CHAPTER - V
DISCUSSION OF RESULTS AND CONCLUSIONS
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In the preceding chapter, results were interpreted with the help of statistical techniques like analysis of variance and the computation of t-values to find out differences in modernity and role structure of secondary school teachers on the basis of sex, faculty & territory. Also, the correlation matrices were worked out, to study the inter-correlations among the different indices of role structure and modernity for secondary school teachers of different faculties of Himachal Pradesh and Chandigarh. The analysis and interpretations, as attempted therein, give some conclusions and generalisations which have been examined in the context of the hypotheses and related research evidence. The study was conducted in the frame work of 2 x 3 x 2 factorial design. It involved two levels of sex, two levels of territory and three levels of faculty. For the sake of convenience, the results are discussed in the light of the hypotheses of the study and related literature.

Discussion of results and conclusions is based on:

5.1 • ANOVA tests to study the main effects of sex (S), faculty (F), and territory (T), index wise, with respect to, four indices of modernity viz., cognition of modernity, attitudes and opinions on large societal matters, life styles and life patterns of teachers, exposure to mass media and also total score of modernity.
• Double interaction effects and triple interaction effects, index wise with respect to four indices of modernity and on the total score of modernity.

5.2. • ANOVA tests to study the main effects of sex (S), faculty (F) and territory (T) index wise, with respect to, eight indices of role-structure viz., professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role set members, attitude, behaviour & communication, professional & social awareness and on the total score of role-structure.
• Double interaction and triple interaction effects of sex, faculty and territory, index wise, with respect to, eight indices of role-structure and on the total score of role-structure.

5.3. Correlations amongst different indices of modernity, territory wise and faculty wise.
5.4. Correlations amongst different indices of role-structure, territory wise and faculty wise.

5.5 Inter-correlations amongst different indices of modernity and role-structure with respect to territory.

5.5.1 Correlations among different indices of role-structure and modernity for the total sample of secondary school teachers of Chandigarh (N=271).

5.5.2 Correlations among different indices of role-structure and modernity for the total sample of secondary school teachers of Himachal Pradesh (N=271).

5.6 Correlations among different indices of role-structure and modernity for the combined sample of secondary school teachers of Himachal Pradesh and Chandigarh (N = 542).

5.1 ANALYSIS OF THE MAIN EFFECTS AND THE INTERACTION EFFECTS FOR MODERNITY

This analysis deals with discussion based on main and interaction effects of sex, faculty and territory, for indices of modernity and total score of modernity of secondary school teachers in order to test hypothesis number 1 and hypothesis number 2 of the present study. The hypothesis number 1 states that, “there will not be any significant differences among secondary school teachers on the variables of sex, faculty and territory on different aspects of modernity and on total score of modernity,” whereas, hypothesis number 2 pertains to interaction effects and states that, “sex, faculty and territory will not interact with one another to produce statistically significant differences on different aspects of modernity and on total score of modernity.”

The discussion pertaining to the analysis of variance for modernity is presented index wise, under appropriate captions, from 5.1.1.1 to 5.1.5.3.

5.1.1.1 ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Cognition of Modernity

The results presented vide table 4.1 show that F-values for sex and faculty are not significant even at 0.05 level. This indicates that male teachers do not differ from female teachers on their cognition of modernity. Similarly, there exists no differences on cognition of modernity among the teachers of different faculties. In other words, secondary school teachers of arts (F1), science (F2) and commerce (F3) faculties perceive cognition of modernity in a similar way. The analysis further reveals that F-value for the main effect of territory was 6.7004, which is significant at 0.01 level. This significant
F-value, led us to the conclusion that secondary school teachers of Chandigarh (T1) differ significantly from the secondary school teachers of Himachal Pradesh (T2) on their cognition of modernity.

As the F-value for territory was significant, it was considered necessary to find out the direction of variance, so ‘t’ value was calculated. The significant t-ratio (-2.36) for differences between the means of two levels of territory (T1-T2) reveals that Himachal teachers’ perception of cognition of modernity is better than that of the teachers of U.T. Chandigarh.

The hypothesis number 1 of the present study which states, “there will not be any significant differences among secondary school teachers on the variables of sex, faculty and territory on different aspects of modernity and on total score of modernity,” stands accepted for the main effects of sex and faculty but stands rejected for the main effect of territory with respect to Cognition of Modernity.

5.1.1.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Cognition of Modernity

- **Two Way Interaction between Sex x Faculty** - It is observed that the table 4.3 shows significant t-value at 0.01 level for the S x F interaction with respect to cognition of modernity. This means that difference between the means of S1 and S2 at F1 (arts) level are significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) levels. In other words, we can say that two levels of sex interact significantly with three levels of faculty to produce differences in cognition of modernity of secondary school teachers.

- **Two Way Interactions between Sex x Territory, Territory x Faculty and Three Way Interaction between Sex x Faculty x Territory** - Observation of ANOVA table 4.3 reveals that F-values for S x T, T x F and S x F x T are 0.3204, 0.8336 and 1.3716 respectively, which are not significant statistically even at 0.05 level. The results of this analysis show that there exists no differences among the male and female secondary school teachers on the index pertaining to the cognition of modernity, where variable sex does not interact with any of the two levels of territory. Further, the insignificant interaction points to the fact that difference between the means of S1 and S2 (male and female) at T1 (Chandigarh) is not statistically different from difference between means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh).
Similarly, the insignificant F-value for T x F interaction points out that difference between means of T1 and T2 at F1 level of faculty is not significantly different from that of second level of faculty (F2) and that of third level of faculty (F3).

Further, an insignificant S x F x T interaction, helps us to conclude that keeping sex constant, the two levels of territory (T1-T2) do not interact with three levels of faculty, that is, F1, F2 and F3, to produce significant results.

Therefore the hypothesis number 2 of the study stands accepted for the interactions viz., S x T, T x F and S x F x T and rejected for S x F interaction with respect to Cognition of Modernity.

5.1.1.3 t-values for Two Way Interaction of Sex x Faculty with respect to Cognition of Modernity

Table 4.4 shows t-values for fifteen treatment combinations of S x F interaction. The examination of the table reveals that t-values for three treatment combinations are statistically significant and for twelve treatment combinations, these are not significant even at 0.05 level. The significant t-ratio (2.80) for differences between the means of two groups S1F2 - S1F3 reveals that male science teachers (S1F2) scored significantly higher on the index of cognition of modernity as compared to male commerce teachers (S1F3). The examination of table further reveals that t-value for the treatment combination S1F2-S2F1 is 2.13, which is significant at 0.05 level. It helps us to conclude that male science teachers (S1F2) have higher level of cognition of modernity as compared to female arts teachers (S2F1). Similarly, the significant t-ratio for the treatment combination S1F3 - S2F3 is -2.30, which points out that, the female commerce teachers (S2F3) scored significantly higher on the index of cognition of modernity than the male commerce teachers (S1F3). The statistically non significant 12 treatment combinations are; S1F1 - S1F2, S1F1 - S1F3, S1F1 - S2F1, S1F1 - S2F2, S1F1 - S2F3, S1F2 - S2F2, S1F2 - S2F3, S1F3 - S2F1, S1F3 - S2F3, S2F1 - S2F2, S2F1 - S2F3 and S2F2 - S2F3. The statistically non significant treatment combination shows that the difference between the means of two groups are insignificant.

Singh (1972) conducted a research study, to examine the academic role-structure and modernisation of university teachers of Rajasthan and concluded that teachers grouped their responses with respect to cognition of modernity into four categories - universalistic structural, universalistic ideology, psychic and cultural mobility and superficial-symbolism. His research study further reveals that, 41.9% teachers identify
modernity as a universalistic ideology, that is, such operative and fundamental norms as increased inter-group, inter-ethnic and international tolerance, understanding and coexistence. A smaller group, that is, 24.2% identifies modernity with psychic and cultural mobility, attributes which go with values and motivations underlying universalistic ideology noted above and an approval of high aspirations. Only in the third place 8.5%, is modernity identified with such manifestations as egalitarianism, social reforms, technological growth and industrial urban kinds of aspirations in social relationships. He further said that, natural science teachers gave no response, almost twice as often as the others. The present study is not in agreement with the above mentioned study.

5.1.2.1 ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Attitudes & Opinions on Large Societal Matters

Perusal of table 4.5 shows that F-values for sex, faculty and territory are 3.0131, 1.0895 and 0.5974 respectively which are not significant at 0.05 level. This means that there exists no statistically significant differences in attitudes and opinions of secondary school teachers on large societal matters with respect to sex, faculty and territory. It can therefore be concluded that, male and female secondary school teachers do not differ from each other in their attitudes and opinions towards large societal matters. Further, the insignificant F-value for ‘T’ indicates that secondary school teachers of U.T Chandigarh (T1) do not differ from H.P. teachers (T2) with respect to attitudes and opinions on large societal matters. Similarly, the insignificant F-value for the variable F reveals that there exists no differences in attitudes and opinions of secondary school teachers of arts (F1), science (F2) and commerce (F3). As the F-ratios for S, F and T are not significant for attitudes and opinions on large societal matters ; so it was not considered necessary to analyse it further in terms of t-ratios.

So the hypothesis number 1 of the study is accepted for the main effects of sex, faculty & territory for Attitudes & Opinions on Large Societal Matters.

5.1.2.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Attitudes and Opinions on Large Societal Matters.

- Two Way Interactions between Sex x Faculty, Sex x Territory, Territory x Faculty and Three Way Interaction between Sex x Faculty x Territory - The secondary school teachers have not shown statistically significant differences in their attitudes & opinions on large societal matters as a result of two way interaction
between S x F, S x T, T x F and for triple interaction of S x F x T vide table 4.6. Table further reveals that F-values for S x F, S x T, T x F and S x F x T are 0.0768, 1.8925, 2.0177 and 0.3816 respectively. All these F-values are not significant even at 0.05 level. The results of this analysis show that two levels of sex do not interact with three levels of faculty to produce differences on attitudes and opinions on large societal matters. Similarly, the insignificant F-value for S x T interaction points to the fact that difference between the means of S1 and S2 (male and female) at T1 Chandigarh (U.T.) are not different significantly from difference between means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh). Further, the insignificant F-value for T x F implies that two levels of sex do not interact significantly with three levels of faculty to produce differences in secondary school teachers with respect to attitudes and opinions on large societal matters. Also, the triple interaction of sex, faculty and territory fails to produce significant differences in secondary school teachers with respect to attitudes and opinions on large societal matters.

Therefore the hypothesis number 2 of the present study is accepted for all the four interactions viz., S x F, S x T, T x F and S x F x T for Attitudes and Opinions on Large Societal Matters.

5.1.3.1 ANOVA for the Main Effects of Sex, Faculty and Territory for Life Styles and Life Patterns of Teachers

Observation of table 4.7 reveals, the F-values for the main effects of sex, faculty and territory with respect to life styles and life patterns of secondary school teachers. The F-value for the sex is 0.1687 and for faculty, it is 2.0501. Both these values are not significant even at 0.05 level. This shows that male teachers do not differ significantly in their life styles and life patterns from female teachers. Similarly, there exists no statistically significant differences in life styles and life patterns of teachers on the basis of faculties. In other words, teachers of arts, science and commerce faculties have similar life styles and life patterns. Table 4.7 further shows that significant F-value for the main effect of territory was 24.3155, which is significant at 0.01 level. This significant F-value for territory suggests that, Chandigarh secondary school teachers (T1) differ significantly from Himachal secondary school teachers (T2) on the third index of modernity i.e. life styles and life patterns of teachers.
As, the F-ratio for territory was significant, it was considered necessary to compute t-value. The significant t-ratio (-5.07) for differences between the means of two levels of territories (T1-T2), reveals that secondary school teachers of Himachal have scored significantly higher on life styles and life patterns than the teachers of (U.T.) Chandigarh.

Therefore the hypothesis number 1 of the study is accepted for the main effects of sex and faculty for Life Styles and Life Patterns of teachers. But the same hypothesis stands rejected for the main effect of territory, where differences were found in two levels of territory with respect to Life Styles and Life Patterns of teachers.

5.1.3.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Life Styles and Life Patterns of Teachers.

- **Two Way Interaction between Sex x Territory** - The secondary school teachers have shown differences in their life styles and life patterns for the two way interaction of sex x territory, which is indicated by significant F-value vide table 4.9. The F-value for SxT interaction is 8.2614, which is significant at 0.01 level. The result of this analysis implied that male and female secondary school teachers differ significantly from each other on the third index of modernity where variable sex interacts with two levels of territory. This significant interaction further shows that the difference between means of S1 and S2 (male and female) at T1 (Chandigarh) are statistically different from difference between means of S1 and S2 (male and female) for the second level of territory at T2 (Himachal Pradesh).

- **Two Way Interactions between Sex x Faculty, Territory x Faculty and Three Way Interaction between Sex x Faculty x Territory** - Table 4.9 shows that F-values for S x F, T x F and S x F x T are 0.4190, 0.5656 and 0.5272 respectively, which are not significant statistically even at 0.05 level. This means that difference between the means of S1 and S2 at F1 (arts) faculty is not significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) level. It may be asserted that sex does not interact with different levels of faculty to produce significant differences in the life styles and life patterns of secondary school teachers.

Similarly, T x F and S x F x T interaction fails to produce significant differences in the life styles and life patterns of secondary school teachers.
Thus the hypothesis number 2 of the present study is accepted for three interactions viz. $S \times F$, $T \times F$ and $S \times F \times T$ and is rejected for $S \times T$ interaction for Life Styles and Life Patterns of Teachers.

5.1.3.3 **t-values for Two way Interaction of Sex x Territory with respect to Life Styles and Life Patterns of Teachers**

To study the direction of significant interaction of $S \times T$, t-ratios were computed vide table 4.10. The examination of table reveals that t-values for three treatment combinations were found to be significant at 0.01 level. The significant t-values for three treatment combinations viz., $S1T1- S2T2$; $S1T2 - S2T1$ and $S2T1 - S2T2$ are -3.67, 3.18 and -5.42 respectively. On the basis of observation of means of $S1T1$ (5.72), $S1T2$ (5.94), $S2T1$ (5.41) and $S2T2$ (6.23); we can conclude that female teachers of H.P. ($S2T2$) have scored significantly higher on the index of life styles and life patterns of teachers than that of male ($S1T1$) and female teachers ($S2T1$) of Chandigarh. The table further reveals that male teachers of H.P. have scored significantly higher on the index of life styles and life patterns than female teachers of Chandigarh ($S2T1$).

5.1.4.1 **ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Exposure to Mass Media.**

Perusal of table 4.11 reveals that significant differences at 0.01 level exist, for two variables, that is, faculty and territory with respect to exposure to mass media, an index of modernity. The table further shows that F-ratio for sex is not significant even at 0.05 level. This shows that male and female teachers are equally exposed to mass media. In other words we can conclude that, male secondary school teachers do not differ from female secondary school teachers in their exposure towards the mass media. The secondary school teachers of arts ($F1$), science ($F2$) and commerce ($F3$) faculties show statistically significant differences with respect to exposure to mass media. Further, the significant F-value for $T$ points out that the Chandigarh school teachers ($T1$) differ significantly from Himachal school teachers ($T2$) with respect to exposure to mass media. Thus, it can be interpreted that secondary school teachers of different territories viz., $T1$ and $T2$ are significantly different from one another in their exposure towards the mass media.

To find the direction of variance, t-values for variables faculty ($F$) and territory ($T$) were calculated. The results vide table 4.12 show that the mean of $F2$ (9.76) is higher than the means of $F1$ (9.18) and $F3$ (8.66). The table further shows three significant t-values.
for the differences between the means of treatment levels F1 - F2, F1 - F3 and F2 - F3. The t-values for two treatment levels, that is, F1 - F2 and F2 - F3 are found to be significant at 0.01 level and for F1 - F3 treatment level, it is significant at 0.05 level. Considering the subsequent means and t-values, it is noted that science teachers (F2) scored significantly higher on the index of exposure to mass media as compared to arts and commerce teachers (F1 & F3). The significant t-ratio (4.11) for the differences between the means of two levels of territories T1-T2, shows that Himachal teachers (T1) are more exposed to mass media as compared to teachers of Chandigarh (U.T.).

Therefore the hypothesis number 1 of the present study is accepted for the main effect of sex, for the index of Exposure to Mass Media. But the same hypothesis stands rejected for the main effects of faculty and territory with respect to Exposure to Mass Media.

Becker and Kosicki (1996) studied that, a country media system vary from country to country and in the large countries such as United States and Germany, the national system can be built upon local or regional media system, each of which retains some distinct characteristics. Citizens of some communities may have different experience with the media, serving that community than citizens in another community. Certainly, New Yorkers using the media of that community will have a different sense of what the mass media are than will residents of Georgia, Columbus, or Ohio. Similarly, residents of Berlin are in somewhat different media environment from the citizens of Stuttgart or Aachen. They further found that media system vary from country to country in terms of how centralised these are, how commercial these are, how dominant one medium versus another, the cultural traditions supporting the media and number of other characteristics. The findings of the present study are in agreement with the above mentioned study.

The findings of the present study get support from the results of Hollander (1997), who found that journals, newspapers, television and radio exposure related to age, income, sex and type of education.

5.1.4.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Exposure to Mass Media

- Two Way Interaction between Sex x Territory - It is obtained from the table 4.13 that the F-value for S x T interaction was 4.7690, which is significant at 0.01 level. This significant interaction points to the fact that difference between means of S1 and S2 at T1 (Chandigarh) is statistically different from difference between means of S1
and S2 for the second level of territory i.e. T2 (Himachal Pradesh). Further, this analysis leads us to conclude that male and female secondary school teachers differ significantly from each other on the index exposure to mass media, when variable sex interacts with different levels of territory.

- **Two Way Interactions between Sex x Faculty, Territory x Faculty and Three Way Interaction between Sex x Faculty x Territory** - It is observed vide table 4.13 that F-values for \( S \times F, T \times F \) and \( S \times F \times T \) are 2.0613, 0.7094 and 0.1004 respectively, which are not significant statistically even at 0.05 level. From the above results one can conclude that difference between the means of S1 and S2 at F1 (arts faculty) is not significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) level. Similarly, it shows that there are no significant differences in the secondary school teachers with respect to \( T \times F \) interaction with respect to exposure to mass media. Further, the insignificant F-value for \( S \times F \times T \) interaction implies that, keeping faculty constant, the two levels of sex (S1 & S2) do not interact with the two levels of territory (T1 & T2) to yield significant results with respect to exposure to mass media.

Thus the hypothesis number 2 of the study is accepted for three interactions viz., \( S \times F, T \times F \) and \( S \times F \times T \) and is rejected for \( S \times T \) interaction with respect to the index Exposure to Mass Media.

5.1.4.3 **t-values for the Two way Interaction of Sex x Territory with respect to Exposure to Mass Media**

Table 4.14 shows that t-values for six treatment combination groups were computed to know the direction of variance for \( S \times T \) interaction. Out of the six treatment combinations, t-values for three treatment combinations are found to be significant at 0.01 level. These are : S1T1 - S2T1, S1T2 - S2T1 and S2T1 - S2T2. On the basis of observation of means of S1T1 (9.23), S1T2 (9.51), S2T1 (8.59) and S2T2 (9.65) respectively ; we can conclude that male teachers of Chandigarh (S1T1) are more exposed to mass media than female teachers of Chandigarh (S2T1). The table further reveals that Himachal male teachers (S1T2) are comparatively more exposed to mass media than female teachers of Chandigarh (S2T1). The examination of t-value of the significant treatment combination S2T1 - S2T2, shows that female teachers of Himachal Pradesh are more exposed to mass media than female teachers of Chandigarh.
5.1.5.1 ANOVA for the Main Effects of Sex, Faculty and Territory for the Total Score of Modernity

Table 4.15 reveals the F-values for the main effects of sex, faculty and territory with respect to total score of modernity of secondary school teachers. The result of this analysis points out that the F-value for sex is 2.0789, which is not significant even at 0.05 level. Further, the F-value for faculty and territory are statistically significant at 0.01 level. This shows that male teachers perceive their modernity in a similar way as female teachers. The analysis further reveals that secondary school teachers of arts (F1), science (F2) and commerce (F3) faculties differ significantly from each other with respect to total score of modernity. This leads us to conclude that secondary school teachers of different faculties perceived modernity in different ways.

Similarly, territory (T) has emerged as a significant variable which, influenced the total score of modernity. The F-value for the main effect of territory was 26.4940, which is significant at 0.01 level. It may be asserted that secondary school teachers of two territories differ significantly from one another for their total scores of modernity.

As the F-ratio for territory and faculty was significant, it was considered necessary to analyse it further by finding t-ratios. The results vide table 4.16 show that mean of F2 (28.07) is higher than the means of F1 (26.92) and F3 (26.10). The table further shows two significant t-values for the three levels of faculties. The t-ratios for F1 - F2 is -2.81 and for F2 - F3 is 4.66, both significant at 0.01 level. This lead us to conclude that the teachers of science faculty are more modern than the teachers of arts and commerce faculties. The table further points out that the t-ratio for the treatment level T1 - T2 is -5.17, which is significant at 0.01 level. This led us to interpret that teachers of H.P. have better perception of modernity than teachers of Chandigarh (U.T.).

So the hypothesis number 1 of the study is accepted for the main effect of sex for the Total Score of Modernity. But the same hypothesis stands rejected for the main effects of faculty and territory, where differences were found in three levels of faculty and two levels of territory with respect to Total Score of Modernity of secondary school teachers.

On the basis of above discussion, we can conclude that significant differences exist in secondary school teachers on the basis of territory, in three indices of modernity viz., cognition of modernity, life styles and life patterns of teachers and exposure to mass media. Further, secondary school teachers differ significantly on the variable of faculty with respect to index exposure to mass media. But, the variable of sex fails to produce any
significant differences in any of the four indices of modernity. Hence, it is concluded that variables of territory and faculty led to significant differences in the total score of modernity for secondary school teachers.

The findings of the present study fall in line with those of the study of Singh (1972), who observed that the level of modernization tends to be higher for science teachers than for the teachers of social sciences and humanities.

The findings of the present study get support from the results of Herdia (1977), who observed that sex differences do not show any modernising potential.

5.1.5.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for the Total Score of Modernity.

- Two way Interaction between Sex x Faculty - The S x F interaction indicated F-value of 2.9664 for 2df, which is significant at 0.05 level. This means that difference between the means of S1 and S2 at F1 (arts faculty) is significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) level. It may be asserted that two levels of sex interact significantly with three levels of faculty to affect the total score of modernity of secondary school teachers. The above results led us to the conclusion that S x F interaction has emerged as a significant interaction, in determining total score of modernity for secondary school teachers.

- Two Way Interaction between Sex x Territory - Table 4.17 indicates significant SxT interaction for total score of modernity of secondary school teachers. The F-ratio for S x T interaction is 4.2056, which is significant at 0.01 level of confidence. The result shows that differences between the means of S1 and S2 (male and female) at T1 (Chandigarh) are significantly different from differences between means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh). The conclusion drawn from this result is that there are differences among the male and female teachers on the total score of modernity where the variable of sex interacts with the variable of territory.

- Two Way Interactions between Territory x Faculty & Sex x Faculty x territory - Table 4.17 shows that F-values for T x F and S x F x T are 0.3108 and 0.4233 respectively which are not significant even at 0.05 level. This insignificant F-value for T x F interaction points out that, difference between means of T1 and T2 Chandigarh (U.T.) and Himachal Pradesh at F1 level of faculty is not significantly different from
that of second level of faculty (science) and that of third level of faculty (commerce). This led us to conclude that T x F interaction fails to produce significant differences in the total score of modernity for secondary school teachers.

An insignificant interaction of S x F x T further led us to conclude that two levels of sex do not interact with three levels of faculty (F1, F2 and F3) to yield significant results in the total score of modernity for secondary school teachers.

Thus the hypothesis number 2 of the study is accepted for T x F & S x F x T interactions and is rejected for S x F and S x T interactions with respect to Total Score of Modernity.

5.1.5.3 \textit{t-values for the Two Way Interaction of Sex x Faculty with respect to Total Score of Modernity}

\textit{t-values for fifteen treatment combinations of S x F are given vide table 4.18. Considering the table, we note the t-values for the treatment combinations of: S1F1 - S1F2, S1F2 - S1F3, S1F2 - S2F1, S1F2 - S2F2, S1F2 - S2F3, S1F3 - S2F2 yielded significant results at 0.01 level and in one of the treatment combination S1F1 - S1F3 it is found to be significant at 0.05 level. The mean values for S1F1, S1F2, S1F3, S2F1, S2F2, S2F3 are 27.19, 28.92, 25.85, 26.75, 27.40 and 26.40 respectively. The above result shows that male science teachers (S1F2) have scored significantly higher on total score of modernity than male arts teachers (S1F1) and male commerce teachers (S1F3). Further, male science teachers scored significantly higher on the total score of modernity than female arts teachers (S2F1), female science teachers (S2F2) and female commerce teachers (S2F3). It is further found that female commerce teachers (S2F3) have scored significantly higher on total score of modernity than the male commerce teachers (S1F3). It is further viewed that male arts teachers (S1F1) have scored significantly higher on total score of modernity than male commerce teachers (S1F3).}

5.1.5.4 \textit{t-values for the Two Way Interaction of Sex x Territory with respect to Total Score of Modernity}

To study the direction of variance of S x T interaction, six t-values were computed vide table 4.19. Out of which t-ratios for five treatment combinations were found to be significant. Observation of table reveals that the t-values for the treatment combinations S1T1 - S2T2, S1T2 - S2T1, S2T1 - S2T2 yielded significant results at 0.01 level and for two treatment combinations S1T1 - S1T2, S1T1 - S2T1 ; the t-values were found to be significant at 0.05 level. The perusal of means for S1T1 (26.80), S1T2 (27.85), S2T1 (25.71) and S2T2 (28.06), led us to conclude that, Himachal female teachers (S2T2)
scored significantly higher on the total score of modernity than Chandigarh male and female teachers (S1T1, S2T1). Further, Himachal male teachers (S1T2) have scored statistically higher on the total score of modernity than Chandigarh female teachers (S2T1). Further, it is observed that Chandigarh male teachers (S1T1) scored significantly higher on total score of modernity than Chandigarh female teachers (S2T1). Similarly, the significant t-value for treatment combination S1T1 - S1T2 is -1.97, which indicates that Himachal male teachers (S1T2) have scored significantly higher on total score of modernity as compared to Chandigarh male teachers (S1T1).

5.2 ANALYSIS OF THE MAIN EFFECTS AND THE INTERACTION EFFECTS FOR ROLE-STRUCTURE

This part of analysis deals with discussion based on main and interaction effects of sex, faculty and territory for eight role related indices and total score of role-structure of secondary school teachers in order to test hypotheses number 3 and 4 of the present study. The hypothesis number 3 states that, “there will not be any significant differences among secondary school teachers for the various levels of each of the variables of sex, faculty and territory on different aspects of role-structure and on total score of role-structure,” whereas hypothesis number 4 pertains to interaction effects and states that, “two way and three way interaction effects of the variables of sex, faculty and territory will not be significant for different aspects of role-structure and for its total score.”

The discussion pertaining to the analysis of variance for role-structure is presented index wise under appropriate captions from 5.2.1.1 to 5.2.9.3.

5.2.1.1 ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Professional Commitment

Table 4.20 reveals that the F-value for the main effect of faculty (F) is 4.2304, which is significant at 0.05 level. The significant F-value led us to the conclusion that, there are statistically significant differences in the professional commitment of secondary school teachers of arts (F1), science (F2) and commerce (F3) faculties. The table further reveals that the F-values for the variables of sex and territory are not significant at any level. This means that professional commitment of male teachers (S1) is same as that of female teachers (S2). Similarly, the secondary school teachers of U.T Chandigarh (T1) do not differ from Himachal (T2) teachers in their professional commitment.

To find out the direction of variance, t-values were calculated. The results vide table 4.21 show that the mean of F3 (6.14) is higher than the means of F1 (5.78) and F2
The table further shows significant t-values in the favour of F3 level of faculty. The t-value for F2 - F3 is -2.71, which is significant at 0.01 level and that of F1-F3 is -2.22, significant at 0.05 level. This led us to conclude that teachers of commerce faculty are more committed professionally than the teachers of both arts and science faculties.

Therefore the hypothesis number 3 of the present study is accepted for the main effects of sex and territory with respect to Professional Commitment of secondary school teachers. But, the same hypothesis stands rejected for the main effect of faculty for the Professional Commitment.

The results of the present study are in agreement with those of Singh's (1972), who studied the commitment pattern of 259 University teachers of Rajasthan and found that half the University teachers have a low level of commitment and only 48% have it at a high level. More science teachers than social science and humanities teachers tend to be high on commitment. He inferred that science teachers have high aspiration and low commitment because ideological passivity, conformity and academic productivity should be high among the science teachers, whereas the ideological activism and non-conformity among the teachers of arts and social sciences would be more agitational and academically non-productive due to low commitment.

The findings of the present study fall partially in line with those of Sofat (1977), who conducted a research study on 500 school teachers and found that

- Women teachers were more effective with respect to their role-structure than men teachers,
- Science and non-science teachers were equally effective with respect to their role structure.

### 5.2.1.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Professional Commitment

- **Two Way Interactions between Sex x Faculty, Territory x Faculty and Three way Interaction of Sex x Faculty x Territory** - Table 4.22 reveals that the F-values for S x F, T x F and S x F x T are 0.4200, 0.0223 and 0.2551 respectively which are not significant statistically even at 0.05 level. This means that difference between the means of S1 and S2 at F1 (arts) level are not significantly different from the means of S1 and S2 at F2 (science) and F3 (commerce level). Thus, it leads us to conclude that different levels of sex (S1 & S2) do not interact with three levels of
faculty (F1, F2 and F3) to produce significant differences in professional commitment of secondary school teachers.

Further, the insignificant interaction between T x F points to the fact that difference between the means of T1 and T2 Chandigarh (U.T.) & Himachal Pradesh at F1 (arts) is not significantly different from that of second level of faculty F2 (science) and that of third level of F3 (commerce) with respect to professional commitment of secondary school teachers.

Similarly, a triple interaction of S x F x T fails to produce significant differences in the professional commitment of secondary school teachers.

- **Two Way Interaction between Sex x Territory** - Perusal of table 4.22 shows significant S x T interaction for professional commitment of secondary school teachers. The F-ratio for S x T interaction was 4.6396, which is significant at 0.01 level. The result indicates that, difference between the means of S1 and S2 (male and female) at T1 (Chandigarh) is significantly different from difference between the means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh). The conclusion drawn from this result is that, there are differences among the male and female teachers on the index of professional commitment where the variable of sex interacts with that of the territory.

Thus the hypothesis number 4 of the present study is accepted for three interactions viz., S x F, T x F and S x F x T interactions and is rejected for S x T interaction with respect to Professional Commitment of secondary school teachers.

5.2.1.3 **t-values for Two Way Interaction of Sex x Territory for Professional Commitment**

To study the direction of the variance of S x T interaction 6 t-values were computed vide table 4.23. Out of which, t-ratios for differences between the means of two treatment combinations were found to be significant at 0.01 level. On the basis of observation of means of S1T1, S1T2, S2T1 and S2T2 are 5.97, 5.69, 5.72 and 6.01; we can conclude that female teachers of Himachal Pradesh are more committed professionally than that of their male counterparts and female teachers of Chandigarh.

5.2.2.1 **ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Professional Aspiration and Achievement**

The perusal of the ANOVA table 4.24 shows that F-values for the main effects of S, F and T are 0.0027, 0.3847 and 0.4707 respectively, which are not significant even at
0.05 level. This means that there are no statistically significant differences in professional aspiration and achievement of secondary school teachers with respect to sex, faculty and territory. It can, therefore, be concluded that professional aspiration and achievement of male teachers is same as that of female secondary school teachers. Similarly, Chandigarh teachers do not differ significantly from Himachal teachers on the second index of role-structure. Also the teachers of arts, science and commerce faculties do not differ significantly from each other on professional aspiration and achievement.

Therefore the hypothesis number 3 of the present study is accepted for the main effects of sex, faculty and territory, with respect to, Professional Aspiration and Achievement of secondary school teachers.

The findings of Mcfarland (1969) lend support to the results of the present study, who found that sex of the teachers was not related with their professional achievement.

The findings of the study at hand are not in agreement with those of Singh (1972), who found that 46.8% teachers are high on aspiration and 43.5% teachers are low on aspiration. Faculty wise, more humanities and social science teachers than science teachers have high aspiration. Rank wise, more juniors than seniors are high on aspiration.

The results of the present study are in agreement with the findings of Sharma (1979), who found that level of aspiration was not significantly related with sex, family income, birth order, vocational aspiration and mental health.

Prasad (1985) focused his study on the aspiration level of school teachers and found that:
- Female teachers manifested higher educational aspiration than male teachers,
- Vocational aspiration of the teachers was closely linked with level of schools,
- Secondary school teachers scored significantly higher on all the indices of role-structure as compared to primary school teachers.

The result of the study by Parkash (1987) shows that sex has no significant influence on the level of aspiration of school teachers.

5.2.2.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Professional Aspiration and Achievement

- Two Way Interaction between Sex x Faculty and Three Way Interaction between Sex x Faculty x Territory

Table 4.25 indicates that F-values for two way interaction between sex x faculty and triple interaction among sex x faculty x territory, are 3.8504 and 2.3651
respectively, which are significant at 0.01 level. This shows that two levels of sex interact with three levels of faculty (F1, F2 & F3) to produce significant differences with respect to professional aspiration and achievement of secondary school teachers.

The significant interaction between S x F x T points out to the fact that three variables of sex, faculty and territory interact with one another to have significant impact on the professional aspiration and achievement of secondary school teachers.

- **Two Way Interactions between Sex x Territory and Territory x Faculty**

  Table 4.25 envisages that the F-values for S x T and T x F interaction are statistically not significant even at 0.05 level of confidence. Therefore, we can say that difference between means of S1 and S2 for the T1 Chandigarh (U.T.) is not statistically different from difference between means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh).

  This leads us to conclude that, variable of sex does not interact with territory to produce significant differences in the professional aspiration and achievement of secondary school teachers.

  Similarly, the insignificant interaction between T x F points to the fact that difference between means of T1 and T2 (Chandigarh and Himachal Pradesh) at F1 level of faculty, is not significantly different from that of second level of faculty (F2) and that of third level of faculty (F3). In other words we can say that, interaction between territory and faculty fails to produce significant differences in secondary school teachers with respect to professional aspiration and achievement.

  It is therefore concluded that the hypothesis number 4 of the study is accepted for the two interactions viz., S x T and T x F and is rejected for S x F and S x F x T interactions with respect to Professional Aspiration and Achievement.

**5.2.2.3 t-values for Two Way Interaction of Sex x Faculty with respect to Professional Aspiration & Achievement**

Study of table 4.26 shows that out of fifteen treatment combinations t-ratios for only two combinations are significant. The t-ratio for S1F1 - S1F2 is 2.66, showing significant results at 0.01 level. As the mean of S1F1 (5.35) is higher than the mean of S1F2 (4.82), it shows results in favour of male teachers of arts faculty. Similarly, the significant t-ratio for S1F1-S2F1 shows that male teachers of science faculty are significantly higher on professional aspiration and achievement than the female teachers of arts faculty.
5.2.2.4 t-values for Three Way Interaction of Sex x Faculty x Territory with respect to Professional Aspiration and Achievement

Table 4.27 shows t-values for 66 treatment combinations formed as a result of combinations from 12 treatment groups of different levels of sex, faculty and territory. The t-values in nine cases viz, S1F1T1 - S1F2T1, S1F1T1 - S1F3T2, S1F1T1 - S2F1T1, S1F1T2 - S1F2T1, S1F1T2 - S1F3T2, S1F1T2 - S2F1T1, S1F2T1 - S1F3T1, S1F2T1 - S2F3T2, and S1F3T2 - S2F3T2, are significant at 0.05 level. The examination of t-values shows that professional aspiration and achievement of male teachers of arts faculty of H.P. is significantly higher than that of both the male teachers of commerce faculty of H.P. and the female teachers of arts faculty of Chandigarh. On basis of perusal of means of S1F1T2 (5.39), S1F2T2 (4.95) and S2F1T1 (4.72), we can conclude that professional aspiration and achievement of male teachers of science faculty of Chandigarh is significantly lower than that of the male teachers of both arts and commerce faculties of Chandigarh as well as the male teachers of arts faculty and the female teachers of commerce faculty of Himachal Pradesh. Further, perusal of means of S1F2T1 (4.70), S1F1T1 (5.30), S1F3T1 (5.30) and S2F3T2 (5.30), led us to conclude that professional aspiration and achievement of female teachers of commerce faculty is significantly higher than that of the male teachers of commerce faculty.

5.2.3.1 ANOVA for the Main Effects of Sex, Faculty & Territory with respect to Job Satisfaction

The table 4.28 reveals that the F-values are not significant for sex, faculty and territory pertaining to job satisfaction of secondary school teachers. This means that there are no statistically significant differences in job satisfaction of secondary school teachers on the basis of faculty, sex and territory.

Therefore the hypothesis number 3 of the study stands accepted for the main effects of sex, faculty and territory, with respect to, Job Satisfaction of secondary school teachers.

The findings of the study at hand are not in agreement with those of Barber (1980), who perceived that female teachers were more satisfied with teaching profession as compared to male teachers.

The results of the presents study affirm the findings of Kaur (1985), who studied 90 teachers and 9 principals of 9 higher secondary schools located at Bhubaneswar and found that the sex of the teacher was not associated with the job satisfaction.
The results of the present study are not in agreement with those of Dixit (1986), who concluded that female teachers were more satisfied than male teachers, both at primary and secondary school levels.

5.2.3.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Job-Satisfaction

- **Two Way Interaction between Sex x Faculty** - Table 4.29 envisages that the F-value for S x F interaction is 3.5440, which is significant at 0.01 level. Thus, it can be inferred that two levels of sex interact with three levels of faculty to produce differences in the job satisfaction of the secondary school teachers.

- **Two Way Interaction between Sex x Territory** - The results vide table 4.29 show that two way interaction of S x T for secondary school teachers is significant at 0.01 level. This means, sex and territory interact with each other to produce significant differences in job satisfaction of secondary school teachers. This further indicates that, difference between means of S1 and S2 (male and female) at T1 (Chandigarh) is significantly different from difference between means of S1 and S2 (male and female) for the second level of territory T2 (H.P). The conclusion drawn from this discussion is that, there are differences among the male and female teachers on the index of job satisfaction where, the variable of sex interacts with that of the territory.

- **Two Way Interaction between Territory x Faculty** - Table 4.29 indicates that the F-ratio for T x F interaction is 2.2461, which is significant at 0.05 level. Thus, we conclude that difference between means of T1 and T2 (Chandigarh & H.P.) at F1 level of faculty is significantly different from their difference at the second level of faculty (F2) and at the third level of faculty (F3). In other words, we can say that the variables of territory and faculty interact with each other to produce significant differences in job satisfaction of secondary school teachers.

- **Three Way Interaction between Sex x Faculty x Territory** - Table 4.29 shows that F-value for S x F x T interaction is significant at 0.01 level. This shows that sex, faculty and territory interact significantly with each other to produce differences in job satisfaction of secondary school teachers.

Therefore the hypothesis number 4 of the present study is rejected for all the four interactions viz., S x F, S x T, T x F and S x F x T with respect to Job Satisfaction of secondary school teachers.
5.2.3.3 t-values for Two Way Interaction of Sex x Faculty with respect to Job-Satisfaction

Table 4.30 shows t-values for 15 combination groups formed as a result of S x F interaction. The examination of the table reveals that, out of 15 treatment combinations, t-values for difference between the means of two treatment combinations S2F2 - S2F3 and S1F2 - S2F2 are significant at 0.05 level. The significant t-values reveal that, female teachers of commerce faculty (S2F3) have more job satisfaction than their counterparts in science faculty (S2F2). Similarly, male science teachers (S1F2) have scored significantly higher on job satisfaction than female science teachers (S2F2).

5.2.3.4 t-values for Two Way Interaction of Sex x Territory with respect to Job-Satisfaction

Table 4.31 indicated that out of 6 treatment combinations, two are significant at 0.05 level. The examination of t-values shows that, female teachers of Chandigarh (S2T1) have scored significantly lower on job satisfaction as compared to male teachers of Chandigarh (S1T1), t-value being 2.15. The above results were based on the perusal of means of S2T1 (8.09) and S1T1 (8.73) as shown in table 4.31. The table further reveals that t-value for S2T1 - S2T2 is -2.16 and is in favour of female teachers of H.P.

5.2.3.5 t-values for Two Way Interaction of Territory x Faculty with respect to Job-Satisfaction

Table 4.32 shows t-values for 15 treatment combinations for the variables of territory x faculty. The examination of the table reveals that, t-values for three treatment combinations are significant at 0.05 level. The significant t-values reveal that, the H.P. teachers of commerce faculty (T2F3) are more satisfied with their job than arts and commerce teachers of Chandigarh (T1F1 & T1F3) and science teachers of H.P. (T2F2).

5.2.3.6 t-values for Three Way Interaction of Sex x Faculty x Territory with respect to Job-Satisfaction

The contents of the table 4.33 show t-values for 66 treatment combinations formed as a result of combinations from 12 treatment groups of different levels of SxFxT. The t-values in 11 cases were found to be significant. Out of which, seven treatment combinations were significant at 0.01 level and four treatment combinations were significant at 0.05 level. The treatment combinations for which the t-values are significant are: S1F1T1 - S2F3T2, S1F1T2 - S2F2T1, S1F2T1 - S2F1T2, S1F2T1 - S2F2T1, S1F2T2 - S2F3T2, S1F3T1-S2F3T2, S1F3T2 - S2F3T2, S2F1T2 -
S2F3T2, S2F2T1 - S2F3T2, S2F2T2 - S2F3T2 and S2F3T1 - S2F3T2. On the basis of observation of means of S1F1T1 (8.47), S2F3T2 (9.64), S1F1T2 (8.83), S2F2T1 (7.71), S1F2T1 (9.40), S1F1T2 (8.34), S2F3T1 (8.18), S2F2T2 (8.39), S2F2T1 (7.71), S2F1T2 (8.34), S2F1T1 (8.34), S1F3T2 (8.48), S1F3T1 (8.35) & S1F2T2 (8.25) and significant t-values, it can be concluded that female commerce teachers of H.P. are more satisfied with their job than the male arts teachers (S1F1T2) and male commerce teachers of Himachal (S1F3T2) and male science teachers of Chandigarh (S1F2T1); on the other hand science female teachers of Chandigarh (S2F2T1) are comparatively less satisfied with their job than the male science teachers of Chandigarh (S1F2T1) and male arts teachers of Himachal (S1F1T2).

5.2.4.1 ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Morale

Table 4.34 reveals F-values for the main effects of sex, faculty and territory with respect to morale of secondary school teachers. The F-value for the sex is 1.7184 and for faculty it is 1.4117. Both the F-values are not significant even at 0.05 level. This insignificant F-value of sex and faculty led us to conclude that there are no statistically significant differences in morale of secondary school teachers with respect to sex and faculty. The table further reveals that F-value for territory is 8.0309, which is significant at 0.01 level. The significant F-value for territory suggests that Chandigarh school teachers (T1) differ significantly from Himachal school teachers (T2) on the index of morale.

To find out the direction of variance, t-values were calculated. The result vide table 4.35 reveal that the mean of T2 (9.93) is higher than the mean of T1 (9.40). The table further shows that t-value for T1-T2 is -2.84 which is significant at 0.01 level. We can conclude on the basis of above results that teachers of H.P have significantly higher on morale than teachers of Chandigarh (U.T).

Thus the hypothesis number 3 of the study is accepted for the main effects of sex & faculty and is rejected for the main effect of territory with respect to Morale of secondary school teachers.

The results of the present study are not in agreement with those of Singh (1972) who found that science teachers' morale is comparatively higher than teachers belonging to faculties of humanities and social sciences.
Chitnis (1973) focused her study on several factors that deflate the morale of the teachers as professionals. These factors are:

- Professional identity of the teachers is not encouraged in the existing structure,
- Poor self image as professional and poor image of their social status,
- Teachers not well paid,
- Teaching as an occupation offer very little room for upward social mobility and
- Promotion based on seniority or terms of years of service at college.

The results of the present study are not in agreement with those of Mohan (1985), who found that opinions of male teachers differ from female teachers with respect to morale.

5.2.4.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Morale

- **Two Way Interaction between Sex x Faculty** - The result vide table 4.35 shows significant S x F interaction for morale of secondary school teachers. The F-value for S x F interaction is 3.7386, significant at 0.01 level. This means that difference between the means of S1 and S2 at F1 (arts faculty) is significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) level. Thus, it can be concluded that two levels of sex (S1 & S2) interact with three levels of faculty (F1, F2 & F3) to produce differences in the morale of secondary school teachers.

- **Two Way Interactions between Sex x Territory, Territory x Faculty and Three Way Interaction between Sex x Faculty x Territory** - Table 4.36 reveals that F-values for S x T, T x F and S x F x T are 0.2574, 0.5420, 0.0692 respectively, which are not significant statistically even at 0.05 level. This means that the difference between means of S1 and S2 at T1 (Chandigarh) is not statistically different from the difference between means of S1 and S2 for the second level of territory, that is, T2 (Himachal Pradesh).

Similarly, T x F and S x F x T interaction fails to produce significant differences in the morale of secondary school teachers.

So the hypothesis number 4 of the study is accepted for S x T, T x F and S x F x T interactions but the same hypothesis is rejected for S x F interaction with respect to Morale.
5.4.4.3 t-ratios for Two Way Interaction of Sex x Faculty with respect to Morale

The contents of the table 4.37 reveal t-values for 15 treatment combinations. The differences between the means of groups, for three treatment combinations are found to be significant at 0.01 level. They are: S1F2 - S1F3, S1F3 - S2F1 and S1F3 - S2F3 and t-values for two treatment combinations i.e. S1F1-S1F3 and S1F3 - S2F2 are significant at 0.05 level. The significant t-value of S1F3 - S2F3 shows that female commerce teachers (S2F3) have higher morale than male commerce teachers (S1F3).

Similarly, the t-value for the treatment group S1F3 - S2F1 is -2.63, which is in favour of female arts teachers. This indicates that female arts teachers have scored significantly higher on morale than male commerce teachers. The significant t-value of S1F2 - S1F3 reveals that male science teachers (S1F2) have significantly higher on morale than male commerce teachers (S1F3). The table further shows that male teachers of arts faculty (S1F1) are significantly higher on morale than male teachers of commerce faculty (S1F3); further the t-value for significant treatment combination S1F3 - S2F2 reveals that female teachers of science faculty (S2F2) are significantly higher on morale than male commerce teachers (S1F3).

5.2.5.1 ANOVA for the Main Effects of Sex, Faculty & Territory with respect to Authoritarianism

Perusal of the table 4.38 shows that, F-value for the main effect of sex is 7.4725, which is significant at 0.01 level. The significant F-value for sex means that, male teachers are significantly different from female teachers on the index of authoritarianism. Similarly, the F-value for the territory is 4.3071, which is significant at 0.05 level. The significant F-value for T shows that, secondary school teachers of Chandigarh (T1) differ from Himachal teachers with respect to authoritarianism. Further, the table reveals that F-value for faculty is not significant even at 0.05 level. This means that there are no statistical significant differences in the authoritarianism of secondary school teachers of different faculties, that is, F1, F2 and F3.

As, the F-ratio for sex and territory were significant, it was considered necessary to analyse them further by finding t-values.

The table 4.39 shows significant t-values for the treatment groups S1-S2 and T1-T2. The t-value for the difference between the means of treatment levels S1-S2 is 2.95 ; which is significant at 0.01 level. Further, the table reveals the t-value for the difference between the means of treatment levels T1-T2 is 2.43, significant at 0.05 level. The above results led
us to conclude that, male teachers scored significantly higher on authoritarianism as
compared to female teachers. It may be asserted that secondary school teachers of
Chandigarh (U.T.) are more authoritarian than those of Himachal teachers.

The hypothesis number 3 which states that, “there will not be any significant
differences among secondary school teachers for the various levels of each of the variable
of sex, faculty and territory on different aspects of role structure and on total score of role
structure,” stands rejected for the main effects of sex and territory, where significant
differences were found in Authoritarianism of secondary school teachers. But, the same
hypothesis stands accepted for the main effect of faculty where significant differences were
not found with respect to Authoritarianism.

The results of the study conducted by McGee (1955) are similar to the findings of
the present study, who found that women teachers are less authoritarian than male teachers.

The findings of the present study are in agreement with those of Adams & Biddle
(1970), who found that male teachers have more authority in their classrooms than female
teachers.

The findings of the present study do not get support from the study of Singh (1972),
who studied that faculty wise, more science teachers (51.8%) than the humanities and
social science teachers (39.3%) show high level of authoritarianism.

The findings of the present study are supported by those of Griffin (1972), who
reported that male teachers were more authoritarian than female teachers.

Lortie (1975) found that authority of the teacher is confined to pupils, the school,
curricular matters and subject of specialisation in which they teach.

The findings of the present study fall partially in line with Heredia (1976), who
conducted an extensive survey of arts and science colleges in Bombay city and found that
arts and science teachers have low level of faculty authority because of changing work
conditions and job insecurity.

5.2.5.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory
for Authoritarianism

• Two Way Interactions between Sex x Faculty and Sex x Territory - The results vide
table 4.40, show F-values for two way interaction between sex x faculty and
sex x territory are 2.4814 and 4.5849 respectively, significant at 0.05 and 0.01 level.
The above results show that difference between the means of S1 and S2 at F1 (arts)
faculty is significantly different from difference between the means of S1 and S2 at F2
(science) and F3 (commerce) level. Thus, it is concluded that different levels of sex (S1 & S2) interact with three levels of faculty (F1, F2 & F3) to produce differences in the secondary school teachers with respect to authoritarianism.

Further, the significant interaction between S x T points to the fact that difference between the means of S1 and S2 at T1 is significantly different from difference between means of S1 and S2 at T2. Thus it is concluded that two levels of sex (S1 & S2) and two levels of territory (T1 & T2) produce significant differences in secondary school teachers with respect to authoritarianism.

- **Two Way Interaction between T x F and Three Way Interaction for S x F x T** - Table 4.40 reveals that F-values for T x F and S x F x T are 1.0197 and 0.1423 respectively, which are not significant statistically even at 0.05 level. This means two levels of territory (T1&T2) and three levels of faculty (F1, F2 & F3) fail to produce any significant differences in secondary school teachers with respect to authoritarianism.

Similarly, a triple interaction of S x F x T fails to produce significant differences in the authoritarianism of secondary school teachers. This shows, keeping sex constant, the two levels of territory (T1 & T2) do not interact with three levels of faculty, that is, F1, F2 and F3 to produce significant results.

Thus the hypothesis 4 of the study is accepted for T x F and S x F x T interactions and is rejected for S x F and S x T interactions with respect to Authoritarianism.

### 5.2.5.3 t-values for Two Way Interaction of Sex x Faculty with respect to Authoritarianism

Table 4.41 show the t-values for the fifteen treatment combinations formed as a result of two way interaction of sex x faculty. The examination of table reveals that t-values for two treatment combinations viz. S1F1 - S2F1 and S1F2 - S2F1 are significant at 0.01 level. The above results were strengthened by perusal of means of S1F1 (3.54), S2F1 (2.67) and S1F2 (3.55). This indicates that female arts teachers (S2F1) are less authoritarian by nature as compared to male teachers of science and arts faculty. The table further reveals that t-value for S1F2 - S1F3 treatment combination is 2.16, which is significant at 0.05 level and in favour of male science teachers. Similarly, the significant t-value for S1F2 - S2F3 is 2.02 and is in favour of male science teachers. The above results lead to the conclusion that, male science teachers are more authoritarian as compared to male and female teachers of commerce faculty.
5.2.5.4 *t*-values for Two Way Interaction of Sex x Territory with respect to Authoritarianism

Table 4.42 shows *t*-ratios for six treatment combinations formed as a result of S x T interaction. The examination of table reveals that *t*-values for three treatment combinations are significant at 0.01 level of confidence. The significant treatment combinations are; S1T1 - S2T2, S1T2 - S2T2 and S2T1 - S2T2 and their *t*-values are 3.95, 3.82 and 3.42 respectively. On the basis of observation of means of S1T1 (3.35), S1T2 (3.36), S2T1 (3.24) and S2T2 (2.54); we can conclude that female teachers of H.P. (S2T2) are less authoritarian than those of male & female teachers of Chandigarh and male teachers of Himachal Pradesh.

Recalling, the previous results of the present study, which show that female commerce teachers score significantly higher on the total score of modernity and on the other hand they are significantly lower on the authoritarianism. These results seem to be in agreement with the results of Hagen (1962), Lerner (1958), Singh (1972), who discovered that with high modernization, authoritarianism goes down, with low modernization, its level is equipoise.

5.2.6.1 ANOVA for the Main Effects of Sex, Faculty & Territory with respect to Relation with Role Set Members

The perusal of ANOVA table 4.43 shows that, F-values for sex and faculty are not significant even at 0.05 level. This means that there are no statistically significant differences in relation with role set members with respect to sex and faculty. Further, the F-value for the main effect of territory (T) is 5.5794, significant at 0.05 level. Thus, it can be inferred that secondary school teachers of Chandigarh (T1) differ in their relation with role set members from teachers of Himachal Pradesh (T2).

To find out the direction of variance for territory, *t*-value was calculated.

The result vide table 4.44 shows, that *t*-value indicating the difference between the means of two treatment levels of territory was significant at 0.05 level. The table further shows that the mean of T1 (7.45) is higher than the mean of T2 (7.27). It is, therefore, concluded that teachers of Chandigarh (T1) have scored significantly higher on relation with their role set members than teachers of Himachal Pradesh (T2).

Thus the hypothesis number 3, which states that, “there will not be any significant differences among secondary school teachers for the various levels of each of the variable of sex, faculty and territory on different aspects of role-structure and on total score of role-structure,” stands accepted for the main effects of sex and faculty, where significant
differences were not found in Relation with Role Set Members of secondary school teachers. But, this hypothesis stands rejected for the main effect of territory with respect to Relation with Role Set Members, where significant differences were found in Relation with Role Set Members.

The results of the present study are partially in agreement with those of Kaur (1985), who found that:
- The relationship amongst the male and female teachers in schools was very poor and poor relationship also existed amongst teachers and students.
- The sex of the teacher was not influenced by relation with role set members.

The results of the present study are in agreement with those of Abdul (1986), who found that teachers in more open climate schools, were more satisfied with their job and enjoyed good relations with their role set members like principal, teachers, students as compared to teachers in less open climate schools. He further found that relation with role set members is not influenced by gender/sex.

5.2.6.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Relation with Role Set Members

- **Two Way Interactions between Sex x Faculty and Territory x Faculty** - The result vide table 4.45 exhibits that two way interactions between S x F and T x F show significant differences in secondary school teachers with respect to relation with their role set members. This table further reveals that the F-values for S x F and T x F are 4.4391 and 3.9613 respectively. This means that difference between the means of S1 and S2 at F1 (arts) level is significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) levels. Thus, it may be asserted that two levels of sex interact significantly with three levels of faculty to produce significant differences in relation with role set members. Similarly two levels of territory interacts significantly with three levels of faculty to produce significant differences in relation of teachers with their role set members.

- **Two Way Interaction between Sex x Territory and Three Way Interaction between Sex x Faculty x Territory** - The result presented vide table 4.45 shows that F-values for S x T and S x F x T are 2.1741 and 0.4009 respectively, which do not show statistically significant differences in the secondary school teachers with respect to relation with their role set members. This non significant F-value for S x T interaction points out that the difference between the means of S1 and S2 (male and
female) at T1 (Chandigarh) are not statistically different from difference between the means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh).

Similarly, the triple interaction of sex, faculty and territory fails to produce significant differences in the index relation with role set members. This means keeping territory constant, the two levels of sex (S1 & S2) do not interact with three levels of faculty (F1, F2 and F3) to yield significant results.

Thus hypothesis 4 of the present study stands accepted for S x T and S x F x T interactions but the same hypothesis stands rejected for S x F and T x F interactions with respect to Relation with Role Set Members.

5.2.6.3 t-values for Two Way Interaction of Sex x Faculty with respect to Relation with Role Set Members

The contents of the table 4.46, show t-ratios for 15 treatment combinations to study the direction of variance for S x F interaction, out of which t-ratios for only three treatment combinations were found to be significant. The significant t-ratio (-2.42) for differences in mean between the two groups S1F2 - S1F3, reveals that male commerce teachers have scored significantly higher on relation with their role set members than male science teachers. Similarly, the significant t-ratio (2.23) for differences in mean between the two groups S2F1 - S2F3 means that female arts teachers have scored significantly higher on relation with their role set members than the female commerce teachers. Further, the significant t-ratio (-2.87) for differences in means between the two groups S1F2 - S2F1 infer that female arts teachers have scored significantly higher on relation with their role set members than the male science teachers.

5.2.6.4 t-values for Two Way Interaction of Territory x Faculty with respect to Relation with Role Set Members

Table 4.47 reveals that t-values for two treatment combinations were found to be significant at 0.01 level. These are ; T1F2 - T2F2 and T2F1 - T2F2. Another two treatment combinations, that is, T1F1 - T2F2 and T1F3- T2F2 are significant at 0.05 level. The differences in the means between the two groups of these significant treatment combinations, showed that Chandigarh science teachers and Himachal arts teachers (T1F2, T2F1) have scored significantly higher on relation with their role set members than Himachal Pradesh science teachers (T2F2). The table further led us to conclude that arts and commerce teachers of Chandigarh (T1F1 & T1F3) have scored significantly higher on relation with their role set members than Himachal science teachers (T2F2).
5.2.7.1 ANOVA for the Main Effects of Sex, Faculty and Territory with respect to Attitude, Behaviour & Communication

Table 4.48 reveals that F-values are not significant for sex and faculty pertaining to attitude, behaviour and communication of secondary school teachers. This shows that male teachers do not differ significantly on this index from female teachers. Similarly teachers of different faculties do not differ with respect to the index understudy. This led us to conclude that secondary school teachers of arts, science and commerce faculties have similar attitude, behaviour and communication.

The table further reveals that, F-value for the main effect of territory was 12.6885, which is significant at 0.01 level. This significant F-value of territory suggests that Chandigarh (U.T) school teachers (T1) differ significantly from H.P. school teachers (T2) on attitude, behaviour and communication. In other words, we can conclude that teachers of two territories differ significantly from each other with respect to attitude, behaviour and communication.

As the F-ratio for territory was significant, t-test was applied to know the direction of variance. Analysis in terms of t-ratio vide table 4.49 shows that t-value for T1-T2 is -3.58, significant at 0.01 level. This indicates that Himachal teachers significantly differ from Chandigarh (U.T.) teachers with respect to attitude, behaviour and communication.

Therefore the hypothesis number 3 of the present study is accepted for the main effects of sex and faculty, but is rejected for the main effect of territory with respect to Attitude, Behaviour and Communication.

Study of Ryans (1952) suggests that behaviour of teacher is not associated with type of subject matter taught by him.

Study of Kounin (1970) suggests that behaviour of the teacher is associated with subject matter taught by him. The results of the present study are not in agreement with the above mentioned study.

Saran (1975) found that teaching profession is positively related to the attitude of teachers. The teachers who held a positive attitude showed more interest in literary and mechanical fields. The achievement hardly had any influence in the formation of attitude towards the teaching profession. He further said that, attitude had no relationship with type of subject taught by teachers.
The results of the present study are in agreement with that of Mathur (1987), who found that sex and academic disciplines fail to affect the attitudes of teachers of pre-higher secondary, higher secondary and post higher secondary stages.

The results of the present study are also in line with that of Singh (1987), who found that there are non-significant differences in the means scores of male and female teachers in their attitude towards their role in teaching profession.

5.2.7.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Attitude, Behaviour and Communication

- Two Way Interaction between Sex x Territory and Three Way Interaction between Sex x Faculty x Territory - The secondary school teachers show differences in their attitude, behaviour and communication, for the two way interaction of S x T and for the triple interaction of S x F x T, which are indicated by significant F-values. The F-value for S x T interaction is 4.6971 and for S x F x T is 2.5508, both significant at 0.01 level. The result of this analysis shows that male and female secondary school teachers differ significantly from each other on the index attitude, behaviour and communication, where sex interacts with two levels of territory. Further the significant interaction between S x T points to the fact that difference between the means of S1 and S2 (male and female) at T1 (Chandigarh) are significantly different from difference between means of S1 and S2 (male and female) for the second level of territory, that is, T2 (Himachal Pradesh).

Similarly, a significant S x F x T interaction implies that keeping faculty constant, the two levels of sex (S1 & S2) interact with the two levels of territory (T1 and T2) to yield significant results in attitude, behaviour and communication of secondary school teachers.

- Two Way Interactions between Sex x Faculty & Territory x Faculty - Table 4.50 shows that F-values for S x F and T x F are 0.5937 and 0.7592 respectively, which are not significant statistically even at 0.05 level. This means that two levels of sex do not interact significantly with three levels of faculty to produce differences in attitude, behaviour and communication of secondary school teachers.

Similarly, the insignificant F-value for T x F interaction points out that difference between means of T1 and T2 (Chandigarh and Himachal Pradesh) at F1 (arts) level of faculty is not significantly different from that of second level of faculty (science) and that of third level of faculty (commerce).
Thus the hypothesis number 4 of the study stands accepted for two interactions viz., S x F and T x F and is rejected for two interactions viz., S x T and S x F x T with respect to Attitude, Behaviour and Communication.

5.2.7.3 *t*-values for Two Way Interaction of Sex x Territory with respect to Attitude, Behaviour and Communication

To study the direction of significant interaction of S x T, 6 t-ratios were computed vide table 4.51 but t-ratios for three treatment combinations are found to be significant at 0.01 level. The significant t-values for the differences between the means of treatment combinations are S1T1 - S2T2 is -3.75 ; S1T1 - S2T2 is -2.67 and S2T1 - S2T2 is -4.06. On the basis of observation of means of S1T1 (10.08), S1T2 (10.30), S2T1 (10.05) and S2T2 (10.85), it is concluded that female teachers of H.P. (S2T2) have scored significantly higher on the index of attitude, behaviour and communication as compared to male and female teachers of Chandigarh and male teachers of H.P.

5.2.7.4 *t*-values for Three Way Interaction of Sex x Faculty x Territory with respect to Attitude, Behaviour and Communication

66 treatment combinations of S x F x T are given vide table 4.52. The examination of the table reveals that t-values for 20 treatment combinations are significant. Out of which, the t-values indicating difference between the means of 10 treatment combinations are significant at 0.01 level and other 10 treatment combinations are significant at 0.05 level. The significant treatment combinations are : S1F1T1-S1F2T2, S1F1T1-S2F1T2, S1F1T1 - S2F2T2, S1F1T1 - S2F3T2, S1F1T2 - S2F2T2, S1F1T2 - S2F3T2, S1F2T1 - S2F2T2, S1F2T1 - S2F3T2, S1F2T2 - S1F3T2, S1F2T2 - S2F1T2, S1F2T2 - S2F2T2, S1F2T2 - S2F3T2, S1F3T2 - S2F2T2, S1F3T2 - S2F3T2, S2F1T1 - S2F2T2, S2F1T1 - S2F3T2, S2F1T2 - S2F2T2, S2F1T2 - S2F3T2, S2F2T1 - S2F2T2, S2F2T1 - S2F3T2, S2F2T2 - S2F3T1 and S2F3T1 - S2F3T2. Considering the means of S1F1T1 (9.88), S1F1T2 (10.15), S1F2T1 (10.05), S1F2T2 (10.80), S1F3T1 (10.32), S1F3T2 (9.95), S2F1T1 (10.05), S2F1T2 (10.55), S2F2T1 (10.08), S2F2T2 (10.94), S2F3T1 (10.00) and S2F3T2 (11.27), we can conclude that female commerce teachers of H.P. (S2F2T2) have scored significantly higher on attitude, behaviour and communication as compared to male arts teachers of Chandigarh (S1F1T1), male arts teachers of Himachal Pradesh (S1F1T2) male science teachers of Chandigarh (S1F2T1), male commerce teachers of Chandigarh (S1F3T1), male commerce teachers of H.P. (S1F3T2), female arts teachers of Chandigarh (S2F1T1), female science teachers of Chandigarh (S2F2T1) and female commerce teachers of Chandigarh (S2F3T1). Further,
female science teachers of Himachal Pradesh (S2F2T2) have scored significantly higher on their attitude, behaviour and communication than male arts teachers of Chandigarh (S1F1T1), male arts teachers of Himachal (S1F1T2), male science teachers of Chandigarh (S1F2T1), male commerce teachers of Himachal (S1F3T2), female arts teachers of Chandigarh (S2F1T1), female science teachers of Chandigarh (S2F2T1) and female commerce Teachers of Chandigarh (S2F3T1). The table further reveals that female arts teachers of H.P have scored significantly higher on attitude, behaviour and communication than male arts teachers of Chandigarh and male commerce teachers of Himachal Pradesh. Similarly a significant t-value for (S1F2T2 - S1F3T2), led us to conclude that male science teachers of Himachal Pradesh have scored significantly higher on attitude, behaviour and communication than their male commerce counterparts.

5.2.8.1 ANOVA for the Main Effect of Sex, Faculty and Territory with respect to Professional and Social Awareness

Table 4.53 reveals that significant difference at 0.05 level exist only for one variable, that is, territory with respect to professional and social awareness of secondary school teachers. The table further reveals that the F-ratios for sex and faculty are not significant even at 0.05 level. The above said results led us to conclude that there are no differences in the professional and social awareness of male (S1) and female (S2) secondary school teachers. Similarly, there exists no differences in professional and social awareness of secondary school teachers of different faculties. In other words, secondary school teachers of arts, science and commerce faculties have same level of professional and social awareness. Further, the significant F-value of T shows that secondary school teachers of Chandigarh (T1) differ significantly from Himachal (T2) teachers with respect to professional and social awareness.

As the F-ratio for T was significant, it was considered necessary to analyse it further by finding t-ratios. The t-ratio for the difference between the means of two levels of territory (T1-T2) is -2.51, which is significant at 0.05 level. On the basis of observation of means of T1 (6.47) and T2 (6.70) ; it can be concluded that H.P teachers (T2) differ significantly from Chandigarh teachers (T1) on professional and social awareness.

Thus the hypothesis number 3 of the study is accepted for the main effects of sex and faculty and is rejected for the main effect of territory with respect to Professional and Social Awareness of secondary school teachers.
The results of the study conducted by McGee (1955) are not in line with the findings of the present study, who found that male teachers are professionally more aware than female teachers.

The findings of the present study are not in agreement with the findings of Adams and Biddle (1970), who found that male teachers have more professional information than female teachers. They further found that male teachers are likely to disseminate more information in classrooms than females.

Rosenthal & Jacobson (1968), Brophy & Good (1974) found that professional awareness of the teachers was found to vary in logical emphasis depending on the demands of the subject matter taught. The findings of the study at hand are not in line with their study.

5.2.8.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for Professional and Social Awareness

- **Two Way Interactions between Sex x Faculty, Territory x Faculty and Three Way Interaction between Sex x Faculty x Territory** - It is observed that the table 4.55 shows no significant F-values even at 0.05 level for the interactions of S x F, T x F and S x F x T. From the above results one can conclude that difference between the means of S1 and S2 at F1 (arts faculty) is not different significantly from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) level. Thus, it may be asserted that sex does not interact with different levels of faculty to produce significant differences in the professional and social awareness of secondary school teachers.

Similarly, an insignificant two way interaction for T x F shows that difference between means of T1 and T2 Chandigarh (U.T.) & Himachal Pradesh at F1 level of faculty is not significantly different from that of second level of faculty (F2) and that of third level of faculty (F3). It further shows that T x F do not interact with each other to produce significant differences in professional and social awareness of secondary school teachers.

Further, the triple interaction of sex, faculty and territory fails to produce significant differences with respect to professional and social awareness of secondary school teachers.

- **Two Way Interaction between Sex x Territory** - The contents of table 4.55 reveal that the F-value for S x T interaction was 3.3568, which is significant at 0.05 level. This points out that sex and territory interact with each other to produce significant
differences in the professional and social awareness of secondary school teachers. This further indicates that, difference between means of S1 and S2 (male and female) at T1 Chandigarh (U.T.) are significantly different from difference between means of S1 and S2 (male and female) for the second level of territory that is T2 (Himachal Pradesh).

Therefore the hypothesis number 4 of the present study is accepted for S x F, T x F and S x F x T interactions and is rejected for S x T interaction with respect to Professional and Social Awareness.

5.2.8.3 t-values for Two Way Interaction of S x T with respect to Professional and Social Awareness

To study the direction of variance of S x T interaction, t-ratios were computed vide table 4.56. The examination of t-values for the differences in means between the S1T1 - S1T2 treatment group reveals that male teachers of H.P. have scored significantly higher on professional and social awareness than that of male teachers of Chandigarh. The insignificant five t-values indicate that Chandigarh male teachers (S1T1) do not differ, on the index understudy from Chandigarh female teachers (S2T1) and Himachal male teachers (S1T2). Further, Himachal male teachers (S1T1) do not differ statistically from that of Chandigarh female teachers (S2T1) and Himachal female teachers (S2T2) on the above mentioned index. Similarly, Chandigarh female teachers (S2T1) do not differ statistically from female teachers of H.P. (S2T2) on the index of professional and social awareness. The significant t-value for the treatment combination S1T1 - S1T2 shows that male teachers of H.P are more aware professionally and socially as compared to male teachers of Chandigarh.

5.2.9.1 ANOVA for the Main Effects of Sex, Faculty and Territory for Total Score of Role-Structure

Perusal of ANOVA table 4.57 shows that, F-values for sex and faculty are not significant even at 0.05 level. This indicates that male teachers conceive their role-structure in a similar way as female teachers. Similarly, secondary school teachers of different faculties viz. arts, science and commerce do not differ on their role-structure. The analysis further reveals that territory (T) has emerged as a significant variable, which caused the variation in the total score of role-structure. The F-value for the main effect of territory was 5.5920, which is significant at 0.05 level. This significant F-value led us to the conclusion that there are statistically significant differences in the total score of role-structure of secondary school teachers with respect to different levels of territory (T1 & T2).
The results of F-value provide us with proximate indications, suggesting broad trends. So t-values were tabulated for further conclusions.

The results vide table 4.58 show that the mean of T2 (56.93) is higher than the mean of T1 (55.87). The table further reveals, significant t-value is in favour of T2 level of territory. The t-value for the differences between the means of two levels of territory T1-T2 is 2.29, which is significant at 0.05 level. This led us to conclude that, teachers of Himachal Pradesh conceive their role-structure in a significantly better way than the teachers of Chandigarh.

On the basis above conclusions, the hypothesis number 3 of the study stands accepted for the main effects of sex and territory with respect to Total Score of Role-Structure. But this hypothesis stands rejected for the main effect of territory for the Total Score of Role-Structure.

The previous results of the present study revealed that significant differences in the secondary school teachers exist on the basis of territory in five indices of role-structure viz., morale, authoritarianism, relation with their role set members, attitude, behaviour & communication and professional & social awareness. Further, the secondary school teachers of different faculties differ significantly on the first index of role-structure, that is, professional commitment. The result further revealed that male secondary school teachers differ significantly from female secondary school teachers on the index of authoritarianism. None of the three variables of sex, faculty and territory produces significant differences in two indices of role-structure, that is, professional aspiration & achievement and job satisfaction.

Kaur (1956) observed that teachers’ role differ with respect to state/cities of India. This is because of character of the city. Cosmopolitan city is likely to have different set of school teachers and school atmosphere than those of other cities of India. In the case of present study secondary school teachers differ with respect to variable territory.

The findings of the study at hand are in agreement with those of Herdia (1976), who perceived that the sex differences reflect the social value of women in the job market, while the differences between the two faculties (arts & science) are the result of the structural set up of the university system.

The results of the present study are in agreement with those of Stead & Mullins (1977), who observed that gender or sex has no significant relationship with professional role-structure and environment.
Garg (1983) observed as a result of his study that women teachers of girls schools perform their role better as compared to the male teachers of boys schools.

The results of the present study do not fall in line with the findings of Bhamwari (1986), who found that science teachers had higher role perspective as compared to arts and commerce teachers, whereas there exists no significant differences between the role perspective of arts and commerce teachers.

Ramana (1992) conducted a study on women teachers and found as a result of her study that the role performance on the part of lady teacher is basically a function of modernity being influenced significantly by level of classes taught and faculty of the teacher. Further, there is a strong association between the level of school classes taught and role performance. Thus, modernity is a strong and most important influence of role performance, other factors like teaching experience, professional aspiration and achievement, relations with role set members, level of classes taught and religion are also important in strengthening the level of role performance of a teacher.

Yang (1993) found that there existed fundamental differences between Japanese and U.S. teachers with respect to their teaching performance because of diverge conception of teaching with behaviour and structural differences between the two systems.

5.2.9.2 Analysis of Variance for the Interaction Effects of Sex, Faculty and Territory for the Total Score of Role-Structure

- **Two Way Interaction between Sex and Faculty** - The S x F interaction indicated a F-value of 5.68224 for 2 df which is significant at 0.01 level. This means the difference between the means of S1 and S2 at F1 (arts faculty) is significantly different from difference between the means of S1 and S2 at F2 (science) and at F3 (commerce) levels. It may be asserted the two levels of sex interact significantly with three levels of faculty to produce differences in the role-structure of secondary school teachers.

- **Two Way Interaction between Sex and Territory** - Sex interacts with territory to yield significant results in the total role-structure of secondary school teachers vide table 4.59. The table further indicates that the F-value for S x T interaction was 5.8271, which is significant at 0.01 level. This significant interaction points to the fact that differences between the means of S1 & S2 at T1 (Chandigarh) are statistically different from differences between means of S1 and S2 for the second level of territory, that is, T2 (Himachal Pradesh).
• **Two Way Interaction between Territory x Faculty** - It is obvious from the table 4.59 that the F-value for T x F interaction is not significant even at 0.05 level. The result of this analysis points out that difference between means of T1 (Chandigarh) and T2 (Himachal Pradesh) at F1 level of faculty is not significantly different from that of second level of faculty (science) and that of third level of faculty (commerce). Thus, we can conclude that T x F interaction fails to produce significant results in the total score of role-structure of teachers.

• **Three Way Interaction between Sex, Faculty and Territory** - The contents of table 4.59 reveals that F-value for S x F x T interaction was 2.9105 which is significant at 0.01 level. A significant S x F x T interaction indicates that, keeping territory constant, the two levels of sex (S1 and S2) interact with three levels of faculty (F1, F2 and F3) to produce significant differences in the total score of role-structure of secondary school teachers.

At last we can say that, the hypothesis number 4 of the present study is rejected for S x F, S x T and S x F x T interactions and is accepted for T x F interaction with respect to Total Score of Role-Structure of secondary school teachers.

5.2.9.3 **t-values for Two Way Interaction of Sex and Faculty with respect to Total Score of Role-Structure**

The t-values for 15 treatment combinations of S x F are given vide table 4.60. The examination of the table reveals that t-values for four treatment combinations are significant at 0.05 level. t-ratio for the difference between the means of S1F1 - S1F3 is 2.50, which means that total score of role structure of male arts teachers is significantly more than that of male commerce teachers. Similarly, t-ratio for the difference between the means of two groups S1F1- S2F1 is 2.16 which indicates that male arts teachers are significantly higher on their total score of role-structure than female arts teachers. Further, the significant t-ratio for the difference between the means of two groups S1F3 - S2F3 is -2.45, which indicates that female commerce teachers (S2F3) conceive their role-structure in a significantly better way as compared to male commerce teachers (S1F3). The examination of t-value for the differences between the means of two groups S2F2- S2F3, reveals that the total score of role-structure of female commerce teachers is significantly more than that of female science teachers.
5.2.9.4 t-values for Two Way Interaction of Sex x Territory with respect to Total Score of Role-Structure

To study the direction of variance of S x T interaction, t-ratios were computed vide table 4.61. The examination of t-ratios reveals that, only one t-ratio was found to be significant at 0.01 level. The significant t-value for the difference between the means of two groups S2T1- S2T2 shows that, the female teachers of H.P. (S2T2) differ significantly on their total score of role-structure from female teachers of Chandigarh (S2T1). On the basis of observation of means of S2T2 (57.25) and S2T1 (55.32) ; it can be confirmed that H.P. female teachers (S2T2) have scored significantly higher on their total score of role-structure as compared to female teachers of Chandigarh.

5.2.9.5 t-values for Three Way Interaction Sex x Faculty x Territory with respect to Total Score of Role-Structure

The contents of the table 4.62 show that t-ratios were computed for 66 treatment combinations to study the direction of variance for the different S x F x T interactions, out of which t-ratios for the differences between the means of only 12 treatment combinations were found to be significant, five of these were significant at 0.01 level and seven were significant at 0.05 level. The t-ratios, indicating the differences between the means of significant treatment groups are ; S1F1T1 - S1F3T2, S1F1T2 - S1F3T2, S1F1T2 - S2F1T1, S1F2T2 - S1F3T2, S1F3T1-S2F3T2, S1F3T2 - S2F2T2, S1F3T2 - S2F3T2, S2F1T1 - S2F3T2, S2F1T2 - S2F3T2, S2F2T1 - S2F3T2, S2F2T2 - S2F3T2 and S2F3T1 - S2F3T2.

On the basis of observation of means of S1F1T1 (56.95), S1F1T2 (57.59), S1F2T1 (56.58), S1F2T2 (57.17), S1F3T1 (56.08), S1F3T2 (54.78), S2F1T1 (55.03), S2F1T2 (56.28), S2F2T1 (55.57), S2F2T2 (56.88), S2F3T1 (55.46) and S2F3T2 (59.52) ; it can be concluded that :

- Female commerce teachers of H.P. (S2F3T2) have scored significantly higher on their total role-structure than female arts teachers of H.P. (S2F1T2), female arts teachers of Chandigarh (S2F1T1), female science teachers of Chandigarh (S2F2T1) and female commerce teachers of Chandigarh (S2F3T1).

- The total score of role-structure of female commerce teachers of H.P. (S2F3T2) is significantly more than that of male commerce teachers of Chandigarh (S1F3T1) and female science teachers of H.P. (S2F2T2).

- Male science teachers of H.P. (S1F2T2) scored significantly higher on the total of role-structure than male commerce teachers of H.P. (S1F3T2).
Male arts teachers of Chandigarh have scored significantly higher on their total role-structure than male commerce teachers of H.P. (S1F3T2).

The total score of role-structure of female science teachers of H.P. (S2F2T2) is significantly higher than that of male commerce teachers of H.P. (S1F3T2).

5.3 INTER-CORRELATIONS AMONGST DIFFERENT INDICES OF MODERNITY

This part deals with discussion based on inter-correlations among different indices of modernity in order to test hypothesis number 5 of the present study, which states that, “there will be positive and significant inter-correlations amongst the various indices of modernity with respect to teachers of different faculties and territories”.

5.3.1.1 Correlations amongst different Indices of Modernity for the Chandigarh Teachers of Arts Faculty

The results computed to test the hypothesis number 5, given vide table 4.63 show inter-correlations among four indices of modernity for the arts teachers of Chandigarh (N=107). These results indicate that the hypothesis is rejected for the indices which fail to show any significant positive correlations viz.,

- cognition of modernity and attitudes & opinions on large societal matters;
- cognition of modernity and life styles & life patterns of teachers;
- cognition of modernity and exposure to mass media;
- attitudes & opinions on large societal matters and life styles & life patterns of teachers;
- attitudes & opinions on large societal matters and exposure to mass media.

However, the hypothesis under study is accepted for those indices of modernity and total score of modernity for the arts teachers of Chandigarh, where positive and statistically significant correlations are found. These are; life styles & life patterns of teachers and exposure to mass media; cognition of modernity and total score of modernity; attitudes & opinions on large societal matters and total score of modernity; life styles & life patterns of teachers and total score of modernity; exposure to mass media and total score of modernity.

Thus the hypothesis number 5 of the present study is partially retained with respect to inter-correlations amongst different indices of modernity for Chandigarh Teachers of Arts Faculty.
The results of the present study are supported by those obtained by Ramana (1992), who found close relationship between attitudes and opinions on large societal matters and total score of modernity.

The findings of Tumin (1967) also lend support to the findings of present investigation. He reported that life styles, is an indicator showing the extent of modernity.

The study of Weiss (1972) suggested that exposure to mass media has positive and significant correlation with education. It is more or less established that educated people are more exposed to mass media. Further, the effective use of mass media is a pre-requisite for successful modernization. The results of the present study fall in line with the above findings, for Chandigarh teachers of arts faculty.

The findings of the present study are in agreement with the findings of Hooker (1995), who found that there exists a correlation between modernity and traditional ways of life. He highlighted that traditional ways of life are changed by modernity; life in the present is fundamentally different from life in the past.

5.3.1.2 Correlations amongst different Indices of Modernity for the Chandigarh Teachers of Science Faculty

The results computed to test hypothesis number 5, given vide table 4.64 show inter-correlations among four indices of modernity for science teachers of Chandigarh (N=91).

These results indicate that the hypothesis is rejected for the indices, which show no positive significant inter-correlations viz.:
- The index cognition of modernity does not show any significant positive correlation with exposure to mass media.
- Same is also true for attitudes and opinions on large societal matters and exposure to mass media.
- Similar trend was also found for the correlation between life styles and life patterns of teachers and exposure to mass media.

The hypothesis is also rejected for the indices which show negative non-significant inter-correlations like - cognition of modernity and attitudes & opinions on large societal matters; cognition of modernity and life styles & life patterns of teachers and attitudes & opinions on large societal matters and life styles & life patterns of teachers.

However, the same hypothesis is accepted for the statistically significant correlations, which all the four indices of modernity exhibit with total score of modernity for Chandigarh teachers of science faculty.
Thus the hypothesis number 5 of the study is partially retained with respect to inter-correlations amongst different indices of modernity for Chandigarh Teachers of Science Faculty.

The findings of the present study fall partially in line with Sharma’s (1979) conclusions, showing that exposure to mass media is an indicator of modernity. It has positive correlation with attitudinal modernity and exposure to mass media. The findings of the present study fall in line with the above findings for Chandigarh teachers of science faculty.

Pijper and Kersten (1995) confirmed that cognitive understanding is related to use of new technology. They also confirmed a relationship between cognition and communication.

5.3.1.3 Correlations amongst different Indices of Modernity for the Chandigarh Teachers of Commerce Faculty

The result analysed to the test the hypothesis number 5 of the given study vide table 4.65 shows inter-correlations among four indices of modernity for commerce teachers of Chandigarh (N=73).

These results indicate that the hypothesis is rejected for the indices, which fail to show any significant positive correlations viz.:
- cognition of modernity and attitudes & opinions on large societal matters;
- cognition of modernity and life styles & life patterns of teachers;
- attitudes & opinions on large societal matters and life styles & life patterns of teachers; attitudes & opinions on large societal matters and exposure to mass media;
- life styles & life patterns of teachers and exposure to mass media.

The table further shows that the hypothesis under study is accepted for positive and statistically significant correlations among different indices of modernity and total score of modernity for the commerce teachers of Chandigarh. These are:
- Cognition of modernity and exposure to mass media; cognition of modernity and total score of modernity; attitudes & opinions on large societal matters and total modernity; life styles & life patterns of teachers and total score of modernity; exposure to mass media and total score of modernity.
Hence the hypothesis number 5 of the study is partially retained with respect to inter-correlations among different indices of modernity for Chandigarh Teachers of Commerce Faculty.

The findings of Lerner (1958), McClelland (1961) & Kahl (1968) state that modernization at individual level, involves changes in attitudes, values and behaviour of the individuals; which help in the progress of society. Modernity, at individual level, leads to societal modernization because more modernized the individual is, better will be his role performance.

The findings of Ramana (1992) lend support to the findings of present investigation. She pointed that life styles and life patterns are important indicators of modernity because life styles tend to reinforce the existing class differences. She further pointed out that, life styles and life patterns of teachers are sum total of their physical possessions, use of modern gadgets, their participation in non familial activities, pattern of decision making in the family and nature of activities performed by them inside and outside the family.

The results of study conducted by Singh (1983) are also similar to the findings of the present study pertaining to the relationship between exposure to mass media and modernization. He found that mass media exposure and contact with urban areas are particularly correlated with individual modernization.

Mcleod and Pan (1991) discovered that media indirectly influences information and working process of an individual.

5.3.2.1 Correlations amongst different Indices of Modernity for the Himachal Pradesh Teachers of Arts Faculty

The results presented vide table 4.66 show inter-correlations among four indices of modernity for the H.P. teachers of arts faculty (N=105). The results indicate that the hypothesis number 5 is rejected for indices which fail to show any significant positive correlations viz.,

- cognition of modernity and attitudes & opinions on large societal matters; cognition of modernity and life styles & life patterns of teachers

However, the same hypothesis is accepted where positive and statistically significant inter-correlations are found. These are;

Cognition of modernity and exposure to mass media; cognition of modernity and total score of modernity; attitudes & opinions on large societal matters and life styles & life patterns of teachers; attitudes & opinions on large societal matters and total score of
modernity; life styles & life patterns of teachers and exposure to mass media; life styles & life patterns of teachers and total score of modernity & exposure to mass media and total score of modernity.

Thus the hypothesis number 5 of the present study is partially retained with respect to inter-correlations amongst different indices of modernity for Himachal Teachers of Arts Faculty.

The results of the present study are in agreement with findings of Tumin (1967), Weiss (1972), Ramana (1992), Singh (1983) & Sharma (1979). They conducted separate studies on modernity of teachers and found significant correlations between exposure to mass media and all the indices of modernity viz., life styles & life patterns and total score of modernity; mass media exposure and modernization, attitudinal modernity and exposure to mass media.

The results of the present study exhibit that exposure of mass media has significant positive correlation with the rest of the three indices of modernity viz., cognition of modernity, attitudes & opinions on large societal matters and life styles & life patterns of teachers.

The above results lead us to conclude that wide exposure to mass media improves cognitive understanding of modernity in an individual, changes his attitudes and opinions with changing environment and further makes the individual more aware of the 20th century modern appliances of the world such as television, computer, internet, modern transport system, modern household appliances and so on; as a result improves one’s life styles and life patterns.

5.3.2.2 Correlations amongst different Indices of Modernity for the Himachal Pradesh Teachers of Science Faculty

Table 4.67 envisages the relationships among different indices of modernity for the H.P. teachers of science faculty (N=91), to test the hypothesis number 5 of the present study. These results show that the hypothesis is rejected for the indices, which show no positive significant correlations between:

- cognition of modernity and attitudes & opinions on large societal matters;
- cognition of modernity and life styles & life patterns of teachers;
- cognition of modernity and exposure to mass media;
- attitudes & opinions on large societal matter and life styles & life patterns of teachers; attitudes & opinions on large societal matters and exposure to mass media.

However, the same hypothesis is accepted for positive and significant correlations between:
- life styles & life patterns of teachers and exposure to mass media;
- all the four indices of modernity viz., cognition of modernity, attitudes & opinions on large societal matters, life styles & life patterns of teachers, exposure to mass media and total score of modernity.

Thus, the hypothesis number 5 of the present study is partially retained with respect to inter-correlations among different indices of modernity for Himachal Teachers of Science Faculty.

Hooker (1995) studied the relationship between modernity and attitudes and opinions on large societal matters and concluded that experience of modernity in fact is, to live in traditional ways and to repeat tradition in unrecognisable forms. The results of the present study do not fall in line with the above findings with respect to Himachal teachers of science faculty.

Becker and Kosicki (1996) as result of their study found that the media contribution depends largely on understanding of individuals who use it. This means exposure to mass media helps the individual to become modern by equipping the man with current events of knowledge and adding more to his knowledge in every dimension. The findings of the present study fall in line with the above findings.

5.3.2.3 Correlations Among Different Indices of Modernity for the Himachal Teachers of Commerce Faculty

Table 4.68 envisages the relationship among different indices of modernity and total score of modernity, to test hypothesis number 5 of the present study for the commerce teachers of Himachal (N=73).

The results show that hypothesis is rejected for insignificant correlations between:
- cognition of modernity and attitudes & opinions on large societal matters; attitudes & opinions on large societal matters and total score of modernity.

Further, the hypothesis understudy is rejected where negative insignificant inter-correlations are found among different indices of modernity for Himachal teachers of commerce faculty. These are; attitudes & opinions on large societal matters and life styles
& life patterns of teachers; attitudes & opinions on large societal matters and exposure to mass media.

However the same hypothesis is accepted for the following positive and statistically significant correlations:
- cognition of modernity and life styles & life patterns of teachers; cognition of modernity and exposure to mass media; cognition of modernity and total score of modernity;
- life styles & life patterns of teachers and exposure to mass media; life styles & life patterns of teachers and total score of modernity;
- exposure to mass media and total score of modernity.

The positive and significant correlation indicate that teachers with high cognitive understanding of modernity, maintain better life styles and life patterns and have high exposure to mass media. Further, the significant and positive correlation between life styles and life patterns of teachers & exposure to mass media ($r_{34} = 0.398$), indicating that teachers who maintain modern life styles and life patterns are more exposed to mass media because of having access to television, computer, internet, monthly journals and so on.

Thus the hypothesis number 5 of the study is partially retained with respect to inter-correlations among different indices of modernity for Himachal Teachers of Commerce Faculty.

Salomon (1997) as a result of his study found that, educational use of television, films and related media depends largely on learners cognition, their mental activities and the implications of these relationships for design and use of instructional materials explored. The results of the present study get support from the above findings with respect to Himachal teachers of commerce faculty.

5.4 INTER-CORRELATIONS AMONGST DIFFERENT INDICES OF ROLE-STRUCTURE

This part deals with discussion based on inter-correlations among different indices of role-structure in order to test hypothesis number 6 of the present study, which states that, “the inter-correlations amongst the different indices of role-structure with respect to teachers of different faculties and territories, will be statistically significant”.

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5.4.1.1 Correlations amongst different Indices of Role-Structure for the Chandigarh Teachers of Arts Faculty

Table 4.69 indicates the inter-correlations amongst eight indices of role-structure and total score of role-structure, to test hypothesis number 6 of the present study for the Chandigarh teachers of arts faculty (N =107).

The results show that hypothesis number 6 understudy is rejected for statistically non-significant correlations. These inter-correlations are mentioned below:

- The values of inter-correlation of professional commitment with professional aspiration and achievement, authoritarianism, relation with role set members, attitude, behaviour and communication and professional & social awareness are insignificant statistically,

- Professional aspiration and achievement shows insignificant correlation with morale, authoritarianism, relation with role set members, attitude, behaviour and communication and professional & social awareness,

- Job satisfaction does not exhibit any significant correlation with relation with their role set members and professional & social awareness,

- The values of inter-correlation of morale with relation with their role set members and professional & social awareness are insignificant statistically,

- The values of inter-correlation of authoritarianism with relation with role set members and professional and social awareness are insignificant statistically,

- Relation with role set members show no significant positive correlation with total score of role-structure;

- The index of attitude, behaviour and communication does not exhibit any positive significant correlation with professional & social awareness;

- Further, the professional and social awareness does not show significant positive correlation with total score of role-structure for the Chandigarh teachers of arts faculty.

The hypothesis understudy is rejected where negative insignificant inter-correlations are found amongst different indices of role-structure for Chandigarh teachers of arts faculty. These are; professional aspiration & achievement and job satisfaction; job satisfaction and relation with role-set members; job satisfaction and professional & social awareness; authoritarianism and attitude, behaviour & communication; relation with role set members and attitude, behaviour & communication and morale and professional & social awareness.
However, the hypothesis under study is accepted, where positive and statistically significant inter-correlations are found among different indices of role-structure and total score of role-structure for Chandigarh teachers of arts faculty. These are:

- professional commitment and job satisfaction; professional commitment and morale; professional commitment and total score of role-structure;
- professional aspiration and achievement and total score of role-structure;
- job satisfaction and morale; job satisfaction and attitude, behaviour and communication; job satisfaction and total score of role-structure;
- morale and attitude, behaviour and communication; morale and total score of role-structure;
- authoritarianism and total score of role-structure;
- relation with role set members and professional and social awareness;
- attitude, behaviour and communication and total score of role-structure.

Thus the hypothesis number 6 of the present study is partially retained with respect to inter-correlations among different indices of role-structure for Chandigarh Teachers of Arts Faculty.

The results of the present study are in agreement with those of March and Herbert (1958), who found that morale has a significant part in role-enactment, role perception and role expectation. The results of the present study fall in line with the above findings for Chandigarh teachers of arts faculty.

The results of the present study are supported by those obtained by Singh (1972), who found that low aspiration and low commitment denotes a negatively fit combination, he gave a drop out name to this role type.

The study of Lavinga (1974) suggested that job satisfaction and the climate of the school are two important factors which influence achievement among school teachers. Job satisfaction improves the performance as well as the effectiveness of an individual, irrespective of the nature of work. The friendly, enthusiastic, secure and well adjusted teachers contribute more to the well being of their pupils.

The results of the present study get support from the findings of Anjaneyulu (1968), who found significant correlation between job satisfaction and professional role.

The study of Pillai (1973) suggested that high morale among teachers leads to better teaching; there by raising the achievement level of the students. The climate can either contribute or constrain the effectiveness of the creative potential of the teachers, becoming
a pre-requisite for a better role performance. The results of the present study also show that correlation value between morale & role-structure is \( r_{xy} = 0.692 \), which is significant at 0.01 level. This clearly lays stress on the fact that, with an increase in the morale, the role-structure of teachers also improves.

The results of the present study are partially supported by those obtained by Ramana (1992), who found significant correlation between relation with role set members and role performance. She further found that relation with role set members has positive and significant correlation with job satisfaction and professional & social awareness.

George and Brief (1992) established a positive significant correlation between job satisfaction and one’s performance.

The study of Thesauri (1998) suggested that there is positive relationship between attitudes and aspiration & achievement. His findings revealed that attitudes act like stimulus to action and the incentive to achievement. The results of the above study do not lend support to the findings of present study.

5.4.1.2 Correlations amongst different Indices of Role-Structure for the Chandigarh Teachers of Science Faculty

The results given vide table 4.70 indicates inter-correlations among eight indices of role-structure and total score of role-structure for Chandigarh teachers of science faculty (N=91).

The results show that hypothesis no. 6 is accepted for positive and significant inter-correlations between:
- professional commitment and job satisfaction; professional commitment and morale; professional commitment and total score of role-structure;
- professional aspiration & achievement and authoritarianism;
- job satisfaction and morale; job satisfaction and attitude, behaviour and communication; job satisfaction and total score of role-structure;
- morale and attitude, behaviour & communication; morale and total score of role-structure; attitude behaviour & communication and total score of role-structure.

Further, the inter-correlation matrix reveals that the hypothesis understudy is rejected for the following negative significant inter-correlations:
- professional commitment and authoritarianism; professional aspiration & achievement and job satisfaction; professional aspiration & achievement and morale;
satisfaction and authoritarianism; morale and authoritarianism; morale and professional & social awareness; authoritarianism and relation with role set members.

However, the hypothesis number 6 under study is rejected for statistically non-significant correlations. These inter-correlations are discussed below:

- The values of inter-correlation of professional commitment with professional aspiration & achievement, relation with role set members, attitude, behaviour & communication, professional & social awareness are insignificant statistically;
- Similar trend was noticed for the second index of role-structure, that is, professional aspiration & achievement. It shows insignificant relationship with relation with role set members, attitude, behaviour & communication, professional & social awareness and total score of role-structure;
- Job satisfaction does not bear any significant correlation with relation with role set members and professional & social awareness;
- The values of inter-correlation between morale and relation with role set members is insignificant statistically;
- The values of correlation between authoritarianism and relation with role set members, professional & social awareness and total score of role-structure are insignificant statistically;
- Relation with role set members show no significant positive correlation with attitude, behaviour & communication;
- Professional and social awareness show no significant positive correlation with total score of role-structure.
- Total score of role-structure shows no significant positive correlation with professional aspiration & achievement, authoritarianism, relation with role set members and professional & social awareness.

Thus the hypothesis number 6 of the present study is partially retained with respect to inter-correlations among different indices of role-structure for Chandigarh Teachers of Science Faculty.

The results of the present study fall in line with those of Singh (1972), who found negative inter-correlation between commitment and aspiration as a result of normative maladjustment of teachers in their professional role performance.

The findings of the present study get support from the results of Singh (1972), who found that high aspiration goes with low morale and vice-versa. This may be due to the
nature of the social system within which ego must realise its goals. Consider a system which lacks dynamism and offers few opportunities for goal attainment, in it, the higher the aspirations, the lower would morale be. Teachers who are optimistic about their chances for goal attainment (high morale) have, quite likely, set their goals at a low level (lower aspiration). Inversely, teachers with low morale, may be those whose aspiration tends to be higher than what can legitimately be met within the existing social sub system. The character of the social system or sub system, especially is goal fulfilling capacity in relation to its members' aspiration, appears to be critical.

Further, the findings of Singh (1972) are in tune with the findings of the present study pertaining to the relationship between commitment and authoritarianism. He highlighted that high commitment and low authoritarianism denote modern role-structure and in reverse we have a traditional role-structure.

The results of the present study are in agreement with those of Hussain (1985), who studied the relationship between ideal role and real role. His study concluded that the less the role discrepancy, the higher is the morale enjoyed by the teachers.

Lastly, we can conclude that the total score of role-structure of Chandigarh teachers of science faculty shows statistically significant correlations with professional commitment, job satisfaction, morale and attitude, behaviour & communication.

5.4.1.3 Correlations amongst different Indices of Role-Structure for the Chandigarh Teachers of Commerce Faculty

The results presented vide table 4.71 for the inter-correlations amongst eight indices of role-structure and total score of role-structure for the Chandigarh teachers of commerce faculty (N=73) reveal that the hypothesis number 6 is rejected for the following insignificant inter-correlations:

- Professional commitment does not bear any positive significant inter-correlation with professional aspiration & achievement, authoritarianism, relation with role set members and attitude, behaviour & communication;
- Professional aspiration & achievement does not exhibit significant positive correlation with morale, authoritarianism, relation with role set members, attitude, behaviour & communication, professional & social awareness;
- Job satisfaction shows insignificant correlation with morale and authoritarianism;
- The index morale shows no significant positive inter-correlation with authoritarianism and professional & social awareness;
The index authoritarianism exhibits no positive significant inter-correlation with role set members;

The index relation with role set members shows no significant inter-correlation for professional and social awareness;

The seventh index of role-structure pertaining to attitude, behaviour and communication does not show any positive significant correlation with professional and social awareness;

Professional and social awareness does not show positive significant inter-correlation with total score of role-structure.

Further, the hypothesis understudy is rejected for negative and statistically significant inter-correlations between professional commitment and morale and also for negative and insignificant inter-correlations viz., professional commitment and professional & social awareness; professional aspiration & achievement and job satisfaction; job satisfaction and relation with role set members; morale and relation with role set members; job satisfaction and attitude, behaviour & communication; authoritarianism and attitude, behaviour & communication; relation with role set members and attitude, behaviour & communication; job satisfaction and professional & social awareness; authoritarianism and professional & social awareness and relation with role set members and total score of role-structure.

However, the hypothesis understudy is accepted for positive and statistically significant inter-correlations among different indices of role-structure for the Chandigarh teachers of commerce faculty. These are;

- Professional commitment and job satisfaction; professional commitment and morale; professional commitment and total score of role-structure;
- Professional aspiration & achievement and total score of role-structure;
- Professional job satisfaction and total score of role-structure;
- Morale and attitude, behaviour & communication; morale and total score of role-structure;
- Authoritarianism and total score of role-structure;
- Attitude, behaviour & communication and total score of role-structure.

Thus the hypothesis number 6 of the present study is partially retained with respect to inter-correlations among different indices of role-structure for Chandigarh Teachers of Commerce Faculty.
The results of the present study are in agreement with those of Seattle (1954), who found significant correlation between behaviour and performance. He reported that individuals' behaviour, in the presence of others, facilitate performance.

The results of the present study are in agreement with those of Wilkinson (1996), who found that employees' attitude is related with his performance. He further studied that coping with continuous changes of the down size team oriented and increasingly diverse work place left people confused, fearful and some times angry. He observed that as attitude deteriorates, so do commitment, loyalty and most importantly, performance.

5.4.2.1 Correlations amongst different Indices of Role structure for the Himachal Teachers of Arts Faculty

Table 4.72 envisages the relationship among different indices of role-structure and total score of role-structure for Himachal teachers of arts faculty (N=105) to test the hypothesis number 6 of the present study.

The inter-correlation matrix reveals that the hypothesis is rejected for statistically insignificant inter-correlations. These correlations are:

- The values of correlation of professional commitment with morale, relation with role set members, professional & social awareness are insignificant statistically;

- Similar trend is noticed for professional aspiration & achievement which shows insignificant relationship with morale, authoritarianism, relation with role set members, attitude, behaviour & communication and professional & social awareness;

- Job satisfaction shows no significant positive correlation with role set members and professional & social awareness;

- The index morale shows no significant positive correlation with role set members;

- The index authoritarianism shows no significant correlation with role set members, professional & social awareness and total role-structure;

- The index relation with role set members bears no significant correlation with attitude, behaviour & communication and professional & social awareness;

- The attitude, behaviour & communication shows no significant positive correlation with professional & social awareness.

Further, the inter-correlation matrix reveals that the hypothesis understudy is rejected for negative and significant correlations. These are; professional commitment and professional aspiration & achievement and job satisfaction; job satisfaction and professional aspiration & achievement.
authoritarianism; authoritarianism and attitude, behaviour & communication; morale and authoritarianism.

However, the hypothesis number 6 of the present study is accepted for positive and statistically significant inter-correlations among different indices of role-structure for Himachal teachers of arts faculty. These are; professional commitment and job satisfaction; professional commitment and attitude, behaviour and communication; professional commitment and total score of role-structure; professional aspiration & achievement and job satisfaction; professional aspiration & achievement and total score of role-structure; job satisfaction and morale; job satisfaction and attitude; behaviour & communication; job satisfaction and total score of role-structure; morale and total score of role-structure; morale and attitude, behaviour & communication; morale and professional & social awareness relation with role set members and total score of role-structure; attitude, behaviour & communication and total score of role-structure; professional & social awareness and total score of role-structure.

Thus the hypothesis number 6 of the present study is partially retained with respect to inter-correlations among different indices of role-structure for Himachal Teachers of Arts Faculty.

The results of the present study fall partially in line with those of Singh (1972), who found that teachers in the arts and social sciences, have low commitment level and science teachers have low level of morale. This suggests that, there exists a relationship between the two variables. He further pointed out more of science teachers than others show high morale, low aspiration and high authoritarianism; and more of arts faculty teachers show low morale, high aspiration and low authoritarianism. His study revealed that high morale, low aspiration and high authoritarianism together tend to indicate a traditional syndrome in role-structures; while low morale, high aspiration and low authoritarianism might constitute a modernity syndrome. The traditional syndrome of science teachers seemingly entails more stable and conservative role adaptations, while for the arts faculty teachers, modernity syndrome goes with more radical and unstable role adaptations.

Spanish Summit Training Sourcer (1997) discovered that safe and healthy work place improves employee’s morale. It further found that, effective behaviour & communication is beneficial for both supervisors and employees. It further revealed that a successful team requires individual commitment and dedication to the task. With
commitment, individual learns to work together to accomplish the team goals and team responsibilities and also communication skills.

5.4.2.2 Correlations amongst different Indices of Role-Structure for the Himachal Pradesh Teachers of Science Faculty

Table 4.73 envisages the relationship among different indices of role-structure for the H.P. teachers of science faculty (N=91) to test the hypothesis number 6 of the present study. The inter-correlation matrix reveals that the hypothesis is rejected for the following insignificant inter-correlations:

- The index professional commitment does not exhibit positive significant inter-correlation with professional aspiration & achievement, job satisfaction, morale, attitude, behaviour & communication and professional & social awareness;
- The index professional aspiration & achievement does not show any positive significant inter-correlation with morale, authoritarianism, relation with role set members, attitude, behaviour & communication and total role-structure;
- The index job satisfaction shows no significant correlation with authoritarianism, and attitude, behaviour & communication;
- The index morale shows no significant positive correlation with authoritarianism, attitude, behaviour & communication;
- The index pertaining to authoritarianism exhibits no significant correlation with role set members, attitude, behaviour & communication, professional & social awareness and total role-structure;
- The index relation with role set members does not indicate significant positive correlation with attitude, behaviour & communication and professional and social awareness;
- The index pertaining to attitude, behaviour & communication shows no positive significant correlation with professional and social awareness;
- The professional and social awareness has no positive significant correlation with total score of role-structure.

The hypothesis number 6 of the present study is rejected for negative and statistically significant inter-correlations among different indices of role-structure for Himachal teachers of science faculty. These are: professional commitment and authoritarianism; professional aspiration & achievement and job satisfaction; professional aspiration & achievement and professional & social awareness.
However, the hypothesis understudy is accepted for positive and statistically significant inter-correlations among different indices of role-structure for Himachal teachers of science faculty. These are: professional commitment and relation with role set members; professional commitment and total score of role-structure; professional aspiration & achievement and professional & social awareness; job satisfaction and morale; job satisfaction and relation with role set members; job satisfaction and total score of role-structure; morale and relation with role set members; morale and total score of role-structure; relation with role set members and total score of role-structure; attitude, behaviour & communication and total score of role-structure.

Thus the hypothesis number 6 of the present study is partially retained with respect to inter-correlations among different indices of role-structure for Himachal Teachers of Science Faculty.

Lexico (1977) on the basis of his study concluded that correlations between job satisfaction and one's performance ranged around +.40. He further found that job satisfaction has positive correlation with behaviour. The type of behaviour which result from job dissatisfaction are: sabotage, with-drawl of efforts, complaining and theft. He highlighted that individual differences are noted under job dissatisfaction.

The findings of the present study are not in agreement with those of Young (1981), who found positive correlation between commitment and attitude; commitment and professional and social awareness.

The study conducted by Radha (1984) suggested that scientific attitude, attitude towards academic work, extraversion - introversion has positive correlation with role performance of science teachers.

Mehta (1985) conducted a study on 393 secondary school teachers and found that perceived and experienced role has positive correlation with job satisfaction. The teachers with low level of role conflict experience low level of job satisfaction.

Organ (1988), George and Brief (1992) discovered that attitude towards work affects one's performance. They further reported correlation between job satisfaction and one's performance. They further said that, satisfied employees are more likely to make constructive suggestions, help co-workers and praise the company to outsiders.

A version of Samma Sankappa (1996) suggested a significant correlation between aspiration and awareness.
Spanish Summit Training Sourcer (1997) found individual commitment as one of the important characteristic to accomplish team goals. It further reported significant correlation between individual commitment, team responsibilities and communication skills.

Conrad (1996) as result of his study found that employees’ attitude is number one performance related issue. As attitude deteriorates, commitment, loyalty and most importantly performance also deteriorates. The results of the present study fall in line with above mentioned findings.

Yudkowsky (1997) as a result of his study found that achievement is largely the product of steadily raising one’s level of aspirations and expectations. The employees with professional experience and education have better understanding, open-mindedness, and knowledge of latest innovations to improve their outcomes.

5.4.2.3 Correlations amongst different Indices of Role-Structure for the Himachal teachers of Commerce Faculty

Table 4.74 shows the relationships among different indices of role-structure and total score of role-structure for Himachal teachers of commerce faculty (N=75) to test the hypothesis number 6 of the present study.

The inter-correlation matrix reveals that the hypothesis is rejected for the following statistical insignificant correlations:

- professional commitment and morale ; professional commitment and authoritarianism, professional commitment and relation with role set members ; professional commitment and attitude, behaviour & communication ; professional commitment and professional & social awareness ;
- professional aspiration & achievement and morale ; professional aspiration & achievement and relation with role set members ; professional aspiration & achievement and attitude, behaviour & communication ; professional aspiration & achievement and professional & social awareness ;
- job satisfaction and authoritarianism ; job satisfaction and relation with role set members ; job satisfaction and attitude, behaviour and communication ; job satisfaction and professional & social awareness ;
- morale and relation with role set members ;
- authoritarianism and total score of role-structure ;
- attitude, behaviour & communication and professional & social awareness.
Further, the inter-correlation matrix reveals that the hypothesis understudy is rejected for negative insignificant correlations. These are: professional commitment and professional aspiration & achievement; professional aspiration & achievement and job satisfaction; professional aspiration & achievement and authoritarianism; morale and authoritarianism; authoritarianism and relation with role set members; authoritarianism and attitude, behaviour and communication; authoritarianism and professional & social awareness; relation with role set members and attitude, behaviour & communication; relation with role set members and professional & social awareness.

However, the hypothesis number 6 of the present study is accepted for positive and statistically significant inter-correlations among different indices of role-structure for Himachal teachers of commerce faculty. These are: professional commitment and job satisfaction; professional commitment and total score of role-structure; professional aspiration & achievement and total score of role-structure; job satisfaction and morale; job satisfaction and total score of role-structure; morale and attitude, behaviour & communication; morale and professional & social awareness; morale and total score of role-structure; relation with role set members and total score of role-structure; attitude, behaviour & communication and total score of role-structure; professional & social awareness and total score of role-structure.

Thus the hypothesis number 6 of the present study is partially retained with respect to inter-correlations among different indices of role-structure for Himachal Teachers of Commerce Faculty.

The findings of the present study fall in line with those of Maniudakis (1974), who conducted a research study on school teachers and found that strong relationship exists between teacher’s morale and his performance.

The findings of the present study fall partially in line with those of Arbeu (1980), who conducted a research study on school teachers and found that significant relationship exists between job satisfaction and relation with role set members, professional growth and working conditions and status of teachers.

The results of the present study get support from those of Sgriccia (1994), who found significant positive correlation between teachers’ commitment and job satisfaction.

The results of the study conducted by Knox (1995) show that teacher’s satisfaction about the teaching profession is an important indicator of his commitment to teaching effectiveness and motivation.
The findings of Conrad (1996) suggested that positive attitude and morale made a positive influence on personal and organisational performance of individuals. It helped people to overcome fear and bury negative thoughts. It helped people to develop positive thinking, focus on their goals and realise their full potential.

Thesauri (1998) pointed out that positive attitudes are anchor to the soul, the stimulus to action and the incentive to achievement.

5.5 CORRELATIONS AMONGST DIFFERENT INDICES OF MODERNITY & ROLE-STRUCTURE FOR THE TOTAL SAMPLE IN EACH TERRITORY

This part deals with discussion based on inter-correlations among different indices of modernity and role-structure in order to test hypothesis number 7 of the present study which states that, "the inter-correlations amongst different indices of modernity and role-structure will be significantly positive for the total sample of secondary school teachers in each territory".

5.5.1 Correlations amongst different Indices of Modernity and Role-Structure for the Total Sample of Chandigarh Teachers

The results obtained to test hypothesis number 7, are presented vide table 4.75 show inter-correlations among the indices of modernity and role-structure for the total sample of Chandigarh secondary school teachers (N=271). These results indicate that the hypothesis is rejected for those indices which do not show statistically significant inter-correlations viz.,

- The index cognition of modernity does not exhibit significant positive correlation with attitudes and opinions on large societal matters, life styles and life patterns of teachers, exposure to mass media, professional aspiration & achievement, job satisfaction, attitude, behaviour & communication, professional & social awareness and total score of role-structure;

- The second index of modernity pertaining to attitudes and opinions on large societal matters has no significant positive correlation with professional commitment, professional aspiration & achievement, morale and total score of role-structure;

- The index life styles and life patterns exhibits no significant positive correlation with professional commitment, job satisfaction and relation with role set members;

- Exposure to mass media has no significant positive correlation with relation with role set members and professional & social awareness;
- Total score of modernity shows no significant positive correlation with professional commitment and morale;
- The index of role-structure pertaining to professional commitment does not exhibit positive significant correlation with professional aspiration & achievement, relation with role set members and professional & social awareness;
- The index professional aspiration & achievement does not show positive significant correlation with job satisfaction, morale, relation with role set members, attitude, behaviour & communication and professional & social awareness;
- Job satisfaction shows no significant positive correlation with relation with their role set members and professional & social awareness;
- The index authoritarianism for the total sample of secondary school teachers shows no significant positive correlation with relation with their role set members;
- The index relation with role set members shows no significant correlation with attitude, behaviour and communication;
- The index attitude, behaviour & communication does not exhibit any positive significant correlation with professional & social awareness.

However, the hypothesis number 7 is rejected for negative and insignificant correlations. These are: cognition of modernity and professional commitment; cognition of modernity and morale; cognition of modernity and relation with role set members; attitudes and opinions on large societal matters and job satisfaction; attitudes and opinions on large societal matters and authoritarianism; life styles and life patterns of teachers and authoritarianism; exposure to mass media and authoritarianism; professional commitment and authoritarianism; professional aspiration & achievement and job satisfaction; job satisfaction and professional & social awareness; morale and authoritarianism; authoritarianism and attitude, behaviour & communication and authoritarianism and professional & social awareness.

The seventh hypothesis is also rejected for the negative significant correlations. These are: cognition of modernity and authoritarianism; total score of modernity and authoritarianism.

However, the hypothesis understudy is accepted for positive and statistically significant correlations among different indices of modernity and role-structure for the Chandigarh secondary school teachers. These are mentioned as under:
- The index cognition of modernity exhibits significant positive correlation with total score of modernity;

- The index of modernity pertaining to attitudes & opinions on large societal matters show significant positive correlation with life styles and life patterns of teachers, exposure to mass media, total score of modernity, relation with role set members and professional & social awareness;

- The index life styles and life patterns shows correlation with exposure to mass media, total score of modernity, professional aspiration & achievement, attitude, behaviour & communication, professional & social awareness and total score of role-structure;

- The index exposure to mass media for the total sample of Chandigarh secondary school teachers shows significant positive correlation with total score of modernity, professional commitment, professional aspiration & achievement, job satisfaction, morale, attitude, behaviour and communication and total score of role-structure;

- The total score of modernity shows significant positive correlation with professional aspiration & achievement, job satisfaction, relation with role set members, attitude, behaviour & communication, professional & social awareness and total score of role-structure;

- The index professional commitment has positive significant correlation with job satisfaction, morale, attitude, behaviour & communication and total score of role-structure;

- The index professional aspiration & achievement has positive significant correlation with authoritarianism and total score of role-structure;

- The index job satisfaction shows significant positive correlation with morale, attitude, behaviour & communication and total score of role-structure;

- The index morale has significant positive correlation with role set members, attitude, behaviour & communication and total score of role-structure;

- The index relation with role set members shows positive significant correlation with professional & social awareness and total score of role-structure;

- The index attitude, behaviour & communication exhibits positive significant correlation with total score of role-structure;

- The index professional & social awareness shows significant positive correlation with total score of role-structure;
The total score of role-structure exhibits significant positive correlation with life styles and life patterns of teachers, exposure to mass media, total score of modernity, professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role set members, attitude, behaviour and communication and professional and social awareness.

Thus the hypothesis number 7 of the present study is partially retained with respect to correlations amongst different indices of modernity & role-structure for the Total Sample of Chandigarh Teachers.

The findings of Lemer (1958) lend support to the results of present study. He found that high aspiration goes with low authoritarianism and low aspiration goes with high authoritarianism and high aspiration goes with modernization which is known to be associated with low authoritarianism.

The findings of the present study are partially supported by those of Hagen (1962), who reported that there is inverse relationship between authoritarianism and modernization. When modernization level is low, authoritarianism is neutralised and morale is high.

The findings of the present study are in agreement with those of Parson (1964), who concluded that the higher the authoritarianism and the lower the liberalism, in the individual values, the lower would be his modernization level and the modernization potential of his role-structure.

The results of the present study get support from the findings of Tumin (1967), who found that life styles and life patterns of teachers play an important role in stratification and differentiation of roles. It is an important indicator to reinforce the existing role differences.

The findings of Wicker (1969) revealed that attitudes are closely related to actions of an individual. By implication this suggests that attitudes influence the role-structure of teachers and their teaching, which are closely related to actions.

The results of the present study are supported by those obtained by Sharma (1979), who found close relationship between attitudinal modernity and exposure to mass media.

The findings of Ramana (1992) also lend support to the findings of the present study. These findings are:

- modern life styles with high exposure to mass media have positive significant relationship with modern attitudes and opinions,
positive and significant correlation exists between attitudes and opinions and total modernity.

- exposure to mass media has positive and significant correlation with aspiration and role performance.

The results of the study conducted by Rosenblum (1993) are also similar to the findings of the present study pertaining to the relationship between job satisfaction and commitment. He found that job satisfaction and working conditions are significantly related to commitment. He further found that loyalty is the path to the commitment.

The findings of the present study are not in agreement with those of Wentling (1993), who reported that there is relationship among commitment, achievement and aspirations. He found that, teachers who demonstrated higher achievement and stronger commitment exhibit higher aspirations.

The results of the present study pertaining to the inter-correlation between professional commitment and job satisfaction fall in line with the findings of Sgriccia (1994), who found a significant positive correlation between commitment and job satisfaction.

The findings of Yudkowsky (1997) lend support to the results of the present study; who found that achievement is largely the product of steadily raising one’s level of aspiration and expectation. He further found that, to enhance and improve one’s professional achievement, vision, long-sightedness, integration of technology and means, expanded view of resources is needed. The most important is the ability to incorporate new technology or changes in technology, that will impact the success or level in getting the job done. He further states that, teacher with higher aspiration and achievement will take help of modernity to improve his information, quality of teaching and incorporate modern ideas to become innovative and so on.

5.5.2 Correlations amongst different Indices of Modernity and Role-Structure for the Total Sample of Himachal Pradesh Teachers

The results computed to test the hypothesis number 7, given vide table 4.76 show inter-correlations among four indices of modernity and eight indices of role-structure for the total sample of Himachal Pradesh secondary school teachers (N=271).

These results indicate that the hypothesis is accepted for the significant positive correlations viz.,
- The index cognition of modernity shows significant positive correlation with life styles and life patterns of teachers, exposure to mass media, total score of modernity, job satisfaction, morale and total score of role-structure;
- The index of modernity regarding attitudes and opinions on large societal matters has significant positive correlation with total score of modernity, professional aspiration & achievement and morale;
- The index life styles and life patterns of teachers with exposure to mass media, total score of modernity and morale;
- The index exposure to mass media shows significant positive correlation with total score of modernity, professional commitment, morale, attitude, behaviour & communication and total score of role-structure;
- The total score of modernity shows significant positive correlation with professional commitment, job satisfaction, morale, attitude, behaviour & communication and total score of role-structure;
- The index professional commitment has significant positive correlation with job satisfaction, morale, relation with role set members, attitude, behaviour & communication and total score of role-structure;
- The index of role-structure pertaining to professional aspiration and achievement has significant and positive correlation with morale, professional and social awareness and total score of role-structure;
- The index job satisfaction has positive significant correlation with morale and relation with role set members;
- Morale has significant positive correlation with role set members, attitude, behaviour & communication and total score of role-structure;
- The index relation with role set members exhibits significant positive correlation with total score of role-structure;
- The index attitude, behaviour and communication has significant positive correlation with total score of role-structure;
- The index of role-structure regarding professional and social awareness has positive and significant association with total score of role-structure;
- The total score of role-structure of Himachal secondary school teachers exhibits significant positive correlation with cognition of modernity, exposure to mass media, total score of modernity, professional commitment, professional aspiration.
and achievement, job satisfaction, morale, attitude, behaviour and communication and professional & social awareness.

However, the same hypothesis is rejected for the following negative and significant correlations: attitudes and opinions on large societal matters and authoritarianism; life styles & life patterns of teachers and authoritarianism; exposure to mass media & authoritarianism; total score of modernity and authoritarianism; professional aspiration & achievement and job satisfaction; professional aspiration & achievement and authoritarianism; job satisfaction and authoritarianism; morale and authoritarianism; job satisfaction and professional & social awareness; relation with role set members and attitude, behaviour & communication; relation with role set members and professional & social awareness.

Also, the hypothesis understudy is rejected for positive but statistically insignificant correlations among different indices of role-structure and modernity.

Thus the hypothesis number 7 of the study is partially retained with respect to correlations among different indices of modernity & role-structure for the Total Sample of Himachal Secondary School Teachers.

The findings of Wicker (1969) show that attitudes, behaviour and opinions depend on the situational demands. He suggested that attitude, behaviour & opinions of the individual should change according to the needs and requirements of the present demands of the society.

Singh (1972) found a significant positive correlation between modernization and academic role-structure of teachers. The results of the present study fall in line with those of the above mentioned studies.

The findings of the study at hand are in agreement with those of Weiss (1972), who found that effective use and development of mass media is a pre-requisite for the effective modernization of a man which requires prior establishment of an adequate economic and educational basis.

Lerner (1958) as a result of his study found that as modernization is an on going process in which direct personal contacts, with the wider environment as well as various mediated contacts, through mass communication lead to rising aspiration.

The findings of Parson (1964) showed that, the higher the authoritarianism and the lower the liberalism in the individual values, the lower would be his modernisation level and the modernization potential of his role-structure. The findings of Parson lend support to
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The findings of Parson (1964) showed that, the higher the authoritarianism and the lower the liberalism in the individual values, the lower would be his modernisation level and the modernization potential of his role-structure. The findings of Parson lend support to the results of present study which show that authoritarianism is negatively and significantly correlated with total score of modernity ($r_{10.5} = -0.243$). Further, authoritarianism is negatively correlated to three indices of modernity and 5 indices of role-structure and ultimately has not emerged significant in determining the role-structure of Himachal teachers. Thus, we conclude that more modern the teacher is, the less authoritarian he will be. It means that the higher the level of modernity, the lower is the level of authoritarianism. The modern teachers also show qualities of professional commitment, professional aspiration and achievement, professional & social awareness and better relations with role set members.

The study of Singh (1972) explained that when commitment and aspiration are negatively correlated, this phenomena is explained as normative maladjustment on the part of teachers, in their professional role performance.

The findings of the present study are in partial agreement with the findings of Singh (1972), who found that highly authoritarian personality goes with high morale, and also high modernism goes with low morale. Morale is related directly with role performance.

Lavinga (1974) as result of his study found that job satisfaction improves the performance as well as the effectiveness of an individual, irrespective of the nature of work. Further, there are a number of studies showing positive and significant correlation between job satisfaction and role performance (Anjaneyulu 1963; Desai 1979; Aggarwal and Aggarwal 1982).
The results of the study by Ramana (1992) lend support to the findings of the present study pertaining to the correlation between relation with role set members and role-structure. Her investigations revealed that cordial relations act as a pre-condition for successful role performance.

The findings of Salomon (1995) suggested that, the educational use of television, film and related media has increased significantly in recent years, but our fundamental understanding of how media communicates information and which instructional purposes they best serve, has grown very little. He further found that exposure to mass media depends under what circumstances and with what type of learners, certain kinds of learning and mental skill development occurs.

The findings of Grossberg (1997) reveal that modernity points to a crisis in our ability to locate meaning as a possible and appropriate source for an impassioned commitment. The modernity dilemma can be described in terms of the need to make something, anything matter, to care about, to make a commitment to something.

5.6 CORRELATIONS AMONG THE INDICES OF MODERNITY AND ROLE-STRUCTURE FOR THE TOTAL SAMPLE OF SECONDARY SCHOOL TEACHERS OF BOTH THE TERRITORIES (CHANDIGARH AND HIMACHAL PRADESH)

The hypothesis number 8 of the present study states that, “the inter-correlations amongst different indices of modernity and role-structure will be positive and significant for the total sample of secondary school teachers of both the territories taken together”.

The results computed to test the above hypothesis have been given vide table 4.77 for the inter-correlations among the indices of modernity and role-structure for the total sample of secondary school teachers belonging to both territories viz. Chandigarh (U.T.) and Himachal Pradesh (N=542).

These results reveal that the hypothesis number 8 is accepted for the indices, which show significant positive correlations viz.,

- The index cognition of modernity has significant positive correlation with life styles and life patterns of teachers, exposure to mass media, total score of modernity, job satisfaction;
- The index of modernity, pertaining to attitudes and opinions on large societal matters has significant positive correlation with exposure to mass media, total score of modernity, professional and social awareness;
The index life styles and life patterns of teachers exhibit significant positive correlation with exposure to mass media, total score of modernity and morale;

- The index exposure to mass media has significant positive correlation with total score of modernity, professional commitment, professional aspiration & achievement, job satisfaction, morale, attitude, behaviour & communication and total score of role-structure;

- Total score of modernity for the total sample of secondary school teachers show significant correlation with professional commitment, professional aspiration & achievement, job satisfaction, morale, attitude, behaviour & communication and total score of role-structure;

- The index of role-structure regarding professional commitment has significant positive correlation with job satisfaction, morale, attitude, behaviour & communication and total score of role-structure;

- Professional aspiration and achievement has significant positive correlation with professional & social awareness;

- The index job satisfaction shows positive significant correlation with morale, attitude, behaviour & communication and total score of role-structure;

- Morale show significant positive correlation with relation with role set members, attitude, behaviour & communication and total score of role-structure;

- The index authoritarianism shows significant positive correlation with total score of role-structure;

- The index of role-structure pertaining to relation with role set members has significant positive correlation with total score of role-structure;

- Attitude, behaviour & communication shows significant positive correlation with total score of role-structure;

- Professional & social awareness of teachers is positively and significantly correlated with total score of role-structure.

The hypothesis number 8 of the present study, is rejected for the negative significant correlations. These are discussed below;

- Authoritarianism is negatively and significantly correlated to all the four indices of modernity viz. cognition of modernity, attitude & opinions on large societal matters, life styles and life patterns of teachers and exposure to mass media and also with total score of modernity;
- Professional commitment, job satisfaction, morale, attitude, behaviour & communication show negative and significant correlation with authoritarianism;

- The index job satisfaction and professional & social awareness show negative significant correlation with authoritarianism.

Also, the hypothesis under study is rejected for positive and statistically insignificant correlations between different indices of modernity and role-structure for the total sample of secondary school teachers of two territories - Chandigarh (U.T.) and Himachal Pradesh.

Thus, the hypothesis number 8 of the present study is partially retained with respect to correlations among different indices of modernity & role-structure for the total sample of secondary school teachers of both territories viz. ; Chandigarh (U.T.) and Himachal Pradesh.

The results of Singh (1972) lend partial support to the findings of present study pertaining to the relationship between commitment - aspiration, commitment - morale, commitment - authoritarianism, aspiration - morale, aspiration - authoritarianism, morale - authoritarianism. His investigation found out some significant patterns. These are:

**Commitment-aspiration** - The negative correlation between commitment and aspiration means normative maladjustment in the teachers' professional role performance.

**Commitment-authoritarianism** - Given a negative association between commitment and authoritarianism, role-structure falls into purely traditional and purely modern categories. High commitment and low authoritarianism denote a modern role-structure and in the reverse case we have traditional role-structure.

**Aspiration-morale** - High aspiration goes with low morale and vice-versa. This may be due to the nature of the social system within which ego must realise its goals.

**Aspiration-authoritarianism** - High aspiration goes with low authoritarianism.

**Morale-authoritarianism** - The association is positive but not statistically significant.

The findings of the present study are partially supported by the above findings.

The results of the study by Mohan (1985) lend support to the findings of the present study pertaining to the correlation between relation with role set members and morale. His investigation revealed that good human relations with colleagues and the immediate superior affects teacher morale in the school setting.