directly connected to curriculum issues, and the amount of freedom that the teacher has in deciding what, when, how and whether to do a certain subject or not. In essence, the teacher today is one who should be open to the learners, be able to teach and also learn from the pupils and facilitate a good learning atmosphere both in and outside the class. In this respect, the scope and context of the role of a teacher is continuing to change as schools become more complex organizations (Lacey, 1977).

12. CONCLUSION

Sociology of education is an important aspect of the education of the pupil, induction or socialization of the teacher and his or her role performance is critical. The fact that the role encompasses the school and society makes it even more relevant to the teaching and learning of the process. In order for the teacher to perform his or her roles diligently, society cannot be left out because, after all, pupils that teachers educate come from the same communities and societies where schools are located. This article therefore, tried to bring to light the relationship between the teacher's role of performance and the expectations from the society and the pupils that he or she teaches. In doing so, the article started by discussing the public view of the teacher including aspects of how members of the community where the school is located and the values of that particular society. The relationship between the teacher and the parents has also been discussed although in most cases parents usually meet the head teacher only in circumstances pertaining to pupils' problems. The teacher-parent relationship is an integral part of and this should be cordial and warm because if the relationship is not very good, then the learning atmosphere will not be conducive for their children and the will not free to perform his or her duties. The larger part of the chapter discussed the teacher and role conflicts that in many cases disturb the teaching and learning process. This mainly involves all aspect of learning includes conflicts arising from the diffuse of nature of the teacher's role and role set, the characteristics of schools as institutions, the commitment and the carrier orientation, value conflicts and those arising from the marginal role. All these conflicts if not tackled carefully result in putting the teacher in jeopardy. Towards the end, the chapter looks at how the teacher may cope with these conflicts and suggestions are advanced. However, the suggestions given are not the only ones but others can be added on through research. Because of the many conflicts in the teaching profession, there has been of late, the need to try and reduce them through changing roles. This has been as a result of the ever

changing society. The last part of the chapter has therefore tried to enlist the changing roles of the teacher to suit current trends in the education of the child.

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