In the previous chapter, an attempt has been made to explain the various psychological concepts affecting the teachers and the need for the study. The present investigation is concerned with the Arts and Science teachers of secondary schools. Though much work has been done on psychological factors associated with teachers’ performance, very little work is done in this specific area. Hence an attempt has been made to give a brief note on the role of teachers and their problems in relation to the teaching profession.

School teachers occupy an important position in society and they need to be studied properly. In the past, some attempts have been made to study their problems, the role of teachers and their needs.

ASPIRATION  Aspiration means the knowledge of the goal a person sets before himself to achieve. The factors influencing the achievements of an individual are related to social conditions such as the place of work, company, socio-economic status, family background, area of work, and the type of institution. Other individual personal factors such as sex, age, education also determine the aspiration level.

The present study is concerned with the assessment of the aspiration level of the Arts & Science teachers.
Little work has been done in this area. Some studies report that social and personal variables, like socio-economic status, working climate of institution and sex affect the aspiration of teachers.

Sex and Aspiration. A relationship has been found to exist between sex and the level of aspiration. Sewell and Shah (1968) find that girls' educational aspirations are lower than the boys. They are somewhat more sensitive to the socio-economic background than to ability and parental encouragement. Singh and Kumar (1968) report that females have a slightly higher aspiration than males. Monahan (1963) studies sex difference in performance deliberation and aspiration of future performance. The results obtained are contradictory. Peretti's (1974) study has indicated sex differences in aspiration level and has reported an interaction between maleness, femaleness and aspiration level. Kenkel and Gage (1983) report sex difference in occupational aspirations. Riley (1981) also has reported a relationship between sex and stereotyped occupations. Females are found to be more stereotyped than males.

Peterson, Rollins, Thomas and Heaps (1980) report about the sex role influence and family decisions regarding
the career of youth. Generation gap is also noticed as fathers' preferred domestic goals for their daughters and adolescent females choose their goals for themselves. The occupational aspirations of a group of military men and women are studied by Moracco, Wilson and Floyd (1981). Their results show that male aspirations are found to be higher than those of females. Tiwari, Morbhatt and Morbhatt (1971) find no such differences in the level of aspirations between girls and boys.

Socio-Economic status and Aspiration

Socio-economic status and cultural background of the subjects are found to be related to aspirational level. Muthayya (1971) finds a significant relationship between the socio-economic status and aspiration. The data obtained from rural subjects show that higher socio-economic status group has high aspiration compared to the middle and the low socio-economic status groups. Centres and Cantral (1946) find that lower income group has lower aspiration level than the higher income group. Sewell and Shah (1968) find that higher socio-economic status group has higher level of educational aspiration. Mathur and Gaur (1974) from their study of an Indian sample report the effect of socio-economic status on educational aspiration. Sinha (1969) finds
that farmers from the developed villages show higher level of aspiration than the farmers belonging to the under-developed area. Progressive farmers display a stronger tendency towards higher groups. Cochran (1983) finds that subjects with higher professional aspirations have stronger career orientation than those with lower status-aspiration.

Skormy (1981) studies aspirations of rural and urban youths who are brought up in different cultural and social environment and reports that aspirations are influenced by age, sex, school environment, socio-economic status and other factors. Swift (1967) finds significant difference in the level of aspiration of the sons from the families of satisfied and dissatisfied parents. The study also shows that working class parents of successful children have longer practical social ideals than the working class parents of unsuccessful children. Frant (1941) studies the level of aspiration of individuals with lower and higher socio-economic backgroup and finds higher discrepancy between their aspiration and achievement than the individuals from a higher socio-economic status.

Some studies find that there are differences in educational and occupational aspirations of rural and
urban people. Middleton and Grigg (1959) support the contention that youth in rural areas have lower occupational and educational aspirations than those in the city. Pareek and Chattopadhaya (1965) find that the majority of the farmers possessed low aspiration.

Aspiration and other related factors A few more factors have also been found to be related to aspiration. Buhmeyer and Hurt (1982) study job satisfaction and level of aspiration among academic employees. They report that the more satisfied subjects have lower level of aspirations. Women have high job satisfaction and higher aspiration. Persons with longer service are less satisfied and possess low aspiration.

Brooke (1981), Gerrand (1982), Mackay and Miller (1982), and Sleet (1982), reporting on the relationship of the level of aspiration among subjects remark that it varies according to family satisfaction, socio-economic status and the sex of the individuals.

Factors Associated with Aspiration among teachers Several studies conducted specifically on teachers, show a few factors, personal as well as external, to be related to aspiration. Krampen (1979) reports that the
teacher's age, sex, experience, type of schools, and religion influence the educational goals of teachers. Gatesel and Jackson (1962) are of the opinion that very little is known about the relationship between the teacher's personality and the teaching effectiveness. Evans (1959) evaluating the studies on teaching and personality adjustment comments:

One thing which emerges very clearly from this work is that there does not appear to be any best type of teaching personality. Emotionally stable teachers are more likely to be good teachers than the less stable ones. Even poor mental health is not always a handicap.

Hawkins and stoops (1960) report that training and experience appear to have no significant advantage over either formal or informal evaluation of teachers' competence. Narayana Rao (1986) finds that economic aspect plays an important role among teachers. The effectiveness of teaching depends on the amount of salary they get, fairness in the method of payment, promotional opportunities, recognition, pension, better working conditions, and management policy and all these factors determine job-satisfaction. Ghersquiare and Dierick (1979), observe that salary aspirations of young
subjects are higher and their level of self esteem is closely related with their socio-economic status.

Krampen (1979), reports that sex and age of the teachers, length of service, types of school are the contributing factors for fixing the educational objectives and goals. Keiny and Dreyfus (1989), finds that critical position of teachers in school improvement projects depends on their ability and willingness to innovate. Parks (1975), finds a relationship between self-concept and aspiration of female prospective teachers.

The association between career, life style, aspiration, and maladjustment are studied by Angrist (1970), and he reports the relationship between career aspiration and maladjustment among prospective teachers. Singh and Kaul (1976), study the relationship between motive level of aspiration and anxiety among female teachers of primary schools, secondary schools and colleges. The results of their studies show that the teachers of primary school are more anxious than college teachers and they possess lower aspirational level than the teachers of secondary schools and colleges. Heald (1968) reports that the teachers with low level goals get low level support and high level goals tend to get
high level support. Chamberlain and Kindered (1960) show that the most important concern for the teacher is salary. The uneven distribution of salary disturbs the aspirations of teachers as the purchase power of the teachers and the salary go hand in hand.

A study of Patted (1972) shows a significant relationship between self-perception and academic achievement of prospective teachers.

**ADJUSTMENT** The present investigation is concerned with the study of adjustment of Arts and Science teachers of secondary schools. An attempt is made to see the effect of age, sex, income, qualification, length of service, category of post held, type of schools, and schools of urban and rural areas on their adjustments.

The studies in this area are very few. However, a few studies show that a teacher's adjustment is influenced by organisational climate and other moderator variables.

**Sex and Adjustment** Males and females in general have been found to differ in their adjustments. Deutseh and Gilbert (1976) study the effect of sex on perception of self and on personal adjustment using Bell's Adjustment Inventory. Their finding is that the perception of self and adjustment are influenced by the sex of the subjects, Deutseh and Gilbert (1976) report that there is a relationship between masculine and feminine stereotypes and
adjustment. The females are more neurotic and suffer from anxiety than males. Rath (1978) finds that anxiety has a significant positive correlation with neuroticism. Females score high on neuroticism than males. Nandi (1979) observes that the higher classes have significantly higher morbidity than males. Olah, Attila, Karkan and Magnusgon (1978) report that girls show more anxiety than boys in Sweden and Hungary.

Gupta and Poddar (1979) study the personality traits among the Hindi knowing Indian students. Male students score higher on neuroticism scale. Abe and Masive (1981) remark that girls have more Phobic symptoms than boys. Rodriguez (1980) draws a distinction between masculine and feminine anxieties of adolescents. Pathak (1971) finds that adolescent boys differ from adolescent girls with respect to home, health, and social adjustment.

Peterson (1961) opines that girls face more problems than boys because of greater pressure imposed on them for sex type conformity. Dickstein (1982) finds that four percent of women accept equality at intellectual level but not at emotional level. Shainess (1980) observes that wives and mothers with careers shoulder the major burden of household work, childcare and social responsibilities. Women of higher achievements have a high sense of independence and determination.
Staines (1978) finds that wife's employment and status do not significantly affect marital adjustment. Newberry, Weisman and Myers (1979) say that working wives and housewives do not differ in enjoyment and satisfaction from their work. Frendiger (1983) compares three categories of married women—married presently, married formerly and never married unemployed women and finds differences among the three groups in regard to life satisfaction.

**Adjustment and Other Related Factors** Singh (1982) administering Wesley's Rigidity Inventory and Bell's adjustment Inventory to 100 male undergraduates, finds that rigidity is not significantly related to social, emotional, health and home adjustment. A negative correlation is found between rigidity and the financial adjustment. Lin (1982) finds the relationship between personal and social adjustment among junior high school students. The higher occupation groups are more satisfied with their jobs than the lower levels have been as reported by Alderfer (1972), Chernik and Phelan (1974), Koruhavser (1965), Singh and Srivastava (1975).

**Adjustment Studies on Teachers** The studies conducted on teachers have shown that various variables are related to adjustment, teaching effectiveness and popularity of teachers.
Ryans (1960) compares the emotional adjustment of elementary and secondary school teachers and finds that secondary school teachers do not show any dissimilarity in respect of emotional adjustment. Male teachers score higher on emotional adjustment than female teachers. He finds that both primary and secondary school teachers to be cheerful, good tempered, patient, understanding, kind, sympathetic and have a sense of humour.

A study of Kaul (1974) on the personality traits of school teachers shows that the four factors which differentiate the popular and the unpopular teachers are self-confidence, ability, perseverance and calmness. Bays, Sopena, and Raman (1971) fail to draw a profile of a teacher with a distinct personality. Barr (1961), Davis and Satterly (1969), Warberton, Bucher and Forrest (1963) report the high correlation between a good teacher and a teacher scoring high on factor 'G'. Kessel (1980) studies the personality characteristics of the most successful teachers. The study on adjustment and self concept, regidity and social support is made by Anantharaman (1980). He reports that the subjects who have a positive self-concept show better adjustment than those with a negative self concept. Start (1966) reports that the best teachers are above the average and more relaxed and secured. Lamki (1961) finds that
cheerfulness and responsiveness are the hall marks of a good teacher. Barr (1935) reveals that personal, emotional, and social adjustments are the main factors in predicting teaching efficiency. Ryans (1960) shows that the teacher rated as good has superior emotional adjustment than others. As far as sex differences among teachers are concerned Singh (1972) finds that male teachers have higher degree of anxiety than female teachers. Schmid (1963), using Minnesota Multiple Personality Inventory, finds a link between high depression scores and a low rating for teaching ability among female teachers.

Smith (1962) reports that the mental health of teachers is an important aspect to ensure conducive environment for children. To ensure mental health the teacher must be able to overcome his own personal problem. Lamki (1951) finds that good teachers are more talkative, cheerful, placid, content, open-minded and quicker than the average ones. The poor teachers are lower than the average on the trait 'F'. The good teachers are above the average on the source trait 'H'. Cattel (1965) reports that extroversion is a surface trait observed as superficial but depends on a number of unitary source traits. He is of the opinion that we have to consider the relation of source traits to the success of teaching. Start (1966), however, reports that better teachers are not necessarily warmer and more sociable
than the average teachers. Little's (1982) study of successful and less successful schools has revealed that successful schools are more receptive to the academic success of pupils than the less successful ones. Teachers in successful schools participate in activities leading to continuous academic improvement of students. They show greater range of professional interaction with fellow teachers or administrators and participate in the work relating to planning or preparation.

Sarangi (1963) finds a positive and substantial relationship between emotional maturity and teaching skills of pupil teachers at the secondary school level. Singh (1964) investigates into the relationship between personality adjustment and teaching efficiency and finds 0.02 correlation which implies that there is negligible relationship between the two.

Kiran (1964) finds high positive relationship between sociability, enthusiasm and emotional stability on the one hand and good teaching on the other. Kaul (1974) makes a factorial study of certain personality variables of popular teachers of secondary schools and finds that popular teachers distinguished themselves, among other things, in emotional stability and relaxation.
Chhaya (1974) studies certain psychological characteristics of effective teachers and finds that effective teachers have significantly better personality adjustment and emotional stability than the ineffective teachers. The study also reports that age and sex of teachers have significant effect on teaching. A study conducted by Singh (1970) on personality variables relating to teaching effectiveness finds that the interpersonal relations as regards adjustment and social behaviour are of high degree among superior teachers and low among inferior teachers. Gupta (1977) investigates into personality characteristics and adjustment level of successful teachers and finds that the success of teaching is significantly related to personality factors and adjustment.

Deva (1966) reports that social adjustment, personality adjustment and socio-economic status are the predictors of success in teaching. Srivastava (1974) has listed ten major personality traits for making prediction of good and bad teachers in primary and junior high schools. Sharma (1970) from his study concludes that age, socio-economic status, aptitude for teaching, academic grades and teaching experience are the predictors of teaching effectiveness. He concludes that the total personality of teachers plays an important role in teaching effectiveness.
Qurashi (1973) studies the relationship between classroom behaviour of secondary school teachers and their personality traits and attitudes and finds them to be the best predictors. Grewal (1976) makes a study on the intellectual and personality-correlates of teacher effectiveness at the higher secondary school level using Bell's Adjustment Inventory and finds that total Adjustment is the main predictor of teacher effectiveness.

ROLE CONFLICT The studies relating to role conflict of Arts and Science teachers of secondary schools are also very few. The available literature shows that role expectation and role conflict of teachers are perceived by others with variation:

1. Characteristics of the perceivers or the people who judge a teacher's role and conflict.

2. Variation in factors such as age, sex, organisation, management, income, and urban and rural areas are associated with the role conflict of teachers.

Studies by Bidwell (1955), Campbell (1957), Getzels and Guha (1954), Getzels (1955) and Simmons (1968) are note
worthy in this area. All of them have confined their focus on the study of the phenomenon of role conflict. Hornetz (1975) studies the roles of the elementary school teachers as observed by administrators, parents, directors of School Board and teachers. He reports significant effect of respondents' age, sex, type of education, experience, occupation on their perception of the teachers' role. Kyostio's (1968) study reveals similar differences in expectations as conceived by members of school board, teachers and pupils. A similarity in the opinion structure is high between members of the School Board and the teachers.

Twysman and Biddle (1963) compare the cognition held for teachers' behaviour and roles. They report that a number of significant disparities exist among teachers, school officials, parents, and the public on teachers' role cognitions. Evans (1981) studies the actual and desired roles of the source teachers as perceived by class room teachers, principals and resource room teachers. He finds that the principal's perceptions of actual and desired roles are in agreement with the responses of the resource teachers. This is not true of the estimates of the class room teachers.
Ellis and Mathew (1982) investigate the perception and difficulty of the beginner teachers who indicated difficulty in performing professional roles and activities. Garginlo, Fiscus, Moroney and Fauver (1981) study the role and functions of Ohio school psychologists as perceived by teachers, pupils and school psychologists. The results show contradictory perceptions among them.

Ibrahim, Helens and Thomson (1983) conduct a study to determine the role and functions of school counsellors as perceived by administrators of secondary schools, parents, counsellors and members of the community. The four groups consider that most of the functions of school counsellors are important, although significant differences are found among the groups regarding the degree of importance assigned to various functions. Haliva (1984) finds that undergraduate students perceive the best mathematics teachers as being well prepared, organised, speak clearly, use many good examples and illustrations, assign home work based on what has been taught in the class.

A few other studies have also reported significant differences in the perception of teachers' roles like principals, teachers, students, administrators, and
parents. Taylor and platts (1970) make a study of the science teachers' perception of effective teaching. They report that perception is a potent element in determining the teachers' perception of teaching which might be related to effectiveness. It is found that science teachers have more realistic perception.

Pressy and wills (1981) compare the role concepts of teachers of different types of schools. They conclude that as far as ideal roles of teachers are concerned there is no difference between the public and the parochial school teachers. They report significant difference in work climate of the two types of schools showing that the parochial school teachers adopt more facilitating role than the public school teachers.

Patnayak (1980) reports the influence of teaching in Rural and Urban High schools on the role expectations of teachers aged 26-40 years. Bromberek (1973) finds that the different social roles of teachers are affected by the types of schools and their social environment. Factors that promote social role integration are good professional preparations, wholesome staff relations and harmonious family life.

Haddly (1973) reports that a wide range of activities is expected of a teacher. The same person may be very good in one task and totally incompetent in others. It is also quite possible for one to be good in both. Sinha's (1977) study of students, young teachers and other teachers reveals that younger teachers have more varied and unsuitable role models and are
undecided when faced with situations involving a moral dilemma. Bogale (1977) studies the teachers of the secondary schools and reports that teachers with higher qualifications are lower in role conflict and older teachers are higher in role conflict. Headmasters with higher qualifications have higher role conflict and those with higher salaries have lower role conflict. Logically, it is true that headmasters with higher qualifications and lesser experience are supposed to get less salary than the headmasters with higher qualifications and longer experience.

Jackson (1976) investigates the relationship between students' perception and the main personality traits of selected sixth grade teachers. The findings indicate that the raters are unable to indentify specific traits of either successful or less successful teachers. Singh, Agarwala, and Malhan (1981) report that personal characteristics play a much smaller role in the perception of role conflict than the occupational level of the subjects' position and the nature of their work. Role conflict is associated with increased tension, reduced job satisfaction and psychological withdrawal.

Sehwab, Iwanicki and Pearson (1983) study the role conflict of regular teachers, special education teachers and guidance counsellors and report that the three groups differ in role conflict and role ambiguity. Johns (1982), however, does not find any difference in role conflict of physical education
teachers and other professionals. Bedlian, Armenkis and Curran (1981) study the relationship between the role stress and the job related organisational climatic factors and interpersonal factors and find that the role ambiguity and the role conflict are significantly related to a number of organisational and interpersonal factors. Some studies deal with the effect of sex on role conflict. Patnayak (1980) reports that the role conflict is influenced by teacher's sex and length of service. Slay and Modonald (1981) find that female professionals show more feelings of discrimination and more personal and family conflict than the male professionals. Sharan's (1973) study reveals that the male and the female college subjects differ significantly in role conflict but parents and teachers do not differ in their conception of students' role.

The studies in the conflict areas of working women have been made by Bental and Joffery (1983) and they report that the conflicts in working women exist between their home and non-home roles. They find that the role conflict in women who hold traditional sex role attitudes are more than in those husbands who hold non-traditional attitude. Frank, Manogul and Paludi (1982) survey the employed mothers aged between 23 and 83 years and find the change in social expectations of women who preferred paid employment or education leading to paid employment. They argue that the reasons are self-fulfillment and not financial needs. Wojuechowski (1982) reports that the
working mothers need backing at home. While discussing the role conflict and self emerging problems that the working mothers experience, he finds that the factors such as societal approval or disapproval of their role are important.

Yogev (1982) studies the role adjustment and satisfaction among working women. He finds that the number of working hours do not induce in them any feeling of over work. Those who have children and work for over 100 hours per week feel no more over-burdened than the mothers without children who work for 78 hours a week.

Norcott (1983) investigates into the problems of the male and female parents staying at home while a child is sick. His finding is that when a child is ill, the female parent is more likely to stay at home than the male parent. Thronton and Freedman (1979) show that the sex role attitude among women have become more egalitarian, reflecting ideological shifts in role behaviour. The author argues that the working women have encountered more equal sharing of roles at home. Carpenter (1978) also finds similar trend among working women in his work. His study suggests that there is a trend towards increased egalitarianism in sex role...
behaviour. Schafer and Keith (1987) report that perceived equity in family roles will be increased over the family life cycles of both husband and wife. Wives are more likely to perceive inequality than the husbands and this is unfavourable to them.

Orpan (1982) compares the role conflict of teachers of Nigerian and South African Universities. The Nigerian sample rates teachers and the building of character of students as more important than the south African subjects who rate research as more important.

Thomson and Rowers (1983) investigate into the correlates of role conflicts and role ambiguity. Their objective is to find the relationship between these factors to job satisfaction and job related tension among secondary school counsellors. They find that role conflict is positively correlated (0.51) with role ambiguity and negatively correlated (-0.37) with job satisfaction. A positive correlation (0.59) is found between role conflict and job related tension. Jackson (1983) also confirms that the role conflict and ambiguity are positively related to emotional strain and negatively related to job satisfaction.