CHAPTER II
THEORETICAL CONSIDERATION OF ROLE PERCEPTION

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CHAPTER II

THEORETICAL CONSIDERATION OF ROLE PERCEPTION

2.1 Introduction

Before embarking on the practical aspects of Role Perspective of women teachers, it will be quite worthwhile to understand the meaning of the role of the teacher and her Role Perception. Unless a thorough theoretical groundwork is not had. It would not be proper to examine the problem in a scientific way. A teacher's functions are very wide. The teacher's profession differs basically from other professions. While other professions have to deal with non-living things of a small, it is the teaching profession wherein one has solely to deal with living beings. During her functions the teacher not only deals with individual pupil and her class but also she has to deal with the administration and the society at large. Hence, thinking of role of teacher in various areas of her perception. Chairman, University Grants Commission Dr. Madhuriben Shah has truly stated:

"The teacher has an important vital role to play in our effort to relate education to

national development and social change. It is the responsibility of the teacher to guide and inspire his students; to enrich his discipline; to inculcate values which are in consonance with our cultural heritage and our social objectives. This involves the transmission of extension of the boundaries of knowledge through research, investigation and inquiry.

The teacher of today is the builders of the nation. She/he is a member of a great social institution. This social institution is preparing the leaders for the betterment of the society. Leaders take interest in educational programmes built up by the teacher, who is the vital pivot in the educational structure. It is one of the primary responsibility of the teacher to built up a new generation of iron hands, strong will and deep love for the nation and humanity. But is known that the school is a miniature form of the society. The school is a pioneering agency for giving leaders, doctors, engineers and social workers. In this context report of Education Commission has emphasised.

"The destiny of nation (India) is now being shaped in her class-room". This is a directive of the duties of the persons working in the educational institution. They have to shoulder the responsibilities of the development of not only the nation but also the other developmental spheres of life, and hence the Commission added:

"On the quality and number of persons coming out of our schools and colleges will depend upon success on great emphasis of national reconstruction where principal objective is to raise the standard of living of our people".

Bruke says elsewhere, "Education is chief defence by nation". So teachers are great moulders of the educational climate of the nation. It is also quite obvious that the value of a teacher can never be under-estimated. So it is necessary to know the role of a teacher in our educational functions.

In this chapter, the theoretical perspective has been discussed in detail. They are concept of role, meaning of role, method of measuring role and general assumption regarding roles in relation to some variables undertaken.

3. Ibid., p. 4.
in this study. Thus this chapter is devoted to Role Perspective in sub-topics.

2.2 Concept of Role

The concept of 'Role' however is very complex and highly important for the behavioural science. Therefore, before embarking on research work, it will be necessary to analyse the concept of 'Role' in detail.

The term 'Role' has been defined differently by different writers in social science literature. Some refer by it to what the society, expects of an individual occupying a particular social position in the social system. Some others define it as the behaviour of an individual occupying a particular social position. The former refers to the 'standards of behaviour' expected of the individual by the society and the teacher to 'actual behaviour' of the individual.

Role as the expectation assigned by society to the individual on the basis of the position he occupies in it and in terms of his actual behaviour in the position as his 'Role' performance.

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The term 'Role' was used as a technical concept in 1930 by some sociological writers. Even though it is frequently employed by the theorists, it takes a stable care of meaning. Biddle, Thomas, Neiman and Hughes observed that there is a general disagreement over the concept of role. Neiman and Hughes, after reviewing eighty sources in which the concept of role was employed, conclude:

"The concept of role is at present still rather vague nebulous and non definite".

Biddle and Thomas write:

"The idea of role has been used to denote prescription, description, evaluation and action, it has referred to covered and overt proceed to the behaviour of self and others. An individual initiates verses which is directed to him, perhaps the most common definition is that role is the set of prescriptions defining what the behaviour of a position member should be".

The concept thus indicates:

(a) a position (or status). The teacher has a specific occupational position,

(b) a pattern of behaviour associated with that position, there is a pattern of behaviour associated with the position of teacher which is independent of any particular person occupying that role,

(c) a pattern of expectations held of the occupant of the position, the expectations held of a teacher will imply how he ought to act, not merely how it is anticipated that he will act.

Even if the status may be accepted as one of the above definitions it commonly presumes that the society has arrived at some consensus as regards to what it expects of the individual occupying a particular school position. The assumed consensus is the consensus of the different role definers, with regard to the requirement of a particular role. This may not be actually so. Different role definers of a role may define it differently and consensus between them may be imperfect. There may be perfect consensus on some other aspects of it. This means that neither can one regard the concept of role as an indivisible unit of rights and duties described by a group or a society nor can one
assume role consensus as a given fact. One has to investi­
gate the possibilities of splitting role into its different
segments and of finding out empirically the degree of
consensus in different segments of the role under investi­
gation. One has to treat role consensus as a variable and
observe whether it is correlated with over valuable such
as adjustment role performance etc.

Cottrell was the first sociologist who accepted role
consensus as a variable and suggested that the clarity with
which roles are defined may be correlated with role adjust­
ment. A few years later Warren hypothesized that social
disorganization varies inversely, with the clarity of defi­
nition of cultural roles. Some students of sex roles have
also indicated lack of consensus on role.

Young Mark 8 (1956) stated Role as:

"A Role is the function of a status when an
individual occupies a given position, the
placement of that position above some others
and below still others will have consequences
for the interaction in the group. The conse­
quen ces of occupying that status are called
his/her role".

7. Bennis Organizational Development, its nature origins
8. Young Mark. Systematic Sociology, Affiliated East
A role is a set of expectations. It is impossible to define one role without referring the others".

2.2.1 *Four Views of 'Role'*

The term role is by no means straightforward or unambiguous. Let there be a look at the 4 different ways in which it may be employed.

One obvious way to use the term 'Role' is in comparing human life and action to that of characters in plays, it can be said to have roles in life as an actor has role in the theatre. The most celebrated statement of this view is in Shakespeare's "As you like it", "Whole of the world is a stage, and all the men and women are merely players. They have their exit to their entrances. And one man in his time plays many parts".

A number of sociologists have employed the notion that the human behaviour is best understood in terms of role playing. The best known is Goffman (1959) who has written in his book such as:

"The presentation of self in everyday life". This title alone suggests a particular view of human behaviour; he has developed this outlook in an allusive and semi literary way.
Notion of 'Role' is a link between the social structure of a society and individual behaviour and it takes into account the intentions and perceptions of individuals.

Society creates the roles we fill in life - Roles are linked with social institutions, which in turn functions for certain purposes in society.

The role is seen in terms of performance, and rather more in terms of relationship to the wider social order.

All are conscious of an interior life - Roles are lived from the inside, as well as viewed from the outside.

There may be sufficient truth in the role theory to suggest that there are limits within which roles are performed.

- Role as a dramatic character.
- Role in the social structure.
- Role arising from the expectations of others, which may be contradictory.
- Role as it is conceived by the self.

2.3 Meaning of Role

A role may be formerly specified in some detail, as is generally the case for workers on an assembly line; but in so far as such formal specification is lacking a role is determined by the role norms or prescription of appropriate
behaviour and the role expectations or conceptions of how people behave in such positions. The person filling a role is termed role incumbent. A role does not usually involve precisely specified behaviours which are acceptable in any particular context. Furthermore, the range of behaviours acceptable to different members of the role set may be different, and norms may differ considerably from expectations. There is a general though not universal, tendency for the role behaviour of incumbents to confirm to the norms. Among the basic concerns of role theory are the explanation of the means whereby the discovery of which factors determine who exerts such and who does not.

A role is not dependent upon the personality of its incumbent. Just as the personality of an individual is conceived as being constant over the various roles, which he feels so the role associated with a position is conceived as being the same for the various individuals who may fill it.

Role behaviour is thus a product of the role and the personality of its incumbent. Personality and role are not always, however, entirely unrelated. On the one hand, individual may be attached towards a particular role because they perceive it to be one which will satisfy their roles over a period of time; may be that the individual's personality is influenced by his/her behaviour in that role.
Havighurst and Neugarten\(^9\) defined role as:

"A social role may be defined as a coherent pattern of behaviour common to all persons who fill the same position or place in society and a pattern of behaviour 'expected' by the other members of society. The pattern may be described without reference to the particular individuals who fill the role. Thus for example all women behave in certain patterned ways when they fill the role of mothers, and we speak of social role of mother. All teachers are expected to behave in certain ways within the school room, regardless of how they may behave when the school is over and when they are filling other roles such as father or mother, husband or wife, friend or society member".

Every person occupies a whole set of social roles. A teacher has roles of worker, husband or wife, parent, society member or citizen. In describing the social role of teachers, however it should be dealt not within the various roles, occupied by teachers as persons but occupied by persons when they are teachers. In this sense it can be referred to a person as a teacher and not to the teacher as a person.

The role of a teacher is made up of a cluster of sub-roles. Some refer primarily to the teacher's behaviour in relation to the whole community, and others refer primarily

to the teachers behaviour in relation to pupils. In real life the sub-roles are neither separate nor distinct, but for the purpose of analysis an attention might be focussed upon one after another of them.

The concept of role, as has been indicated involves both behaviour and expectations regarding the behaviour. To ask therefore, what is the teacher's role in the community is at least in part to ask, what the social expectations are that the community has of the teacher.

Since the teacher is an educated person and possesses certain skills that are useful in conducting the affairs of the community, teachers have been in demand for adult education, working for the welfare organizations and in general doing useful community services. This role has however been circumscribed and usually limited for the 'safe' and non-controversial community affairs and to activities to which little prestige is attached. There is likely to be resistance and criticism if the teacher takes an active part in politics or starts a business 'on the side'. Women teachers in many communities find it difficult to be accepted in the more prestigious women's club. A few men teachers are accepted in the service clubs of the community, but usually they are principals or superintendents or athletic coaches.
French, Crutefield and Ballache (1962)\(^{10}\) in a study of social interaction in which the action of one person is a response to that of a second person, whose next response is in turn influenced by that of the first. The actions of each are at once a result of and a cause of the actions of the others.

Keith Davis\(^{11}\) (1967) writes:

Role is the pattern of actions expected of a person in his activities involving others. It arises as a result of the position he occupied in the social structures as he interacts with other people. In order to be able to co-ordinate his work with others in an organization, he needs. Some way to anticipate their behaviour as he interacts with them. Role performs this function in the social system.

A person functions in roles both on the job and away from it as shown in figure 2.1


FIG. 2.1
EACH EMPLOYEE PERFORM MANY ROLES
- A subordinate
- An accounter
- A consumer
- A club president
- A worker
- A golfer
- A specialist
- A staff person
- An advisor
- A father or mother
- A husband or wife
- A stock holder
- A follower
- A leader
- And more -

One person performs the occupational role of worker, the family role of father, the social role of club president and many others. In his various roles he is both a buyer and a seller, a boss and a subordinate, a father and a son, and an advisor and a seeker of advice. Each role calls for different types of behaviour. Within the work environment alone, a worker has more than one role. He may be a worker in group A, a subordinate of foreman in B, a mechanist, a
member of a union and a representative on the safety committee.

Undoubtedly the role is the most complexly organised response pattern of which a human being is capable. Activities of managers and workers alike are guided by their Role Perceptions, that is how they think, they are supposed to act in a given situation.  

Getzel and Guba (1955) write: It can be initially conceived of the social system as involving two classes of phenomena which are once conceptually independent and phenomenally interactive. First, there are the institutions with certain roles and expectations that will fulfil the goals of the system. Secondly, there are individuals with certain personalities and need dispositions inhabiting the system whose observed interactions comprise what can be called social or group behaviour. It can be asserted that this behaviour can be understood as a function of these major elements. Institutional role and expectations which together constitute what are called the nomothetic or normatic dimensions of activity in a social system; and individuals, personality and need disposition, which together constitute the idiographic or personal dimension of activity in a social system.

Getzel and Guba briefly make three points of definition.

(i) Roles are the "dynamic aspects" of the positions, offices and statutes within an institution and they define the behaviour of the role incumbents or actors or the roles are the most important analytic units of the institution. 13

(ii) Roles are defined in terms of role expectations. A role has certain privileges, obligations, responsibilities and power. When the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. These expectations define for the actor what he should or should not do so long as he is the incumbent of the particular role.

(iii) Roles are complementary. They are interdependent. In that, each role derives its meaning from the other related roles. In a sense, a role is a prescription not only for the given role incumbent but also for the incumbents of other roles within the institutions and for related roles outside the institution.

This dimension of the social system may be represented schematically as follows:

Social system —— Institution —— Roles ——
Expectations —— Institutional goal —— Behaviour.

By way of summarizing the argument so far, the general model pictorially may be represented as under\(^{14}\) in Fig. 2.2.

**Fig. 2.2**  
DIMENSIONS OF THE SOCIAL SYSTEM

**Nomothetic Dimension**

Social system —— Institution —— Role —— Expectation

**Idiographic Dimensions**

The nomographic axis is shown at the top of the diagram and consists of institutions role and expectation, each term being the analytic unit for the term preceding it. Thus the social system is defined by its institutions, each institution by its constituent roles, each role by the expectations.

attaching to it. Similarly the idiographic axis is shown at the lower portion of the diagram and consists of individual, personality and need disposition, each term again serving as the analytic unit for the term preceding it.

A model (Khan et al, 1964) for the study of roles in organization such as schools is shown in figure 2.3.

Fig. 2.3
ROLES IN ORGANIZATION

<table>
<thead>
<tr>
<th>Role Senders</th>
<th>Focal Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Role norms and expectations</td>
<td>Role Pressure</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

The basic cycle of interaction between role norms and role behaviour (adopted from Khan 1964).

The four boxes in this figure represent events in a repeated sequence:

(i) expectations and norms for a role;
(ii) pressure gain fuller information about his role, perhaps experience role conflict;
(iii) and responds in an attempt to cope with these experiences;
(iv) his response is then perceived.
The role senders are evaluated against their norms and possibly modify their expectations; and the cycle begins again. This basic cycle of event occurs in a context of three other types of variables which affect it (See Figure) such as organizational factors the division of labour, the hierarchical structure, the norms and expectations of role senders and of the types of pressures which they can exert on the incumbent.

Personality factors of the incumbent influence the cycle in several ways. They influence the role sender's responses, to them. Secondly the way in which he perceives these pressures, and thirdly the nature of his responses to them. In addition, over an extended period, his personality may itself be changed by his experience of pressures and by his responses to them. Inter-personal relations between the incumbent and members influence him, bonds of respect or behaviour between them. Mutual dependence and styles of communication have an influence upon the cycle parallel to that of personality factors. The perceptions and responses of both senders and incumbent depend upon and in turn modify. The different relations which the incumbent has with each of his role senders. A theoretical model of factors is shown in figure 2.4, on page no.
A THEORETICAL MODEL OF FACTORS  
[KHAN ET AL. 1964]
The conceptual framework provided by role theory and by the above model allows the formulation of a number of important questions about the behaviour of teachers. How do teacher's roles vary in accordance with aspects of school organization? What are the norms and expectations for teacher's behaviour held by various groups such as teachers, headmasters and parents and to what extent is there agreement within and between such groups? How accurately do teachers perceive the norms held by various groups? How far does the role behaviour of teachers conform to these norms? What types of role pressures do different groups exert upon teachers? To what extent do teachers experience different types of role conflict and what strategies do they use in attempting to resolve it? Which aspects, if any, of teacher's role motivate people to become teachers? Influences are shown in figure 2.5.

contd.
Many aspects of a teacher's role are shaped by the society or the community in which she works. These relationships with other members of the community which are particularly significant for him vary according to cultural, geographical and administrative features of the context in which she is teaching. For example, a private tutor, a teacher, who is the only teacher in a small rural community and a teacher in a large society school have different role-sets from one teacher, and their relationship with members of their role-sets are likely to be very different.
Among the people with whom most teachers have professional relationship, several groups may be distinguished, which potentially have a considerable influence upon the role of the teacher.

2.4 Concept of Personality

In the earlier section the concept of 'Role' was examined in detail. The concept of personality has been viewed differently by philosophers, jurists, sociologists, psychologists and others. One of the major interests in the present investigation is to find out to what extent the personality of teachers, whose perception provides the base for building up the structure of role, is a factor in influencing their perspective about their work, teaching, other work and class behaviour whose interaction pattern ultimately focuses his/her role. Thus personality is used as an independent variable in the present study. It is essential to examine its conceptual framework. A few important definitions that fit in the present work regarding the study of correlates are presented. The definitions given here have psychological and sociological meanings.

Personality has become a term in common usage. However, its concept is complex and intricate. In common language, the term denotes effective or impressive look or
Definitions given here are only indicative and they do not represent the spectrum.

Allport (1937) in an exhaustive survey of the literature extracted some fifty different definitions of it. He classified these in terms of whether they refer to:

i. Etymology or early history of the term;
ii. Theological meaning;
iii. Philosophical meaning;
iv. Juristic meaning;
v. Sociological meaning;
vi. External appearance;
vii. Psychological meaning.

Further, Allport (1937) says, "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment".

The term dynamic organization refers to the constant developing and for maturity. The term psycho-physical make


16. Ibid., p. 48.
it explicitly clear that the organization entails the close operation of both body and mind fused into a personal unity.

Eysenck's (1947) definition of personality has much in common with Allport's. He defines it as:

"... the sum total of the actual or potential behaviour patterns of the organism as determined by heredity and environment; it originates and develops through the functional interaction of the four main sectors into which these behaviour patterns are organised; the cognitive sector (intelligence), the conative sector (character), the affective sector (temperament) and the somatic sector (constitution)."

Eysenck is the first psychologist to add a new dimension viz., somatic sector as one of the factors of personality.

Cattell observed (1950) that:

"Personality is that which permits a prediction is what a person will do in a given situation. The goal of psychological research in personality


is thus to establish laws about what
different people will do in all kinds of
social and general environmental situations.
Personality is, in the first place,
concerned with all the behaviour of the
individual both overt and under the skin".

Personality is nothing but a behaviour characteristic of a person in all kinds of social as well as environmental situations. This definition is very single and general. E.W. Burgess\(^{19}\) (1937) has given an important definition of personality.

"Personality is the integration of all the traits which determine the role and status of the person in society. Personality, might, therefore, be defined as social effectiveness".

Sociologists hold view about a wholesome personality with social references to the capacity of an individual to avoid the conflicts in role set up and get maximum satisfaction in the gained status in a given social situation.

\(^{19}\) E.W. Burgess \textit{...} as quoted by Gordon Allport. 1937. p. 377.
Murray\textsuperscript{20} (1951) defines, "It is the governing organ of the body, an institution, which from birth to death, is ceaselessly engaged in transformative functional operations". McClellands\textsuperscript{21} (1951) defines it as the most adequate conceptualization of a person's behaviour in all its detail. Guilford\textsuperscript{22} (1959) regards an individual's personality as a unique structure of traits. Eysenck and others\textsuperscript{22} (1972) view personality as the organized structure of psychological process and states which concern the individual. Thomas Eysenck and others (1972) evaluate personality as the inclusive concept of all events which comprise an individual life history.

As these examples imply there may be a variety of meanings with which the psychologists have endowed the term.

Warren's definition of personality has much in common with Eysenck. He under scores in the personality

built up, the integrated organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in total distinction from others.

Personality is also conceived by some psychologists as an individual's characteristic pattern of adjustment.

Allport's (1937) classic definition of the personality is:

"Personality is the dynamic organization within the individual of those psychological systems that determine his unique, adjustment to his environment".

In 1961 he modified this definition by substituting "characteristic behaviour and thought" in place of "unique adjustment to his environment".

It can be concluded from the above discussion that most psychologists (though some would reject) would accept that personality consists of an individual's characteristic and distinctive ways of behaving. But how to discover and label characteristics and distinctive ways of behaving

is a problem forced by psychologists. Many approaches have been taken into it, and they have resulted in a number of different theories of personality.

The foregoing discussion led to say that some of the traits are common. The investigator, therefore, has further gone through the literature of presenting the personality. There are different theories of personality. They are discussed in the paragraphs to follow.

2.5 Theories of Personality

There are many theories partly because personality is so loosely defined that all theories do not deal with the same subject matter, and partly because the facts upon which a finished theory must rest are not yet well enough known. There are four main groups of theories: type theories, trait theories, developmental theories and dynamic theories.

Type Theories

Theories of personality type are ancient in origin and they persist today. Some theories stress body types, others stress physiology, some are based solely on behaviour.
Another way to look for types is based on behaviour or psychological characteristics. Perhaps the best known of the psychological type theories is the classification into introverts and extroverts proposed by the Swiss psychologist Jung (1923).

**Trait Theories**

A trait theory is in some respects at the opposite extreme from a type theory; instead of grouping people according to a few types, it classifies people according to the degree to which they can be characterised in terms of a number of traits. The trait approach begins with the common sense observation that individuals differ greatly and consistently in their responses to the same psychological situation or stimulus. According to trait theory, one can describe a personality by its position on a number of scales or dimensions, each of which represents a trait. There are two outstanding sub-varieties of trait theory. Allport's (1937) theory of personal dispositions and Cattell's (1950) theory of surface and source traits.

Allport (1937) accepts a kind of trait theory but distinguishes between common traits (those traits that are comparable among people) and personal dispositions (traits that are unique for the person).
The essence of Allport's (1961) theory is that patterned individuality constitutes the subject matter of a science of personality. He therefore, resists the tendency of others to reduce personality to the traits that are common to all men. He prefers to treat cardinal, central and secondary 'traits' as personal dispositions in describing individual uniqueness.

Cattell (1946), bases his trait theory on common traits, holding that sufficient uniqueness can be indicated through combinations of common traits present at different strengths.

Allport and Odbert (1936) listed 17,953 words used in English to distinguish the behaviour of one person from another. Cattell (1946) began his research with this list of trait names, adding the terms that psychologists have coined in their researches. By eliminating overlap of meanings, he (1946) came out with 171 personality or temperament variables describing the whole "personality sphere". Although some traits, such as ability, can be thought of as positions along a scale ranging from zero to a high value, most temperament variables can be expressed as polar opposites with the zero point lying between them (e.g. cheerful Vs Gloomy). Cattell (1946) prefers such paired terms wherever possible. If many such variables are
used to describe the same group of individuals the variables can be examined for correlation; that is, it is possible to find out which are closely related to others and which are distinct.

Two main techniques of examining the interrelationships exist, leading to a distinction that Cattell (1946) makes between surface traits and source traits. Surface traits are found by studying the cluster of the actually obtained correlations. For example, all traits that intercorrelate 0.60 or higher can arbitrarily be assumed to be manifestation of one cluster or surface trait. Thus it is found that people judged on the three trait pairs are thoughtful Vs unreflective, wise Vs foolish and austere Vs profligate tend to fall in similar positions on all three scales, at least to the extent of a correlation of 0.60; hence these three are clustered together (with others of similar sort) into the surface trait of disciplined thoughtfulness Vs foolishness; they are called surface traits because the similarity lies on the "surface" (i.e. evident in the actual raw ratings), without any transformation or process of inference leading to some less obvious underlying uniformity. They are readily observable, appear interpersonal contacts, in one's way of doing a job, in responses to questionnaires.
By analyzing a very large number of trait ratings and measurements, and then analyzing them by factor analytic methods, Gattell (1957b) comes out with a picture representative of the whole personality sphere. The result of such an enormous amount of work is Gattell's 16 P.P. questionnaire. It yields scores on 16 relatively independent personality characteristics ("source traits") such as dominance, emotional stability, radicalism and will control.

Developmental Theories

Theories that stress the importance of developmental history for personality need not deny the biological potentialities of the individual, as stressed in theories of physique or physiology, but they insist that this potential merely provides a set of limits within which personality takes shape. Developmental theories tend to stress continuities. One can best predict what a person will do in a given situation by what he has done before in earlier situations that resembles the present. Thus environmental interaction finds a place in these theories, somewhat more firmly than in either type or trait theories.

Dynamic Theories

There is one more way of looking at personality,
and that is according to various strands that are in unstable equilibrium, so that present behaviour is a result of the interplay of various dispositions, often in conflict; these conflicts always take place in the present, no matter what their origins in the past may have been, so that theories of personality, dynamics - the theories concerned with these present conflicts - are inevitably interactive theories rather than developmental ones. Hence, many theories that are from one point of view developmental are from another angle concerned with personality dynamics; this is certainly true of psycho-analysis and of learning theories.

The investigator has selected the trait approach to personality has attempted to determine some of the personality traits as related to Role Perspective. For this purpose the investigator has used R.B. Cattell's 16 P.F. (Form-C) standardized in Gujarat from the 16 P.F. questionnaire only eight personality traits have been selected for exploring if any relationship exists with the Role Perspective. The personality traits included in the present investigation are as follow:

1. Factor 'A' Aloof Vs Warm, outgoing
2. Factor 'B' Dull Vs Bright
3. Factor 'C' Emotional Vs Mature
4. Factor 'E' Submissive Vs Dominant
5. Factor 'F' Glum, Silent Vs Enthusiastic
6. Factor 'H' Timid Vs Adventurous
7. Factor 'N' Simple Vs Sophisticated
8. Factor 'Q_2' Dependent Vs Self sufficient

The above mentioned eight traits have been presented in detail in chapter VIII.

The final term socio-economic status of the women teachers has been studied as cause of the Role: Perspective. Socio-economic terms are very simple. Socio refers to the general social status of the women teachers and the term economic refer to the income group. The investigator used the term socio-economic as terms referring to social and economical conditions of the women teachers.

Thus the important terms have been discussed at a great length to understand the phenomena of the present study.