INTRODUCTION

The world is growing fast and shrinking with the expansion of knowledge in the field of Science and Technology and we are on the verge of stepping into the computer era of the 21st century. In the fast changing world of today, education must create people 'who can make critical judgement, who can weave their way to novel environment, who are quick to spot new relationship in the rapid changing society' (Toffler 1972).

If education is to evolve people who can think on their own, making adjustment to the changing environment effectively and making the best out of life for themselves and for others through a system of education, the teachers must assume an important role which is different from the conventional one of merely imparting knowledge.

The need of the day is that the teachers should come out of their conventional shells and adjust themselves to the changing society. In the emerging environment the teachers' duty is not merely to inculate knowledge, but rather to encourage thinking, to become more of an adviser, a partner to talk to, some one to help seek out conflicting arguments rather than ready made
truths. The new teacher has to spend more time and energy on productive and creative activity, interaction, stimulation, understanding and encouragement.

The teacher is the builder of a nation and the progress of a nation ultimately depends upon the qualities of its teacher. There is a growing awareness in public and professional fields that the goodness of any sound educational programme largely rests on the quality of teaching done in the class room (Ryans 1960).

The type of a nation that we want largely depends upon our class rooms. This is aptly opined in the Indian Education Commission (1964-66) report which reads that 'the destiny of India is being shaped in her class rooms'. This, we believe, is not mere rhetoric. Today the teacher has to play a more diverse and dynamic role than in the past. It is the teacher who is distined to play the key role in any sound and progressive system of education. It is the teacher who moulds the personality of his pupils. Even behind the making of a great man, there is a teacher who kindled enthusiasm, fostered confidence and guided him to the way to progress. A conquerer of the status of Alexander the Great said, 'as he had received life from the one, so the other had taught him to live well' (Plutarch, 1952).
The teacher is the key to any sound educational programme. It is the responsibility of teacher as custodian of education to maintain the soundness of education system. The teacher has to be a professional practitioner, a social engineer and a technical expert. It is the teacher who sets the environment which inspires or destroys self confidence, encourages or suppresses interest, develops or hinders ability, fosters or banishes creativity and stimulates or frustrates achievements (Ryan, 1960).

Through out the world, teaching is recognised as hard and vitally important work, and as one of the most important professions. The teacher is now considered as the main spring for all educational programmes and innovations in any country. The teacher is the pivot on which the whole system of education revolves. 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 qualification and professional competence. It is only the competent teacher who can translate the broad principles of education into action and constitute the basis of a progressive system of education.
It is the teachers who are destined to play the key role in any sound and progressive system of education which would be an instrument of social change and allround national development. The Secondary Education Commission, Government of India (1952) has expressed that 'the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community'. The Commission has further stressed that 'no recommendation for the improvement of secondary education can yield the desired result without sufficient improvement in the quality of teachers', The success of secondary education depends on the academic and professional preparation of teachers. The strength of an educational system largely hinges on the quality of its teachers as the quality of education of children is determined by its teachers.

The effective teacher is one of the agencies contributing to educational improvement. The importance of a teacher in the education process is unquestionable as the teacher is the corner stone of the system of education. The entire structure of any system of education becomes shaky if the teacher is weak and
ineffective. As Humayun Kabir (1961) puts it 'the efficiency of a system of education rests on the quality of teachers. Without good teachers, even the best system is bound to fail. With good teachers even the defects in the system can be largely overcome.

The teacher in order to perform his role purposefully should have certain personal qualities which endear him to his students. There are several contributing factors which enable the teacher to discharge his duties effectively. It is not sufficient for teachers just to possess academic and professional qualification. Personality characteristics are also important. Teachers should be physically healthy, socially viable, emotionally stable, morally sensitive and intellectually alert. The personality of the teacher is a significant variable in the classroom. 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 for a teacher.

There are so many other factors which are equally responsible for the success of teachers. They are
intelligence, motivation, interest, attitude, adjustment, aspiration, perception of role, and other personality factors. The performance of a teacher is determined by the interaction of all these factors. Hence there is an urgent need for a comprehensive study related to aspiration, problem of adjustment and role conflict of teachers.

The present investigation is an attempt to understand the psychological factors - aspiration, adjustment and role conflict - of Arts and Science teachers of secondary schools. These concepts are defined and described in theoretical perspective and operational terms.

ASPIRATION  Aspiration has been accepted as one of the important variables of personality. It gives us knowledge of the goal a person sets for himself or orientation of a person or a group of persons towards a goal (Haller, 1968). This means that aspirations are said to be goal statements concerning future level of achievement. Level of aspiration has a variety of tendencies. It is an aspect of an individual's conception of his future prospects. Expectations of future performance will be affected by a desire to do
Aspirations act both as protectors of persons against feelings of failure and also act as self-motivating factors (Preston 1941).

Aspirations are said to be goal statements and they vary in kind. They are described with reference to a particular social status or status attributes such as occupation, income, education and so on. Level of aspiration is a frame of reference involving self-esteem or alternatively a standard with reference to which an individual experiences success or failure (Drener 1951). High and low levels of aspirations indicate relative levels of goal orientations but strong and weak aspirations denote the relative intensity of the orientation element.

People wish for many things. Experience teaches us that unattainable wishes are immature, and that the sensible wish is the one that may be fulfilled. The desired goal is successful when an individual reaches it. "Success is a goal without a satiation point and the desire for it, instead of abating, increases with each achievement" (Kardiner 1945). From this point of view, raising the expectations alone will not give a feeling of success, but if it is followed by achievements, it may lead to further effort and success.
Expectation should not be equated with aspiration. Expectation is the individual's estimation of possible attainment with reference to a particular goal area. Expectations are realistic when viewed as effective dictators of attainments than aspirations. Haller (1968) is of the view that aspiration connotes idealistic goals and expectation realistic goals.

Aspirations are considered as important factors in one's outlook on life. Studies of human aspirations throw light on the dynamic function of behaviour and contribute to the understanding of the nature and extent of one's goal orientation. Level of aspiration is described as high or low and is used to indicate relative levels of goal specifications. A need may be satisfied either by reaching a desired goal or by reaching a substitute goal. Knowledge of the goals one sets for himself is important for the true appraisal of the efficacy of one's behaviour and for the understanding of one's reactions to environmental deprivations. People differ in their reactions to experience of success or failure. At times, too high or too low goal tends to reduce both interest and achievement. They cause frustration and frequent recurrence of such goal setting is indicative of an individual's maladjustment.
Goals vary in kind. They can be described with reference to different attributes of social status such as education, occupation, income and other material possessions. So, there may be educational, vocational, financial and material aspirations which are described as dimensions of aspirations.

The important conceptual terms used in the present study are operationally defined as below:

**Educational Aspiration** The term aspiration is defined as a frame of reference involving self-esteem or alternatively as a standard with reference to which the teacher experiences success or failure. The term educational aspiration is defined as the level of attainment one intends to achieve in the course of his or her educational career & all the concepts of education are viewed from this perspective.

**Vocational Aspiration** Vocational aspiration is defined as "a goal directed attitude which involves conception of the self in relation to particular level of occupational prestige hierarchy.

**Financial Aspiration** It is defined as an Individual's desire to acquire wealth to gain social status and to meet the increasing needs of his family.
The present study attempts to measure the aspirations of the Arts and Science teachers of Secondary schools in relation to their age, sex, qualification, designation (Category of post), length of service, income, types of schools and area (urban and rural schools).

**ADJUSTMENT**

Adjustment is used to connote the management of behaviour in relation to environment. An individual is supposed to be adjusted if he behaves as per the requirements of a given situation. Every individual plays a certain role and enjoys a certain position in his social relations. One will play his role properly and aims to maximise satisfaction. This satisfaction is a manifestation of his adjustment. If he does not play his role properly he may get frustrated (Kale, 1978) and such a person is labelled as poorly adjusted.

There is a great deal of controversy over defining the term adjustment as it has come to acquire varied meanings and interpretations at the hands of many behavioural scientists, and also due to lack of any valid criterion for the measurement of adjustment. However the psychologists have described the concept
more or less in a similar way. According to Symonds (1964), 'adjustment should be thought of as a process rather than an achievement or a condition'. Adjustment is a process of the individual's interaction with his environment. It is the ability to get along with others. In the words of Bernard (1957), adjustment can be defined "as the employment of thought and behaviour patterns which yield satisfaction today and give indications that other problems encountered in future will also be successfully resolved. Contrary to this, maladjustment refers to employment of thought and behaviour patterns which alienate one from himself and others.

Adjustment is a process of an individual's harmonious interaction with his environment; otherwise it leads to maladjustment. Gates and others (1980) define adjustment "as a harmony between the person and his environment". It involves the reconciliation of personal and environmental demands. Adjustment involves mental and physical responses by which an individual copes with his inner needs, tensions, frustrations and conflicts so that harmony is brought about between these inner demands and those imposed by environmental conditions (Schneider 1965).
From a careful observation of these definitions, it is evident that adjustment is a process which brings about harmonious relation between the inner needs and urges of individuals and environmental conditions. White (1956), strongly argues that sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities. Thus in most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

Some questions arise as to how to characterise high and low adjustiveness. Whittaker (1970) holds that a well adjusted person has a better understanding of himself and knows his motives, desires, ambitions, feelings and he recognises clearly his abilities. On the other hand an individual with a low adjustiveness usually suffers from inferiority complex and lack of confidence. Happiness is the main characteristic for good and healthy adjustment. Chronic unhappiness usually indicates maladjustment. It has been found that adjustment is not static but it changes from situation to situation. Mc Kinney (1960) is of the
opinion that human beings never remain entirely adjusted because biological and social needs are everchanging. It is a continuous process which starts from conception and ends with death.

An individual may adjust at one time and in one area of life and not in another. When we attempt to measure subjects' adjustment, we take different areas of life like family, school, society, health, and emotions, which can be described as different dimensions. A person has to adjust to his family, his working place, society and to self. An individual showing good family adjustment may not be doing well with his colleagues and authority or with society. Thus an overall adjustment of a person depends upon overt and covert reactions with regard to his home, working place (office, school, factory), society and to self (Kale, 1978). Adjustment bears a direct relationship with physical and psychological environment of the family, the economic status, sex of the individual and so on.

The adjustment of teacher is vital not only for their own satisfaction but for the proper growth of students and academic environment. Emotionally unstable teachers produce students like themselves. Adjusted
teachers can reduce anxiety and other disturbances on the part of pupils.

The principal conceptual terms used in this study are operationally defined as below:

**Home Adjustment** Home adjustment refers to the teacher acquitting himself to the expectation of the members of his family in the discharge of his duties; and he feels satisfied about his role and position in the family and in his ability to have a peaceful relationship.

**Emotional Adjustment** Emotional adjustment refers to the emotional aspect of a teacher who is able to control his behaviour in terms of his emotions which results in the diminution of his tension.

**Social Adjustment** Social adjustment refers to the capacity of the teacher to react adequately to social realities, situations, and relations with others.

**Health Adjustment** Health adjustment refers to the physical and psychological well being of the teacher as they enable him to interact effectively with environment.
In the present work an attempt is made to study adjustment of the Arts and Science teachers of secondary schools. Incidentally the different moderator variables such as age, sex, qualification, designation (category of posts), length of service, income, types of schools, and schools of urban and rural areas are also studied.

**ROLE CONFLICT** Every one has to play a specific role in relation to different situations and conditions. A role is a dynamic aspect of status. An individual is socially assigned to a status. A status is simply a collection of rights and duties. When an individual puts the rights and duties constituting the status into effect, he performs a role. Each individual has a series of roles deriving from various patterns in which he participates. At the same time a 'role' in general, represents the sum total of these roles, and determines what he or his society does and what he can expect from it. Linton (1945) remarks a role 'includes the attitudes, values and behaviour ascribed by the society to any and all persons occupying this status'.

Levinson (1959) explains that the term 'role' is being used in only three specific senses by different writers:
1. It has been defined as the structurally given demands - norms, expectations, taboos, responsibilities and the like - associated with a given social position.

2. It has been defined as the member's orientation conception of the part he is to play in an organisation. This is his inner definition of what someone in his social position is supposed to think and do about it.

3. It has been commonly defined as the act of individual members - actions seen in terms of their relevance to the social structure. In this sense, role refers to the ways in which members of a position act in accordance with or in violation of a given set of organisational norms.

Many writers use a definition that includes all the above meanings without any clear distinctions. Parsons (1945) explains that "from the point of view of the actor, his role is defined by the normative expectations of the members of the group as formulated in its social traditions". Parsons and Shils (1951) define the role as that organised sector of an actor's orientation which constitutes and defines his participation as an interactive process.
Conflict is a painful emotional state, which results from a tension between opposed and contradictory wishes. Crow & Crow (1980) opine that conflict arises when an individual is faced with forces in his environment that act in opposition to his own interest and desires. Thus literally the term role conflict refers to a painful emotional state arising out of inconsistent roles or role expectations.

We live in a complex society, and it is necessary to interact with different kinds of situations and people whose role expectations are often diverse. Our society consists of a great variety of sub-systems and we have to interact with various subgroups, all of which have set roles of their own for us. Past experiences determine the role that an individual has to play in a given situation. Every day new situations demand new patterns of behaviour. The same person is expected to meet varied expectations of different individuals and groups. This produces role strain.

Role conflict has been understood differently by different social Scientists. Role and role conflict are closely linked with social positions. A social position has two parts - one consisting of obligations, and the other rights. These two parts of
A role relationship that a person is expected to maintain may be a source of strain or conflict to him. Goode (1960) has defined role-strain as the felt difficulty in fulfilling role obligations. Some have conceived it as a conflict or strain produced by perceived incompatible expectations. It is also defined as an unpleasant emotional stage which arises from playing different roles. According to Jacobson, Charters and Lieberman (1951), role conflict is produced in the situation in which there are differences among criterion groups with respect to social role. Seaman (1953) has defined role conflict as 'the exposure of the individual in a given position to incompatible behavioural expectations'.

On the line of Sharan (1977), the following three operational descriptions may be given to identify and measure the extent of role conflict as perceived by individual subjects: 1. Role conflict on account of incompatible expectations 2. Role conflict arising out of multiple roles 3. Role conflict arising out of inconsistent role performance and self expectations.

An individual suffers from role conflict for different reasons. Some of them are related to the social
conditions and norms which give rise to different, social roles and expectations. Certain other factors causing role conflict are inherent in the personal characteristics like age, sex, socio-economic status, education as well as one's personality dispositions like submission, aggression and adjustment mechanism and these contribute to role expectations and role conflicts in important ways.

The Conceptual term used in this study is operationally defined as below:

Role conflicts  Role conflicts occur when a teacher occupies two or more positions simultaneously and when the role expectation of one is incompatible with the role expectations of the other.

The present study aims at investigating the role conflict among Arts and Science teachers of secondary schools. Role conflict is also studied in relation to different moderator variables such as age, sex, qualification, designation (category of posts), length of service, income, types of schools and area (urban and rural schools).