The present study is meant to investigate the psychological factors such as aspiration, adjustment and role conflict of Arts and Science teachers of secondary schools. The three independent variables are studied with the help of inventories described in chapter III. Incidentally, the study is also intended to find the differences and similarities among the different moderator variables such as age, sex, qualification, designation (category of posts held), length of service, income, types of schools and schools of urban and rural areas.

The data obtained is analysed applying the t-test and analysis of variance (ANOVA) to find the differences between the Arts and Science teachers of secondary schools.

In this chapter, an attempt has been made to discuss the problem on the basis of the analysis of results presented in the previous chapter.

ASPIRATION

EDUCATIONAL ASPIRATION The main hypothesis set is that there is no significant difference between Arts and Science teachers of secondary schools in educational aspiration.
It is evident from the analysis of data that the Science and Arts teachers do not differ significantly in educational aspiration as indicated by the t-value. Hence, the hypothesis is accepted. The mean values of both the groups do not indicate any difference and the variation is also not observed between the Arts and the Science teachers of Secondary schools.

The data is subjected to analysis of variance in order to calculate the effect of additional variables by themselves and their interaction with the main variable. It can be observed from the analysis that the teachers of the three different age groups do not differ significantly in educational aspiration. The interaction between subjects and age is also not significant.

The results of this study contradict the findings of Scormy (1981) who has reported that age influences aspiration of youth. The male and the female Arts and Science teachers do not differ significantly in educational aspiration as shown by the F-value. The interaction between the subjects and sex is not significant.
The mean values do not show any difference between the male and the female teachers. The findings of this study support the results of Tiwari, Kiran (1964) and Morocco (1981) who have found no difference in the level of aspiration between boys and girls. Singh and Kumar (1980) have reported that the females have higher educational aspiration than males but the results of this investigation contradict this finding.

No sex difference is observed among the teachers of secondary schools. Peretti (1974) has reported sex difference in aspiration which goes against the findings of this study. Sewell and Shah (1968) have reported that girls show lower aspiration than boys.

The teachers with different income groups have not shown significant difference in educational aspiration as indicated by the F-value. The interaction between the Subjects and income has also not shown any significant differential variation. The mean values obtained by the teachers of the low, medium and high income groups are almost similar, indicating no difference in their length of service.

The teachers working in urban and rural areas have shown significant difference in educational aspiration.
The interaction between the subjects and the area (the rural and urban) is significant and shows differential variation.

The urban and the rural Arts and Science teachers have shown almost the same mean values which reflect no difference in their educational aspiration. The results of this study contradict the findings of Middleton and Gregg (1959) who have reported that there are differences in educational aspiration of rural and urban people.

Qualifications have their impact on educational aspiration. The results of this study show that the teachers of secondary schools with different qualifications - required and higher - differ significantly. The interaction between the subjects and qualification is however, not significant. The mean values of two groups of teachers with different qualifications and the teachers representing different faculties are almost the same, showing no difference in educational aspiration.

The secondary school teachers holding different category of posts - Headmasters and Assistant Masters - have differed significantly in their educational
aspiration. The not so significant interaction between the subjects and designations (category of posts), indicates no differential variability. The mean values of different designation and the sample also indicate no difference in their educational aspiration. Cochran (1983) has found that the subjects with high status have higher professional aspiration than the subjects with the lower status and the results of the present investigation show that the Headmasters and Assistant Masters differ in their educational aspiration.

The analysis of results pertaining to teachers working in different secondary schools such as the Government, the Aided and the Unaided show no significant difference in educational aspiration. But a significant interaction between the subjects and the type of schools is shown by the scores. The secondary school teachers working in different types of schools have shown almost similar mean values that indicate no difference.

The teachers with short, medium and long lengths of service have not shown significant difference in educational aspiration. The interaction between subjects and the length of service is not significant.
The findings of the present study differ from the results reported by Sewell and Shah (1968) who find that the higher socio-economic status groups have higher level of educational aspiration. But the present study finds the teachers with higher designation, long length of service and better emoluments do not show any difference compared with the teachers of lower designation and shorter length of service.

In the light of the above discussion and taking into account the analysis of results, the subsidiary hypotheses set for the study are partially accepted.

VOCATIONAL ASPIRATION

It is observed from the data that the Arts and Science teachers of secondary schools of the young, middle and old age groups do not show significant difference in vocational aspiration. The interaction between the subjects and age is also not significant.

It is evident that the mean values of the Arts and Science teachers of secondary schools of different age groups do not differ. But only the science teachers of higher age groups show a slight difference in vocational aspiration compared with the teachers of other age groups.
Krampen (1979) has reported that the age of teachers influences the educational and vocational aspirations. But in this study it is shown that age has no influence on aspiration as the mean values are almost the same. It is only the science teachers of old age group that confirm the findings of Krampen.

It is clear from the results that all the teachers have expressed higher vocational aspiration. This is in confirmity with the findings of Sewell and Shah (1968), Centers and Cantrill (1946) who have found that higher Socio-economic status groups have higher occupational aspirations. Since the population of this study consists of the teachers of secondary schools possessing moderate to higher socio-economic status, they have expressed higher vocational aspirations.

The reasons might be that the teachers want to improve their financial position, gain recognition in society and to satisfy their needs.

The teachers belonging to the male and the female groups do not show any significant difference in vocational aspiration and also differential variation. The mean values of the two groups are almost similar showing no difference between the male and the female
teachers in their vocational aspirations. The findings of this study contradict the results of Dummy, Eliet and Carlson (1981) who have reported that the females have higher vocational aspirations than the males. The present findings are in conformity with Riley (1981), Kenkel, Gage and Bruce (1983) who report no such difference in occupational aspiration. No such sex difference in vocational aspiration is shown in this study. The reasons may be that all of them are educated and are exposed to similar social conditions. But all of them, irrespective of their sex, have expressed higher vocational aspiration to gain high socio-economic status.

The Arts and Science teachers of secondary schools with different levels of income have not shown any significant difference in their vocational aspirations. Even the mean values do not show any difference in vocational aspirations. The science teachers with higher income have shown a slightly higher aspiration than the others.

The present sample consists of teachers of different designations, with different lengths of service and income. These factors have not shown any impact on their level of vocational aspiration. Cochran (1983)
has found that subjects with higher professional aspiration have stronger career orientation than those with lower vocational status. Muthayya (1971) reports that higher socio-economic status groups have a higher aspiration than the middle and low socio-economic status groups. The results of the present study do not concur with the above findings.

The present study shows that the teachers have not shown any difference in vocational aspiration though they differ in designation and income, and work in schools with similar organisational climate and social conditions. But all of them aspire to higher vocation which is a common phenomenon.

Middleton and Gregg (1959) report that the subjects in rural areas have lower occupational aspiration than those in the cities. The results of this investigation differ with the above findings as the teachers working in urban and rural schools do not show any significant difference. The area and the school environment have not influenced the teachers in their vocational aspiration. The present findings do not support the findings of Skormy (1981) who has reported that aspirations are influenced by the school environment and socio-economic status.

...
The Arts and Science teachers of secondary schools with different qualifications - required and higher - have not shown significant difference in vocational aspirations. No significant differential variation in the vocational aspiration of teachers with different qualification is found. The mean values also show no difference in their vocational aspiration.

The results of the present research indicate that the qualifications have no impact on vocational aspiration and this is contrary to the general phenomenon. Although no significant difference in vocational aspiration is found all the teachers have aspired to better vocation which confirms the general tendency.

The Arts and Science teachers of secondary schools with different designations - Headmasters and Assistant Masters- have not differed significantly in their vocational aspiration. The interaction between the subjects and the designation is also not significant. The differences in mean values are not observed among the different categories of posts and the groups representing different faculties.

It is obvious that the Head masters with better socio-economic status aspire to higher vocational aspirations
than the Assistant Masters with low socio-economic status. Centers and Cantrill (1946) and Muthayya (1971) have reported that the groups with higher socio-economic status have higher aspirations. The population, as a whole, has shown high vocational aspiration.

The teachers working in Government, the Aided and the unaided schools have not shown significant difference in vocational aspiration. The teachers representing the three groups also do not differ in their vocational aspiration as indicated by their mean values. The reasons for their not having any difference in their vocational aspiration may be attributed to the similarity in cultural, social environment and organisational set-up. The results of this study contradict the findings of Skormy (1981) who reports that aspirations are influenced by social environment.

The Arts and Science teachers of secondary schools with different lengths of service (short, medium and long) have not differed significantly in their vocational aspiration. The interaction between subjects and groups of teachers with different length of service are also not significant.
The teachers with long length of service are better off in emoluments, and socio-economic status than the teachers with short and medium length of service. The difference in aspiration is expressed as reported by Ghesquière and Dierick (1980), Muthayya (1971), Sewell and Shah (1968) and Centers and Cantrill (1946) who find that the higher socio-economic status group shows higher vocational aspirations. But Buchmeyer and Hurt (1982) find that persons with longer service are less satisfied and possess low aspiration. The results of the present investigation differ from the earlier studies.

In the light of the above discussion and the results of the study the hypotheses set for the study are accepted partially.

FINANCIAL ASPIRATION The Arts and Science teachers of secondary schools of different age groups do not differ significantly in their financial aspiration. The interaction between the subjects and age is also not significant and shows no differential variation. The mean values also do not show any difference except that the Science teachers of young age group show a slight difference. The results agree with Skormy (1981) who finds that aspirations are influenced by age. The
study shows that age has no impact on the financial aspiration of teachers.

The male and the female Arts and Science teachers of secondary schools have not shown any significant difference in financial aspiration. The mean values suggest that the male teachers show a slightly higher aspiration than the female teachers. The male teachers of Arts also show higher financial aspiration than their female counterpart. The male teachers show higher financial aspirations because they have to shoulder greater responsibility and have greater need for money for satisfying the requirements of all the members of the family.

All the teachers have shown high financial aspiration. This indicates that the salary they receive is not adequate to meet the demands of the family. As reported by Chamberline and Kindred (1960), the most important concern for the teachers is salary and any uneven distribution in the salaries disturbs their financial aspiration as the purchase power of teachers and their salary go hand in hand.

The Arts and Science teachers of secondary schools with low, middle and high income do not differ in financial
aspirations significantly. The interaction between the subjects and income is not significant and shows no relationship between the two variables. The mean values suggest that the teachers of higher income group have more financial aspirations than the teachers of the middle and low income groups. The results of this study concur with the findings of Ghesquiere (1981) who has reported that there is a correlation between the salary of teachers and the level of salary desired.

No significant difference is observed among the teachers of different income groups and all the teachers have aspired to more salary than what they receive at present. They desire higher salary to meet the requirements of their family and to improve their socio-economic status.

The Arts and Science teachers working in urban and rural schools have shown significant difference in their financial aspiration. However, the interaction between the subjects and the area is not significant. The teachers working in urban and rural areas have clearly differed in financial aspiration which is a known fact. All the teachers have shown high financial aspiration which confirms the general tendency.
The Arts and Science teachers of secondary schools with required and higher qualifications have not differed significantly in their financial aspiration. The interaction between the subjects and qualification is significant. The mean values are also very close to each other, showing no difference in financial aspiration of the two groups.

The teachers with higher qualification have shown a slightly higher financial aspiration than the teachers with the required qualification. These results are in accordance with the general trend. High qualification is associated with better professional status and increased emoluments.

The Arts and Science teachers of secondary schools holding different categories of posts do not differ significantly. The interaction between the subjects and the designation is not significant. The mean value also shows no difference between the Headmasters and Assistant Masters in their financial aspirations. The findings of this study do not support the findings of Centers and Cantrill (1946), Muthayya (1971) and Ghesquiere and Dierick (1980) who have reported that higher socio-economic status groups show higher financial aspiration.
The Arts and Science teachers of secondary schools working in different types of schools (Government, aided and unaided) show significant difference in their financial aspiration. The interaction between the subjects and the type of school is not significant. The mean values show the difference among the teachers working in different types of schools. The teachers working in the aided schools have shown higher financial aspiration than the teachers in the unaided schools. The teachers working in the unaided schools have shown more financial aspiration than the teachers of Government schools. The reasons may be that the teachers working in the aided and unaided schools discharge their duties satisfactorily to please the management with a view to winning the favour and to improve their service conditions and financial status. But the teachers working in Government schools cannot expect these favours as they are not placed on a par with the private school teachers in regards to their conditions of service.

The Arts and Science teachers of secondary schools having different lengths of service do not show any significant difference in their financial aspiration. The interaction between the subjects and income is also not significant. The mean values do not show any
difference in financial aspiration among the teachers with various lengths of service. However, the Arts teachers with medium service show a slightly higher financial aspiration and the science teachers with short service show the least financial aspiration.

The teachers with long service show low aspiration. These results support the findings of Buhmeyer and Hurt (1982) who report that the persons with longer service are less satisfied and possess low aspiration.

The teachers with long length of service have shown low financial aspiration as they have already fulfilled the obligations of their family. The teachers with medium length of service have shown high financial aspiration because they are yet to fulfill the requirements of their family. But it should be noted that the teachers belonging to short service group show the least financial aspiration compared with the teachers of the other two groups. But all the teachers have shown high financial aspiration.

In the light of the above discussion and the analysis of results, the subsidiary hypotheses formulated for the study are partially accepted.
ADJUSTMENT  The Arts and Science teachers of secondary schools of different age groups (young, middle and old) differ significantly in adjustment and the interaction between the subjects and the age is not significant and shows no relationship between the two variables for the differential variation in scores. The reason for this type of result is explained earlier. The mean values of these age groups show differences and indicate better adjustment. The teachers of old age group differ in adjustment from the teachers of middle and the young age groups.

The results show that all the teachers are well adjusted as indicated by the mean values but do not differ significantly as shown by the F-value. The results of the study support the findings of Ryans (1969) who has reported that the secondary school men and women teachers generally do not differ in adjustment.

The male and female teachers of secondary schools do not differ significantly in their adjustment. The not so significant interaction also shows no differential variation in adjustment. The mean value suggests that the male teachers are slightly better adjusted than the female teachers though the difference is not statistically significant.
The findings of the present study are in agreement with the results of Ryans (1969) who reports that the male teachers score higher in emotional adjustment than the female teachers. The results are also confirmed by Deutsch and Gilbert (1976) using Bell's adjustment inventory.

The differences in adjustment is not expressed by the male and the female teachers because both the groups of teachers are educated employees with secured jobs and steady income and work in similar organisational set-up and are adjusted to their profession and society.

The Arts and Science teachers of secondary schools of low, middle and high income groups do not differ significantly in adjustment. The interaction between the subjects and income is also not significant. The mean values of different groups show no difference. But the teachers of high income group are better adjusted than the teachers of low income group. The Science teachers of the high income group are better adjusted than the Science teachers of the low income group and the Arts teachers of high and the middle income groups are better adjusted than the teachers of low income group.
The results of the study indicate that all the teachers are well adjusted but do not show any significant difference among the different income groups. The reasons may be that all the teachers are employees with steady income and lead a contented life.

The Arts and Science teachers working in the urban and rural schools do not show any significant difference in their adjustment. The subjects and the area (urban and rural) interaction is also not significant. The results show that urban and rural areas have no influence on adjustment. The location of the school, working conditions, nature of work, facilities available and other extraneous factors appear to be similar in urban and rural schools.

The Arts and Science teachers of secondary schools with required and higher qualifications show significant difference in adjustment. The interaction between the subjects and the qualifications also shows significant variation. The mean values of different groups do not show difference in adjustment. But the teachers with higher qualification show better adjustment than the teachers with required qualification. The Science teachers with higher qualifications show better adjustment than the other groups as indicated by the mean values but are not statistically significant.
The Arts and Science teachers with different categories of posts differ significantly in adjustment. But the interaction between the subjects and the designation is not significant. The mean values indicate that Headmasters are better adjusted than the Assistant Masters. The difference in adjustment may be attributed to the different categories of posts held by them. The Headmasters, who are Gazetted Officers drawing more salary and enjoying high socio-economic status differ from the Assistant Masters who are non-gazetted in rank and have lower salary and socio-economic status than the Headmasters.

The Arts and Science teachers of secondary schools working in government, aided and unaided schools do not differ in adjustment. The interaction between the subjects and the type of schools shows no difference. The mean scores too indicate no difference in adjustment among all teachers except the teachers of the unaided schools who are less adjusted than the teachers of other schools.

Similarity in profession and working conditions, fair treatment of teachers by the management, moderate needs and aspirations among the teachers and contented life may be the reasons for their not differing in
adjustment. The mean values indicate that the teachers in the unaided schools are less adjusted than other teachers because their salary and service conditions are less attractive and their future uncertain.

The Arts and Science teachers with low, medium and long experience differ significantly in adjustment. Interaction between subjects and the experience is also significant. The mean values indicate no difference in adjustment except among the teachers of medium length of service who show better adjustment than the other teachers. The findings of this study are almost similar to Kornhavser (1965), Singh and Srivatsava (1975) Alderfer (1972) who have reported that the higher occupational groups are more satisfied with their jobs than the lower occupational groups. The difference obtained may be attributed to difference in socio-economic status, qualification, school environment, socio-cultural background of the rural and urban area, the need for achievement and other factors.

Based on the discussion and analysis of results, the subsidiary hypotheses set for the study are partially accepted.

ROLE CONFLICT The main hypothesis formulated for the
study is that there is no significant difference in role conflict between the Arts and Science teachers of secondary schools.

The data analysed in the previous chapter indicates that there is no significant difference in perceived role conflict among Arts and Science teachers of secondary schools as shown by the t-test. The results of the present study support the hypothesis formulated for verification. They indicate the co-ordination between the expectation of society about the role of a teacher and his perception of what society expects of him. However, the mean values suggest that the Arts teachers show more conflict and variabilities than the Science teachers.

The findings of this study contradict the results of Bedlian, Armenakis and Shirley (1981) who have reported that the teachers show differences in role conflict.

The data is further classified on the basis of the different moderator variables to find whether any difference exists in role conflict.

The Arts and Science teachers of secondary schools are classified into three age groups (young, middle and old
age). The teachers of different age groups differ significantly in role conflict. The interaction between the Arts and Science teachers and the teachers of different age groups shows no significant differential variation. The mean values suggest that young science teachers show more role conflict than the old age group. The findings of this study contradict the findings of Bogale (1971) who reports that old teachers have high role conflict. This is true of only Arts teachers.

The Science teachers who are young show more conflict and it may be due to the gulf that exists between their aspiration and goal, their lack of adjustment to the profession and high expectation in their life. The conflict is less among the teachers of old age group, because of higher maturity, experience, the coordination between their needs and achievement and expectation about their future. This is true only of Arts teachers.

The male and female Arts and Science teachers do not show significant difference in role conflict. The reasons for this type of result may be due to the fact that while calculating analysis of variance on the basis of different moderator variables, the sums of
squares vary for the independent variable (Subject - Arts vs Science) and for the error variance rendering the sum of squares different each time. Even granting that sum of squares remains the same, the error variance depending upon the moderator variable produces different F-value. For the purpose of ANOVA only one moderator variable is taken each time along with the main independent variable.

The mean values suggest that the male teachers have slightly more role conflict than the female teachers. The male Arts teachers have more perceived role conflict than the female Arts teachers and the female Science teachers have more role conflict than the male Science teachers. The male teachers have more perceived role conflict than the female teachers because they are the bread earners and have to shoulder greater responsibilities in the family. The female teachers have shown more role conflict because of the fact that they are bound by rigid family and social constraints.

The Arts and Science teachers of secondary schools of low, middle and high income groups show significant difference in role conflict. The interaction between the subjects and the income does not show any significant differential variation. This shows a lack
of co-ordination between role expectation and role perception. Mean values indicate that the teachers of low income group have more role conflict than the teachers of high income group. This may be due to the fact that the teachers with low income live within the financial constraints and they find it difficult to cope with the problems of everyday life. But the teachers with high income have no such problems.

The Arts and Science teachers of secondary schools working in urban and rural schools show no significant difference in role conflict. The interaction between the subjects and urban and rural areas is also not significant. Belian (1981) and Singh (1981) report that the school organisational set-up plays an important role in causing role conflict. The results of the present investigation show that the organisational factors do not affect the teachers in their school setting.

The Arts and Science teachers with the required and higher qualifications differ significantly in role conflict. The interaction between the subjects and qualification shows no differential variability among them. The mean values indicate that the teachers with higher qualification show less conflict. The findings
of this study confirm the results of Bhogle (1971) who has reported that the secondary school teachers with high qualification are low in role conflict. They being highly qualified, possess better status in society, enjoy better opportunities, and derive psychological satisfaction in their work. But it is not so in the case of teachers with the required qualification.

The Arts and Science teachers of secondary schools holding different categories of posts (Headmasters and Assistant Masters) show significant difference in role conflict. The interaction between the subjects and categories of post shows differential variation in role conflict. The mean values indicate that the Headmasters show a slightly more role conflict than the Assistant masters. The Arts Headmasters (in the Arts faculty) show the highest role conflict than the Science Headmasters and all the Assistant Masters in general.

The results of this study support the findings of Bogle (1971) who has reported that Headmasters with higher qualifications had higher role conflict than those with higher salary who had low role conflict. These results may be due to the fact that the Headmasters are
aspiring to higher posts and want to acquire better socio-economic status. But the Assistant Masters are happy with their designations (The post held by them) and desire to lead a comfortable life.

The Arts and Science teachers of secondary schools working in Government, aided and unaided schools do not show any significant difference in role conflict. The interaction between subjects and the type of schools is not significant, and shows no differential variability. This is in agreement with the findings of Pressy and Wills (1979) who have reported that the teachers working in the two types of schools show no difference in role conflict.

The mean values of teachers working in different types of schools do not show any difference. The trend shows that the role conflict is less among the Science teachers, working in Government schools and is more among Arts teachers working in Aided schools. The reasons for this result may be due to the fact that the Science teachers working in Government schools are better adjusted to the profession. The teachers working in the aided schools may face a lot of confrontation with the management, and are therefore not professionally adjusted.
The Arts and Science teachers of secondary schools with different lengths of service - short, medium and long - show significant difference in role conflict. The study conducted by Pattanayak (1980) reports that the role conflict is influenced by sex and length of service. The results of the present study support the above findings.

The Arts and Science teachers with short service show more conflict than the teachers with medium and long service. This may be due to less experience, lack of adjustment to the profession, aspiring after better opportunities and lack of coordination between the ideal and the actual.

On the whole the Arts and Science teachers of secondary schools have not differed significantly in role conflict as indicated by the t-test. Hence the null hypothesis set for the investigation is partially accepted. The subsidiary hypotheses formulated for the purpose of this study is accepted.

The findings of the study reported by Singh, Agarwala and Malham (1981) make us conclude that the atmosphere prevailing in the schools, organisational aspects, teacher-pupil relationship, professional satisfaction,
service and salary conditions and personality adjustment of teachers have made the teachers show no difference in role conflict. The reasons for expressing role conflict are increased tension, reduced job satisfaction and psychological withdrawals.

ROLE PERCEPTION The main hypothesis is that there is no significant difference between the Arts and the Science teachers of secondary schools in role perception.

Analysis of the date in the previous chapter shows that there is no significant difference in role perception between Arts and Science teachers as indicated by the t-value in role perception inventory. The results obtained are in accordance with the hypothesis set for the purpose. No significant difference is found between the Arts and the Science teachers on their role perceptions. The reason may be that the teachers are performing their roles satisfactorily, have understood their responsibility and the interaction between the teachers and the students is satisfactory and the organisational climate is conducive for the teachers to do better.

The Arts and Science teachers of different age groups
young, middle and old age do not show significant difference in role perception as indicated by the F-value. The interaction between the subjects and their age also does not show any differential variation in relation to age. The mean values suggest that Arts and Science teachers of young age group have better role perception than the teachers of old age group. The teachers of middle age group have the least role perception.

The results may be attributed to high maturity, experience and clarity in thinking among the Arts and Science teachers. Their desire to discharge the responsibility, their understanding of the profession, their high aspiration and the organisational set up may influence the teachers of young age group to score high in role perception.

The Arts and Science teachers of the male and female groups differ significantly in role perception. The interaction between the subjects and sex is not significant. The results of this study are in disagreement with the findings of Knapp (1975) who reports that the male and female teachers do not differ in the role perception. The female teachers have higher role perception than male teachers. This
suggests that the women teachers have clear perspective of their responsibilities and play different roles - teacher, wife, mother, and working women - and are well aware of their responsibilities.

The Arts and Science teachers of secondary schools of different income groups do not show significant difference in role perception. The interaction between the subjects and income does not show any significant differential variation. The mean values are almost similar indicating no difference. All the teachers have scored moderately high scores on role perception inventory. Since all the teachers are graduates they have the ability to understand their roles clearly.

The Arts and Science teachers working in rural and urban schools show no difference in role perception. The interaction between the subjects and the area (the urban and rural) is not significant, and this shows that the scores do not vary in relation to the area. The mean scores indicate that urban teachers have better role perception than the rural school teachers. The urban Arts and Science teachers have scored higher than the rural teachers. The teachers of urban schools are better exposed to the profession and they have better understanding of the roles than the teachers of the rural schools.
The Arts and Science teachers of secondary schools with different qualifications do not show significant difference in role perception. The interaction between the subjects and the qualification is also not significant. The mean values suggest similarity in scores. The science teachers with higher qualification show better role perception than the teachers of the Arts group and they are much better than the entire set of Arts teachers as indicated by the mean values. The science teachers with their knowledge of science might have developed the ability to perceive their roles better than the Arts teachers.

The Arts and Science teachers of secondary schools holding different categories of posts such as Headmasters and Assistant Masters, show no significant difference in role perception. The interaction between subjects and the posts held by them is not significant. No difference is shown by the mean values in role perception. The Science Headmasters show better role perception than the other group. This may be due to their understanding of the roles and responsibilities. The Arts and Science teachers working in the Government, the aided and the unaided schools show significant difference in role perception. No significant differential variation is shown between the subjects and the type of schools. The mean values
suggest that the teachers working in unaided schools show better role perception than the teachers of the government and aided schools. It is evident that teachers who are working in unaided schools want to impress the managements with their hard work.

The Arts and Science teachers of secondary schools with different lengths of service—short, medium and long—do not show any significant difference in the role perception. No significant variation is found between the subjects and the length of service.

The findings of the study are not in conformity with similar studies on college teachers by Makhwan (1979) who has reported that college teachers with different lengths of service differ significantly in their role perception. This difference is mainly due to factors like the difference in population, socio-cultural background, organisational set up and service conditions.

The mean values show that the teachers with medium length of service have less role perception than the other two groups. The Science teachers with short service and the Arts teachers with long service show better role perception.
All the Arts and Science teachers have shown better role perception but without any significant difference. All the teachers, being graduates, have understood their professional responsibilities, adjusted to their profession and have been playing their roles satisfactorily in different situations.

In the light of the above discussion and the analysis of results, the subsidiary hypotheses formulated for the study are partially accepted.

To sum up, the results of the analysis discussed so far indicate that the Arts and Science teachers do not differ significantly in the various psychological factors like - aspiration, adjustment and role conflict. This may be attributed to the various factors like working conditions, the organisational climate, financial position, social environment, family conditions, job security, promotional opportunity and service conditions enjoyed by them.

To study the moderator variables the data is reorganised and the differences are found only in some moderator variables and not in others. This may be due to the individual differences and the other factors discussed in this chapter.

Taking into account the analysis of results and the discussion, the subsidiary hypotheses formulated in this investigation are partially accepted.