METHODOLOGY

The term teacher is broad in its connotation. A wide range of activities is implied in it. Traditionally it was felt that imparting knowledge and skill to the pupils in the classroom was the main activity of the teacher. The important task of the teacher is to give cognitive understanding to pupils. For this, a number of psychological factors including adjustment, aspiration, role conflict and role perception, owned by the teacher play an important role and these factors pave the way for the emergence of a successful teacher. The success of a teacher is determined by the interaction of the above psychological factors. Many studies have been conducted on this aspect in order to determine their influence on accelerating the success of a teacher.

Various plans and programmes have been introduced by the government and other agencies to maintain the dignity and decorum of the teaching profession. In addition, special programmes like teacher education, training, seminars, inservice programmes, workshops and conferences are organised to improve the teachers' competency. However, it is important to study the various psychological factors influencing the teacher in
in his profession. An attempt has been made here to present the methodology, the technique of sample selection, description and administration of tools used and the statistical techniques adopted in the present study.

AIMS OF THE STUDY  The present study aims at comparing the Arts teachers with Science teachers of the secondary schools with respect to the psychological factors such as adjustment, aspiration, role conflict and role perception.

In the previous chapter, a brief account of the various studies conducted on the factors mentioned above and also other related factors studied in different countries including India are given with reference to the teachers of secondary schools. The present study intends to find out the psychological factors which influence the Arts and Science teachers of secondary schools and to compare them with reference to factors such as age, sex, income, qualification, area (Urban & Rural), the category of posts held by them and length of service.

OBJECTIVES OF THE STUDY  The main objectives of the present study are:
1. To study the differences in the qualitative aspects of aspiration, adjustment, role conflict and role perception of Arts and Science teachers of secondary schools.

2. To study the differences in aspiration, adjustment and the role conflict of Arts and Science teachers of secondary schools with reference to their moderator variables.

3. To study the differences in aspiration, adjustment and role conflict of Arts and Science teachers of secondary schools using:

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

4. To study the differences in aspiration, adjustment and role conflict of Arts and Science teachers of secondary schools of different moderator variables by using the above Inventories.
STATEMENT OF THE PROBLEM

The review of the studies made in the previous chapter have shown that the teachers differ considerably in various psychological factors. Though, exhaustive work has been done on different psychological factors, much work remains to be done on the factors selected for the study of the teachers of intended secondary schools. The study is intended to make a comparison of Arts and Science teachers of secondary schools with regard to aspiration, adjustment and role conflict.

An attempt has also been made to study the above psychological factors in relation to different moderator variables such as age, sex, qualification, category of posts, length of service, types of schools, and area (Urban and Rural) and income.

HYPOTHESIS

The main objectives under investigation are stated in a precise form of hypotheses. The following main and subsidiary null hypotheses are formulated for verification and analysis of data.

1. MAIN HYPOTHESIS There is no significant difference between the Arts and Science teachers of secondary schools in their educational, vocational and financial aspirations.

1.1 SUBSIDIARY HYPOTHESIS The Arts and Science teachers of secondary schools of different age groups do not differ significantly in educational, vocational and financial aspirations.
1.2 The Arts and Science teachers of secondary schools of different sex groups do not differ significantly in educational, vocational, and financial aspirations.

1.3 The Arts and Science teachers of secondary schools of different income groups do not differ significantly in educational, vocational, and financial aspirations.

1.4 The Arts and Science teachers of secondary schools with different qualifications do not differ significantly in educational, vocational, and financial aspirations.

1.5 The Arts and Science teachers of secondary schools working in Rural and Urban (area) schools do not differ significantly in educational, vocational, and financial aspirations.

1.6 The Arts and Science teachers of secondary schools of different designations (category of posts) do not differ significantly in educational, vocational, and financial aspirations.

1.7 The Arts and Science teachers of secondary schools working in different types of schools do not differ
significantly in educational, vocational and financial aspirations.

1.8 The Arts and Science teachers of secondary schools with different length of service do not differ significantly in educational, vocational and financial aspirations.

2. MAIN HYPOTHESIS The Arts and Science teachers of secondary schools do not differ significantly in adjustment.

2.1 SUBSIDIARY HYPOTHESES The Arts and Science teachers of secondary schools of different age groups do not differ significantly in adjustment.

2.2 The Arts and Science teachers of secondary schools of different sex groups do not differ significantly in adjustment.

2.3 The Arts and Science teachers of secondary schools of different income groups do not differ significantly in adjustment.

2.4 The Arts and Science teachers of secondary schools with different qualifications do not differ significantly in adjustment.
2.5 The Arts and Science teachers of secondary schools working in rural and urban areas do not differ significantly in adjustment.

2.6 The Arts and Science teachers of secondary schools with different categories of posts do not differ significantly in adjustments.

2.7 The Arts and Science teachers of secondary schools working in different types of schools do not differ significantly in adjustment.

2.8 The Arts and Science teachers of secondary schools with different lengths of service do not differ significantly in adjustment.

3. MAIN HYPOTHESIS. There is not any significant difference between Arts and Science teachers of secondary schools in their role perception.

3.1 SUBSIDIARY HYPOTHESIS The Arts and Science teachers of secondary schools of different age groups do not differ significantly in role conflict and role perception.

3.2 The Arts and Science teachers of secondary schools
of different sex groups do not differ significantly in role conflict and role perception.

3.3 The Arts and Science teachers of secondary schools of different income groups do not differ significantly in role conflict and role perception.

3.4 The Arts and Science teachers of secondary schools with different qualifications do not differ significantly in role conflict and role perception.

3.5 The Arts and Science teachers of secondary schools working in rural and urban areas do not differ significantly in role conflict and role perception.

3.6 The Arts and Science teachers of secondary schools of different designations (category of posts) do not differ significantly in role conflict and role perception.

3.7 The Arts and Science teachers of secondary schools working in different types of schools do not differ significantly in role conflict and role perception.

3.8 The Arts and Science teachers of secondary schools with different length of service do not differ significantly in role conflict and role perception.
UNIVERSE AND SAMPLE  The Population of the study is the Arts and Science teachers of secondary schools working in various schools of Hassan District in Karnataka.

The sample is drawn from the secondary schools in Hassan District in Karnataka, using the stratified random sampling technique. The stratified random sampling technique is introduced to avoid bias and ensure a more representative sample. It is a step in the direction of experimental control. It operates with Sub-groups of more homogeneous composition within the large population. It is possible that people in different socio-economic categories react with some systematic differences.

Any sample to be obtained should have proportional representation from all sub-groups. The importance of the proportional representation principle and its advantages over the random sampling can be readily demonstrated by the stratified random sampling. We expect the sentiments of general population to be more accurately represented in the sample selected. It is observed that the stratified random sample is more representative of the total population than the purely random sampling.
The sample is drawn from Government, the aided and the unaided schools. All the schools are recognised by the Government and the Commissioner for Public institutions. From the above schools 167 Arts teachers and 150 Science teachers are selected on the basis of the sampling technique as mentioned above.

Demographic Distribution of the Sample

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Factor</th>
<th>Group-wise Distribution</th>
<th>Population Distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Arts</td>
<td>Science</td>
</tr>
<tr>
<td>1.</td>
<td>Age</td>
<td>25-34</td>
<td>70</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35-44</td>
<td>66</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45-54</td>
<td>31</td>
<td>17</td>
</tr>
<tr>
<td>2.</td>
<td>Sex</td>
<td>Male</td>
<td>121</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>46</td>
<td>34</td>
</tr>
<tr>
<td>3.</td>
<td>Qualification Required</td>
<td></td>
<td>132</td>
<td>136</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>Area (Urban &amp; Rural)</td>
<td>Urban</td>
<td>51</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural</td>
<td>116</td>
<td>106</td>
</tr>
<tr>
<td>5.</td>
<td>Designation (Category of post)</td>
<td>Asst. Master</td>
<td>156</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Headmaster</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>6.</td>
<td>Length of service</td>
<td>1-9 years</td>
<td>104</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-19 years</td>
<td>37</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-29 years</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>Types of schools</td>
<td>Government</td>
<td>69</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aided</td>
<td>77</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unaided</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>8.</td>
<td>Income</td>
<td>16000-25000</td>
<td>113</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26000-35000</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36000-45000</td>
<td>22</td>
<td>23</td>
</tr>
</tbody>
</table>
DESCRIPTION OF INVENTORIES, ADMINISTRATION AND SCORING

In this investigation, the following inventories are selected and used to collect data.

1. PERSONAL DATA SHEET

This is prepared to be used in this study. As the samples are drawn from graduates, the English version of the test is used. The personal data sheet has a few items to collect information regarding age, sex, qualification, designation (category of post), length of service, income, areas (Urban and Rural) and types of schools.

MEASURES OF ASPIRATION

In the present study, it is decided to measure the aspiration of Arts and Science teachers of secondary schools in three areas viz., educational, vocational, and financial. To assess educational and vocational aspirations, it is decided to follow Cantrill's (1960) Self-Anchoring Ladder Scale. This scale has worked well in the field studies in Indian samples (Muthayya 1979). The Ladder scale consists of ten steps (one to ten), keeping in view the limitation of using this scale in the present study and the sample sincerity in rating, it is decided to use five points Ladder scale to measure subjects' educational, vocational and financial aspirations.
Educational Aspiration  
In the educational aspiration Ladder scale, the lowest qualification required for teachers of secondary school occupying the lowest position is a degree in Arts and Science and the Ph.D degree for the top position. In between the lowest and the highest positions are 2) B.A./B.Sc., with B.Ed. - 3) Post-Graduate Degree 4) A degree in Technical Education. The position in the Ladder scale indicates educational aspiration of the respondent.

The respondents are asked to mark their choice. The highest position is assigned a score of one while the lowest position is assigned a score of five. The scores range from one to five. The score of one indicates the highest educational aspiration of the teachers and the score of five indicates the lowest educational aspiration.

Vocational Aspiration  
To measure the vocational aspiration of teachers, Cantrill's Ladder Scale is modified to five point scale rating to suit the requirements of the present study. A list of twenty five different occupations and vocations is prepared. The list is given to 50 secondary school teachers. They are asked to rate and arrange the different jobs on the
basis of their perceived social importance and status. The data reveals that 90% of the respondents rate IAS, IPS, and IFS, as the top position. Business magnates, Principals and University professors are rated as the second top position and professional courses are rated as third, Lecturers, Education Officers, Bank Accounts and Gazetted Officers are rated as the fifth. The table below shows the different rated positions of different jobs/occupations with the percentage of responses:

<table>
<thead>
<tr>
<th>Rated Position</th>
<th>Job Vocation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>IAS/IPS/IFS</td>
<td>90</td>
</tr>
<tr>
<td>2.</td>
<td>Business magnates/Principal University Professors</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Professional courses Doctors/Engineers</td>
<td>64</td>
</tr>
<tr>
<td>4.</td>
<td>Lecturers/Education Officers/Gazetted Officers/Accountant</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>Agriculturist/Businessman</td>
<td>10</td>
</tr>
</tbody>
</table>

On the basis of the response obtained from the respondents, a five-point vocational Ladder scale is constructed as mentioned above. The teachers are asked to give their preferences to vocations. The scoring of vocational aspiration is done as per the position of the job. The score of one is assigned to the highest rated position and the score of five is assigned to the lowest rated position. The lowest score indicates the highest vocational aspiration and the high score indicates the lowest vocational aspiration of the subject. The positions marked by the teachers in the ascending order indicate their preference of vocation from the highest to the lowest in the scale.
Financial Aspiration  It is decided to assess financial aspiration in different time perspective. The subjects are asked about their present income and what they desire to achieve after one year, after three years and after five years.

Muthayya's (1971) and Sinha's (1969) financial aspiration measures are taken as the basis in preparing the scale.

The subject's present income, his financial aspiration after one year, two years, three years and after five years indicates the index of the level of financial aspiration.

The three scales prepared along with suitable instructions are administrated to a sample of 50 secondary school teachers in order to find out whether the three aspiration scales worked well with the subjects. It is found that the three aspiration scales are suitable for the purpose for which they are constructed.

MEASURES OF ADJUSTMENT Adjustment is a process in which an individual tries to establish a harmonious relationship between himself and his surrounding environment to satisfy his needs and to live peacefully
without much conflict. For the purpose of measuring adjustment of teachers, an adopted form of Bell's Adjustment Inventory is used. In the inventory, questions about behavioural traits are given with the modes of responses 'Yes' and 'No'. The inventory consists of four areas viz., Home, Health, Social and Educational.

a. **Home Adjustment** The individuals scoring high scores are revealed as having happy home life and low score shows unhappy home life.

b. **Health Adjustment** The high score shows better health and the low score indicates the symptoms of ill health.

c. **Social Adjustment** Individuals scoring high are taken as well adjusted and comfortable in social interaction and the low score indicates submissiveness and retiring in social contacts.

d. **Educational Adjustment** A high score shows that the individual enjoys active interaction with others whereas the low score indicates timidity and self consciousness. The subjects with low scores are easily hurt and feel inferior, inadequate and worried.
Rapport is established with the respondents before giving them the inventory for answering. The scoring is made with the help of the scoring key for the total adjustment as it is more useful and easy for the purpose of present study than taking scores in each area separately.

MEASURES OF ROLE CONFLICT

PERCEIVED ROLE CONFLICT INVENTORY A teacher is also a member of society like any other person. A variety of roles have to be played by him in different situations. It is also possible that his role in one situation comes in to conflict with the role he is expected to play in another situation. So inconsistency is noticed in the role the teacher plays and he therefore suffers from the role conflict. The inventory developed by Pramila Prasad and modified in two dimensions to suit the local conditions is used in the present investigation to measure the role conflict of school teachers in the three important life situations viz., family, school and society. The teacher's roles in the three situations are listed on the basis of response obtained from 100 school teachers. Then the items are constructed to show the role conflict arising out of the difficulty in
in performing the role in one situation, and certain expected roles in some other situation. Every item is presented to show the subject’s role in two situations. Using the paired comparison technique, the three situations are placed under the six conflict areas.

I. School Vs Family Conflict in performing teacher’s role in school situation on account of certain expected roles in family.

II. School Vs Society Conflict in performing teacher’s role in school on account of certain expected roles in society.

III. Family Vs School Conflict in performing certain expected roles in family on account of teacher’s role in school.

IV. Society Vs School Conflict in performing expected roles in society on account of the teacher’s role in school.

V. Family Vs Society Conflict in performing teacher’s role in family on account of certain expected roles in society.
VI. **Society Vs Family** Conflict in performing teacher's role in society on account of certain expected roles in family.

The inventory has 30 items and each item has five response categories—very much, can't say, little and not at all—ranging from positive to negative. After giving suitable instructions, the candidates are asked to encircle an item which they consider as the correct representation of their experience. No time limit is set for the subject. They are asked to read each item and answer according to any one of the five alternatives which they feel is appropriate for them.

The validity and the reliability of the inventory are found to be satisfactory. Applying split-half method, the reliability coefficient obtained is 0.81.

**SCORING** The responses are scored by assigning weightage from the higher to the lower score ranging from five to one. The score five indicates the highest conflict, four indicates much conflict, three indicates indecision, two indicates little conflict and one indicates no conflict at all. The sum of the total score obtained by each candidate indicates the index of role conflict.
Role perception inventory of the author cited above is modified and used in the present study. The inventory has 50 items and each item is provided with five response categories—very much, much, can't say, little and not at all. The scores from five to one range from positive to negative.

SCORING The responses are scored by assigning weightage from the highest to the lowest score ranging from five to one. The highest score of five indicates the highest role perception, four indicates high, three indicates indecision, two indicates little and one indicates no role perception at all.

The sum of the total score obtained by each subject indicates his role perception.

STATISTICAL TECHNIQUE In modern research no work is complete unless the data collected is empirically formulated and statistically analysed. In theoretical research, these aspects cannot be put into practice. When the research aims at finding out the efficiency, reliability and validity or otherwise of the data modern sophisticated methods become imperative.
THE RATIONALE IN THE SELECTION OF INSTRUMENTS

1. Educational, Vocational and Financial Aspiration
These scales are suitable for this study because they are simple and are not time consuming. It is found that the scales really give true picture of the respondents for whom they are used.

2. Bell's Adjustment Inventory
Bell's Adjustment Inventory is used for the following reasons. The inventory is simple and can easily be understood by the respondents. The inventory is in English with high validity and reliability. Most of the statements in this inventory pertain to life-situations of respondents.

3. Perceived Role Conflict Inventory
As the subjects are the teachers of secondary schools the instruments selected are the most suitable one as the other researchers have also used this inventory on Indian sample and have obtained fruitful results. The validity and reliability of the inventory are good.

4. Role perception Inventory
The inventory is found suitable for the present study. The instrument is simple and the items in the inventory are such that they reflect the experiences of the respondents. The reliability and validity of the inventory are satisfactory.
Six Psychological Factors

The data consists of independent variables of Arts and Science teachers with moderator variables such as Age, Sex, qualification, category of post, length of service, Income, Area, (Urban & Rural) type of school, and dependent variables perceived role conflict, role adjustment. Each moderator variable is subdivided to suit the study for a standardised method. The subvariable is given a number for the convenience of codification wherever necessary. The six scales administered are given code numbers such as $T_1, T_2, T_3, T_4, T_5, \text{ and } T_6$.

Keeping this in mind, the final methods for analysis are decided so as to calculate the variabilities between the sample and of different factors. The parametric method is used in the analysis of the data which is computerised. The Mean, SD and the 't' tests are utilised for finding out the difference in the two groups for the six dependent variables. Further the two factor analysis of variance is employed to study the effects of moderator variables as well as their interactions with the main independent variable. Factorial analysis of variance (Edwards 1968) generally aims at testing the significance of differences between two or more number of population means and the interaction between the moderator variable and among the independent variables. This method is based on the means
of samples drawn independently from each of the given population and it is assumed that :-

i) the observations recorded through the use of the inventories scales as obtained values of the variables of the study are free from systematic bias.

ii) the population is taken for granted as following a normal distribution,

iii) the sample variances are equal, and,

iv) the effects of independent variables added together alongwith errors, if any, constitute the observations recorded.

In the analysis of variance, it is also assumed that the recorded observation is the sum of the total observations of the items in each scale administered to the sample. In this way, there is one and the only one systematic variation, namely, the variation in the sample which has to be taken cognizance of. Hence, the total variation in the sample can be accounted for the two variance components:
1. due to differences between one group and the other group and

2. due to difference among all the groups.

The ratio of these two components divided by their degree of freedom provides 'F' distribution under the assumptions given above. Further, the test of significance 't' developed by Hotelling has been used to find out whether any differences exist between the two groups on the six scales used in the study.

LIMITATIONS OF THE STUDY

1. The sample tested is the teachers of secondary schools and all these are graduates. This fact may influence the responses significantly.

2. Since the sample selected is small, it may not reflect the true nature of the population.

3. The variation in the nature of institutions like Government, the aided, the Unaided, Rural and Urban areas may fail to give a real picture of the problem.

4. The sample may not have answered honestly the inventories as required by the social standards.

5. Since the sample is restricted only to Hassan District, it may not represent the larger population.