Teaching is one of the most important professions throughout the world. The teacher is the builder of a nation and the progress of a nation ultimately depends upon the qualities of its teachers. The type of nation that we want to build largely depends upon our classroom. Among the different factors which influence the quality of education, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing the services of a large number of recruits of high calibre to the teaching profession. For this purpose, it is necessary to make an intensive and concerted effort to attract talented young men and women of ability to the teaching profession, and to retain them in the profession as a band of dedicated, enthusiastic and contended workers. In a developing country like India, where the resources for education are limited, the right type of teachers are unfortunately not attracted to this profession. This does not mean that the process of education has stagnated. It is continuing in spite of the adverse conditions prevailing in the country.

Men and women who have become teachers are conscious of their roles in school and society. All other factors -
building, equipments, curricula, instructional materials, organisation and allied expenditure - are of little value unless the teachers are of the right type with necessary academic qualifications, professional competence and personality characteristics. The personality of a teacher is a significant variable in the class room. The personality factors have always merited attention and have been subjected to considerable research. Among them psychological factors such as aspiration, adjustment and role expectations are of utmost importance. Hence, there is an urgent need for a substantial study relating to these factors. Keeping this idea in mind, the present study is aimed at making a comparative assessment of Arts and Science teachers of secondary schools in relation to six psychological variables. Further, it is intended to compare the two groups with different moderator variables.

The study is focused on the two main aspects:

1. To find out the difference between Arts and Science teachers of secondary schools on the six psychological factors.

2. To determine whether the different moderator variables differ in their influence on the psychological factors used in this study.
The purpose of the study is to make an attempt to understand the psychological factors - aspiration, adjustment and role conflict of Arts and Science teachers of secondary schools. Besides an attempt has been made to compare the different moderator variables such as Age, sex, qualification, income, length of service, designation (category of posts) and area (urban and rural schools).

The present study is meant to compare the Arts and Science teachers of various secondary schools of Hassan District in Karnataka.

For the purpose of this study, several hypotheses are formulated and tested.

The sample is drawn using the stratified random sampling technique. This sample includes the Arts and Science teachers of the government, the aided and the unaided schools. The sample consists of 165 Arts teachers and 150 Science teachers.

The instruments used in this study are:

1. Educational Aspiration Inventory
2. Vocational Aspiration Inventory
3. Financial Aspiration Inventory
4. Bell's Adjustment Inventory
5. Perceived Role Conflict Inventory
6. Role Perception Inventory.

All the inventories used are in English and are used as dependent variables. The Arts and Science teachers are used as independent variables. The above inventories are administered to the sample selected and the scoring is done according to the established norms.

In the first part, the analysis of data is treated by the t-test. In the second part, the moderator variables are compared with Analysis of variance (ANOVA).

After the analysis and discussion of the data, the following conclusions are drawn:

1.1 The Arts and Science teachers of secondary schools do not show any significant difference in educational aspirations.

1.2 The Arts and Science teachers of secondary schools do not show any significant difference in vocational aspirations.
1.3 The Arts and Science teachers of secondary schools do not show any significant difference in financial aspiration.

1.4 The Arts and Science teachers of Secondary schools do not show any significant difference in adjustment.

1.5 The Arts and Science teachers of secondary schools do not show any significant difference in perceived role conflict.

1.6 The Arts and Science teachers of secondary schools do not show any significant preference in role perception.

2.1 The Arts and Science teachers of secondary schools differ significantly in perceived role conflict and in vocational aspiration. The Arts and Science teachers of different age groups differ significantly in perceived role conflict and adjustment, but no difference is found with regard to the other psychological factors.

2.2 The Arts and Science teachers of different sex of Secondary schools show significant differential variation in role perception and educational
aspiration. A significant interaction is found in perceived role conflict and financial aspiration. No difference is found in other psychological variables.

2.3 The Arts and Science teachers of secondary schools of different income groups show significant differential variation in perceived role conflict and adjustment, but no variation is found in regard to other psychological factors.

2.4 The teachers of different faculties and of different areas of secondary schools show differential variation in role perception and educational aspiration. The difference in interaction is found only in educational aspiration, but no difference is found in other areas.

2.5 The Arts and Science teachers of secondary school show significant difference in perceived role conflict and adjustment. The teachers with different qualification show significant variation in perceived role conflict, educational aspiration and adjustment. A significant interaction is found only in the case of adjustment. All others do not show any significant variation.
2.6 The Arts and Science teachers of secondary school show variance in perceived role conflict. The teachers of different designations (category of posts) groups vary in adjustment and no interaction variance is found in perceived role conflict and no variation is found in any other factors.

2.7 The Arts and Science teachers of secondary school working in Government, the Aided and the Unaided schools show variance in role perception and financial aspiration but no difference is found in other psychological factors.

2.8 The Arts and Science teachers of secondary school show significant variation in perceived role conflict and vocational aspiration, and the teachers with different lengths of service show differential variation in perceived role conflict and adjustment. A significant interaction is shown in vocational aspiration and adjustment.

THE LIMITATIONS AND IMPLICATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

The study is made to find out the similarities and differences, if any, in psychological characteristics
of Arts and Science teachers of secondary schools. In recent years, many changes have been brought about with a view to improving the quality of teachers and also the conditions of schools. In spite of it, it has been observed that the standard of education among the teachers has not come up to the expected level.

The present study is aimed at finding the several psychological characteristics that are considered so essential to mould the behaviour of the younger generation of teachers.

LIMITATIONS As the subject selected is for a doctoral degree, it is naturally time bound. The investigation is planned in terms of practicability, economy of time and effort. Therefore, the Arts and Science teachers of secondary schools are selected for the investigation from Hassan Dist. They are graduates and are exposed to the prevailing conditions and are conscious of the social demands. Their responses to the tests are in accordance with the social requirements.

Further, seeking the cooperation of teachers, who constitute the sample for this study, has not been an easy task because they are preoccupied with their duties.
THE IMPLICATIONS

The teacher is an important person in society. His knowledge of the subject and his interaction and exposure to different situations play an important role in his work. In this process the important factors are his role, aspirations and adjustment and they in turn are influenced by a number of other factors. These factors have already been mentioned; they throw light on the characteristics of the Science and Arts teachers of secondary schools.

SUGGESTIONS FOR FUTURE WORK

The findings of this study should not be taken as exhaustive and complete because they are bound by certain limitations. It may not be correct to generalise the findings with respect to other populations. The area of the present study and the samples selected are small. It is therefore desirable to conduct further study of the subject, selecting a larger area and population with differing conditions of work. Besides, many other moderator variables are not included in this study. So, the future research worker may take cognizance of the limitations mentioned above and conduct studies in other related fields.
The present investigation could be considered fruitful, if it succeeds in stimulating the interest of the researchers in the field of social Sciences and prompts them to undertake similar studies under different conditions.