

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

- *Andous Huxley*

Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
2. To achieve outstanding success and fame in life
3. To achieve highest degree of efficiency.
4. To make friendship with good persons.
5. To imbibe good qualities.
6. To keep engaged in important assignments

7. To achieve peace
8. To receive the best and higher education.

Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

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There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

- *Andous Huxley*

Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
2. To achieve outstanding success and fame in life
3. To achieve highest degree of efficiency.
4. To make friendship with good persons.
5. To imbibe good qualities.
6. To keep engaged in important assignments

7. To achieve peace
8. To receive the best and higher education.

Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

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1. To find out the role perception of secondary school pupils and classify them.
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Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
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Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

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Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

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Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
2. To achieve outstanding success and fame in life
3. To achieve highest degree of efficiency.
4. To make friendship with good persons.
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Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

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The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

- *Andous Huxley*

Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
2. To achieve outstanding success and fame in life
3. To achieve highest degree of efficiency.
4. To make friendship with good persons.
5. To imbibe good qualities.
6. To keep engaged in important assignments

7. To achieve peace
8. To receive the best and higher education.

Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

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Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

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The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

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Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

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1. To find out the role perception of secondary school pupils and classify them.
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4. To find out whether there is any association between the role performance and academic performance.
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Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
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Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

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After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

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variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
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1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
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1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
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6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

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Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
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Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

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The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
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Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

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According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

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Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

- *Andous Huxley*

Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
2. To achieve outstanding success and fame in life
3. To achieve highest degree of efficiency.
4. To make friendship with good persons.
5. To imbibe good qualities.
6. To keep engaged in important assignments

7. To achieve peace
8. To receive the best and higher education.

Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

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share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

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To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

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2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
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13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
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4. The study is limited to two types of schools : a) Government, ii) Private.
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6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
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6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.

SYNOPSIS

There are things known and there are things un-known, and in between are the doors of perception.

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Introduction

The human being is never static. From conception to death, change is constantly taking place in physical and psychological capacities. As Piaget has explained structures are "far from being static and given from the start". Instead, a maturing organism undergoes continuous and progressive changes in response to experiential conditions, and these result in a complex network of interaction while development is continuous process.

As a general rule, the development of the individual depends upon his physical, mental, emotional, ethical, aesthetic and social environments. So many factors influence and interaction effects bring all round development in the child. Some of them are family, neighbourhood, school environment, cultural environment etc.

To understand the pattern of development certain fundamental and predictable facts must be taken into consideration. Each of these facts has important implications. The significant facts about development is establishing attitudes, habits and patterns of behaviour in early years, maturation and

learning play important roles, follows a definite and predictable pattern. Each individual is unique, each phase has its hazards, is aided by stimulation, is affected by cultural changes and finally has social expectations for every stage.

Every human being whether a child or an adolescent or an adult possesses his own individual personality. This personality is reflected in all his activities and differs from individual to individual.

The period of adolescence is characteristically an important period in the life span, a transitional period, a time of change, a problem age, time of search for identity, a dread age, a time of unrealism and the threshold of adulthood. The most important and most universal interests of today's adolescents fall into seven major categories. They are Recreational, personal, social, Educational, vocational, religious interest and interest in status symbols.

Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities. But the common expectations about adolescents are

1. To care the welfare of the mankind.
2. To achieve outstanding success and fame in life
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8. To receive the best and higher education.

Besides, the secondary school stage should cater to the needs of the adolescents. So the curriculum at the secondary stage should meet the needs of the adolescent as well as the needs of the democratic society in which he is expected to participate as a citizen on reaching maturity. The needs of adolescents are related not only to the acquisition of knowledge and the promotion of intellectual ability but only the fuller development of the physical emotional, aesthetic and moral aspects of the pupil's personality. Provision is made in the curriculum, on a more systematic scale for programmes of physical education and subjects like art, craft, music, dance and education in moral and spiritual values.

As stressed by the National policy of Education, 1986, updated in 1992, "Secondary Education begins of expose students to the differentiated roles of science, the humanities and social science". This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens.

In Super's theory of vocational development he high lighted the life roles that one plays at any given age of life-roles such as son or daughter, student, sibling, homemaker, leisurite and citizen.

Perception of one's roles while learning occupies a very important place in the lives of pupils. Most of what we do or do not is influenced by what we perceive and how we perceive it. Perception, therefore provides a key to the structure of our personality and behaviour. It also plays a key role in the modification of behaviour.

Perception is the true beginning of knowledge. Sensation gives us only the raw materials of knowledge, perception is the first step by which that material is elaborated into a definite knowledge of the external world. Perception involves comparison, assimilation, discrimination, association, recognition, objectification, localization and projection.

Role Perception

The role perception of adolescents is transient because their interests change in course of their development. Their attention to the people and things around changes according to the changes in their interest and also perception. When they are interested they make persistent effort irrespective of the span of time and amount of energy it demands. At times they perceive themselves as children and all of a sudden they wish to experience the feeling of independence and perceive them as grown ups. Their intellectual and social dimensions get widened due to learning experiences both individually and in social relations, with such an active mental and social life both at home, in the school and society they develop a concept of themselves in relation to parents, siblings, relatives, neighbours, teachers, classmates, friends

acquaintances and so on. At this age what they are, how they are and why they are in relation to the different contexts of life are the general questions to find meaning for their resistance. They wish to have independence, entertain independence in developing likes and dislikes in academic aspects, in personal aspects and in social aspects.

They are skeptical about their freedom as though it is at the mercy of parents and teachers. Hence, they wish to ascertain the concept of themselves. The self is the centre of each person's social universe. Genetic factors play a vital role in their fundamental abilities. One's self-identity or self-concept is largely based on what is learned in interactions with other people beginning with immediate family members and then broadening to interactions with those beyond the family. The self concept is an organized collection of beliefs and self-perceptions about one self.

In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
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In developing self-concept one's home, school, and other environment play a vital role. When a person perceives his roles then he is ready to perform his functions in different areas of his life. Roger's theory of personality in contrast to the commonly held conception that man is by nature an irrational, destructive and unsocial being, holds that 'man' is essentially rational constructive and social. Role perception is an active process. Pupils attach meanings to their experiences and are prepared to struggle towards self management and self regulation which develop their personality.

Role Performance

Secondary school pupils being the adolescence are to achieve more mature relations with agemates of both sexes; achieve a masculine or feminine role and achieve emotional independence from parents and other adults. They have to accept their growing and changing physique, use one's body effectively, develop attitudes towards social groups, achieve personal independence, accept socially responsible behaviour and also to achieve it. They are to prepare for an economic carer and acquire a set of values and an ethical system as a guide to their behaviour.

Need, Nature and Importance of the Study

In a developing country, literacy is almost universal and children stay at school till the ages 16, 17 and 18 as the case may be and may discontinue after completing their secondary education.

In most cases, secondary education is the terminal stage of their education. The country realises the importance of secondary education as a stage by itself.

It is being envisaged that qualitative and quantitative aspects of secondary education will receive due attention.

The adolescent is grown enough to evaluate the behaviour of teachers in the school. He accepts some teachers as good and he is vehemently against some who are undutiful, partial and devoid of human qualities. The

adolescent is influenced by the behaviour of teachers in the school. The policy of the school also influences the personality of the adolescents. Adolescents have their tastes, interests and aptitudes. They entertain different views about schools, games and social activities.

According to Witmer and kotinsky adolescents have characteristic sense of identity and clarification of who one is and what one's role is. Perception of their role while learning occupies a very important place in the lives of pupils. Most of what they do or do not do are influenced by what we perceive and how we perceive it.

The secondary school pupil has to meet his or her own needs as well as the needs of the democratic society in which he/she is expected to participate as a citizen while reaching maturity. In developing one's society or nation students are playing very crucial role. So, the present investigation is found to be of great help in identifying the role perception and role performance of secondary schoolers in different areas.

Mothers, fathers, grand parents and other members of the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely if each sibling has a warm relationship with each parent, and if the parents perceive their marriage in positive terms. Sibling relationships are important because the positive or negative affect associated with siblings is likely to be aroused over and over in interactions with peers. Siblings are most likely to feel close if they are able to

share attitudes and memories, stand for one another, experience companionship, and help one another to cope with difficulties. Even when siblings are very close in childhood they tend to grow apart in adolescence and young adulthood.

Beyond the family, persons relate with school, society etc., that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. A relationship in which two people spend a great deal of time together, interact in a variety of situations, exclude others from the relationship and provide mutual emotional support.

Hence, this study intends to know the level of role perception and role performance of secondary school pupils studying in private and government schools and in rural and urban schools and to know the relationship between role perception and role performance.

Scope of the Study

The present study would focus on Role perception and role performance of secondary schoolers in different areas. Mothers, fathers, grand parents and others in the family interact in multiple ways with infants, toddlers, young children and adolescents. An affectionate relationship between siblings is most likely to provide for showing of the experience in warm relationship. Beyond the family, person relates with school, society etc, that means one has relationship with teachers, peer group, friends, neighbours, members of the society etc. and carries on relevant functions as a member of the family, school and society.

Summing of Related Studies

Most of the studies on perception were done at the school level. Among them three studies are done on perception of school in relation to academic achievement, two are about their goal perception, few studies are done on perception related to home, school etc.

Some studies are done on self concept. Three studies are done on self concept in relation to achievement, one belongs to self-concept and adjustment, few are on self concept of students. Six studies are done on role related to different variables like role performance and role expectations of the teachers, role of parents in helping adolescents to cope with stress, role of socio-economic status etc.

A few studies on Role perception were done abroad. It is found that very little research was done on the perception of secondary school students in relation to teachers or family or school or academic climate. A few studies were done on role perception with different variables except secondary school pupils. No study was done on Role Perception and Role Performance of Secondary School Pupils. It is also found that no study was done in India or abroad on it. Hence the researcher intends to study the role perception of secondary school pupils and also their day to day functionality on their perceived roles.

Statement of the Topic

The study intends to know how far the secondary school pupils perceive their roles and perform them.

Title of the Study

Role Perception and Role Performance of Secondary School Pupils.

Operational Definitions of Key Words

Role Perception

Role perception is pupils cognizance of one's motives, values, attitudes and behaviours in relation to the varied context of home, school and society.

Role Performance

The functions adopted by an individual at home and in school and society, or the characteristic attitudes and patterns of behaviour that determine the part he/she plays in specific situations.

Variables

There seems to be change in the perception of role of girls which may alter their role performance when compared to the boys. Hence, this study would verify whether this difference is going to be significant or not.

The mode of life of secondary school pupils of private school pupils differs from government school pupils. The present study intends to find out whether it affects their role perceptions and performance.

Pupils from middle class families may be more conscious of their role and help in their little way at home and involve in social activities when compared to others. Pupils from poor background may be ignorant while pupils of the rich families don't find the necessity of doing so.

Like wise pupils from different parental education backgrounds may perceive and perform differently. Hence, this study intends to know the level of role perception and role performance of secondary school pupils against their parental educational background.

Objectives of the Study

1. To find out the role perception of secondary school pupils and classify them.
2. To find out the role performance of secondary school pupils and classify them.
3. To find out the association between role perception and role performance of secondary school pupils.
4. To find out whether there is any association between the role performance and academic performance.
5. To find out whether there is any association between teacher's perception of students role performance and role performance of secondary school pupils.
6. To find out whether the role perception of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

7. To find out whether the role performance of secondary school pupils differs with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.

Hypotheses of the Study

1. There would be no significant association between role perception and role performance of secondary school pupils.
2. There would be no significant association between role performance and academic performance of secondary school pupils.
3. There would be no significant association between teacher's perception of students role performance and role performance of secondary school pupils.
4. There would be no significant difference in the role perception of secondary school pupils with respect to : a) Gender, b) Private and Government school pupils, c) Rural and urban school pupils. d) Economics Status, e) Parental education background.
5. There would be no significant difference in the role performance between : a) Between boys and girls , b) Private and Government school pupils, c) Rural and urban school pupils. d) pupils of rich, middle and poor, e) Parental education background (above Inter, 6th to Inter & upto 5th)

Method of Investigation

To collect the data about the role perception and role performance of the secondary school pupils a large sample had to be surveyed. Hence survey

method of research was used for collecting and analyzing data obtained from a large number of respondents representing a specific population. Data were collected through highly structured and detailed questionnaires from a sample of cases at a particular time. Thus the descriptive survey of the role perception and the role performance of secondary school pupils was carried out.

Sample was selected from the population of secondary school pupils in Guntur district area by following the stratified random sampling procedure.

For the present study the investigator had taken up a stratified random sample of 754 pupils of secondary schools from 30 schools in Guntur district. Out of these thirty schools, 25 are government, 15 are private and 15 are urban, 15 are rural schools. The total sample of 754 includes 395 boys and 359 girls.

Instrumentation

As no comprehensive tool was available for this purpose the questionnaire was developed by researcher on different roles of the pupils in the specified stage. To identify the main roles of pupils, researcher used Super's theory which proposes the role of son or daughter, student, sibling, home maker, leisurite and citizen. The major areas of the secondary school pupils are school, home and society.

Researcher conducted interviews with this specific purpose to know about their perceived roles and collected information from secondary school

pupils for developing questionnaire. The researcher also studied so many related available, standardised tools. Against that background researcher developed questionnaire consisting of three parts. The first part was to collect the necessary bio-data. The second part was on the role perception in three major areas of life of secondary school pupils, home, school and society. The third part included the items inquiring about their role performance again in these three areas. Each item of the part two and three of the questionnaire was assessed against 5-point scale ranging from most times to very few times.

The responses of the questionnaire are set on 5-point scale.

Marks	5	4	3	2	1
Responses	Most times	More times	Some times	Few times	Very few times

Try Out

After preparing the questionnaire, the investigator conducted a pretest for a sample of 98 pupils in four schools to know whether the students followed the questionnaire or not and to make it suitable and adequate for this purpose. After wards the investigator conducted post test for the same sample after five months in the same four schools.

Reliability

The most obvious method for finding the reliability of test scores is by repeating the test on a second occasion. The reliability coefficient (r_{11}) in this case is simply the correlation between the scores obtained by the same persons on the two administrations of the test.

Retest reliability shows the extent to which scores on a test can be generalized over different occasions, the higher the reliability the less susceptible the scores are to the random daily changes in the condition of the subject or of the testing environment.

By using Test-Retest method researcher calculated reliability coefficient of role perception and role performance and found their high reliability.

Therefore, this instrument is found reliable to serve the investigation.

Validity

As the test is reliable it is said to be valid. Content validity was cared.

Administration

The investigator impressed the pupils to express their feelings without any inhibition by following the instruments and requested the class teacher to give his/her opinion about their performance of pupils. The data of the secondary school pupils were collected from rural and urban, private and government schools belonging to Guntur district.

Statistics Used

To estimate the Role perception and Role performance of secondary school pupils Mean, Standard deviation and Mean percentage were calculated i.e to fulfil the first and second objectives. To know the distribution of scores, skweness, kurtosis were adopted. To find the association between the adopted

variables chi-square was used i.e. to fulfil the third, four and fifth objectives and for differences t-value and Anova were adopted i.e to fulfill the sixth and seventh objectives.

Findings

1. Secondary school pupils perceived their role as more important.
2. Secondary school pupils are found to have performed their roles to the moderate extent.
3. There is a significant relation between role perception and role performance of secondary school pupils.
4. There is a significant association between role performance and academic performance of secondary school pupils.
5. There is a significant association between teacher's perception of pupils role performance and role performance of secondary school pupils.
6. Girls have perceived their role significantly better than the boys.
7. Role perception of private school pupils better than that of government school pupils.
8. Role perception of rural school pupils is better than that of urban school pupils.
9. Role perception of middle class pupils is better than the rich and poor pupils perception of their role.
10. Role perception of secondary school pupils did not differ significantly with respect to parental education background.

11. Role performance of Boys and Girls does not differ significantly.
12. Role performance of private and government secondary school pupils did not differ significantly.
13. Role performance of rural and urban secondary school pupils did not differ significantly.
14. There is no significant difference among the role performance of pupils with respect to their economic status i.e. poor, middle and rich.
14. Role performance of secondary school pupils did not differ significantly with respect to parental education background.

Educational Implications

1. Role perception helps in building the pupil's personality, academic life, and career.
2. If teachers have an idea about the role perception they can try to guide their pupils.
3. The teacher must help the pupils not only in learning the syllabus but also how to behave at home, in the school and in the society.
4. Pupils may be provided with opportunities to perceive good practices and procedures for better life.
5. Excursions, educational tours and such other kinds of activities help pupils to mingle with new ones.
6. Pupil can identify his role in the home, school and society.
7. Pupil knows how to behave with parents, elders, siblings, neighbours etc.

8. Pupils should express their feelings about studies if we provide good environment at school.
9. Pupil-peer group relation should become strong.
10. Pupil can estimate his do's and don'ts.
11. Pupil knows his interests to set up goals.
12. Pupil comes to understand his responsibility in the society.
13. Pupil has the idea about his "Role" he/she can perform it in best way.
14. Pupil can identify the relation between his role perception and performance. It helps to modify his behaviour.
15. Pupil can identify his abilities and disabilities from this and modify themselves.
16. Role perception helps the pupil to take-up tasks and strive in that direction.
17. By perceiving healthy habits pupils can lead their lives healthily.

Delimitations of the Study

1. The study is limited to 754 secondary school pupils.
2. The study is to identify the relationship between role perception and role performance.
3. The study is limited to Guntur district.
4. The study is limited to two types of schools : a) Government, ii) Private.
5. The study is limited to two types of locations : a) Urban, b) Rural.
6. The study is to identify the relationship between teacher's perception of role performance and role performance of secondary school pupils.

7. The study is limited to the influence of parental education background in three categories: a) below 5th, b) 6th to Inter, c) Above Inter on the pupils role perception and role performance.
8. The study is limited to the influence of parental economic status : a) Poor, b) Middle, c) Rich on the pupils role perception and role performance.

Scope for Further Research

The present study suggests the need for carrying out studies of the following type. The researcher is able to suggest some topics which are left untouched.

1. Role perception in relation to school subjects and role performance in them.
2. Role perception and role performance at higher education.
3. Role perception and role performance in relation to self-esteem / self-concept at secondary school level.
4. Teachers perception of pupils roles at secondary school stage can be studied.
5. Role perception and role performance in relation to intelligence of secondary school pupil.
6. Role perception and role performance of secondary school pupils is to be extended with the variables : i) Medium - English / Telugu; ii) Intelligence level - below average, average, high; iii) Home atmosphere.

Conclusion

Ninth class adolescence pupils perceived their varied roles as more important i.e in doing the work on time, that too actively and pleasantly, in thinking independently, in studying well all the six subjects and also in being successful through hard work. They perceived that they are to take care of their belongings, obey the rules and regulations of the school admit errors, share the joys and sorrows with friends, co-operate with classmates, be happy with class groups, do one's duty, help the poor, take care of the environment and feel responsible to society, though they feel that their education is a waste of time.

They perceived their role in helping the family in domestic work, sharing many things with family members, caring relatives, loving siblings, and in accepting parental punishment to misbehaviour.

Though their role perception is felt more important, role performance is found only to the moderate extent. Realizing the responsibility or one's role is not lived to that extent, these days, this is the general trend of the people of any age. Secondary school pupils are found not an exception.

It is also note worthy to find that there is a significant relation between role perception and role performance of secondary school pupils which means the secondary school pupils who perceived their role as the most important performed their role to the most extent, who perceived it as more important

performed their role to the more extent. Likewise pupils who perceived their role as moderately important performed to the moderate extent, who perceived as less important performed to less extent and who perceived as the least important performed to the least extent.

Significant association thus also found between role performance and academic performance and teacher's perception of pupils role performance and role performance of secondary school pupils.

Gender, type of school i.e private and government, rural and urban and economic background influenced significantly the role perception of secondary school pupils but none of these variables had any significant influence on role performance of the sample. Where as parental education background did not bring any significant difference both in role perception and role performance of the sample.

The needed effort either at home or at school or in the pupils miniature society is to put into practice what they perceive as necessary. In other words 'perception is action'.