CHAPTER - III CONCEPT OF ROLE OF A TEACHER

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3.1 INTRODUCTION

Before apprehension of the practical aspects of role perception of higher Secondary teacher, it will be quite worthwhile to understand the meaning of the role of the teacher, his perception and conflicts. Unless, a thorough theoretical grasp is not clarified, it would not be proper to examine the problem in a scientific way. The teacher's functions are very wide. Teacher's profession differs basically from other professions. While other professions have to deal with non-living things of a small aspects of human being, it is the teaching profession wherein one has solely to deal with living beings. The teacher deals with individual pupils and his class, he was also to deal with the administration and the society at large. Hence, thinking of role of teachers in various areas of his functions, has to be well understood. Thus there is classification with regard to the role, his perception and conflicts. This being the case, the present chapter is devoted to the following sub-topics.

3.2 DEFINITION AND MEANING OF ROLE

The word 'Role' is defined as under by Hornby, E.V. (I).
Role: Actor's part in a play.
Persons task or duty in an undertaking.
Play the title in Hamlet, Play the part of Hamlet.\(^1\)

ROLE: Role on which an actor's part was written, A part or character, performed by an actor in a drama, hence, a part taken or assumed by any one.\(^2\)

Role: Rol-n (fr. a roll, scroll, character in a play from L. Votulas, a wheel, Roll). A play or character represented by a star player, any conspicuous part or function performed by any one, as a lining public characters.\(^3\)

A role may be formally specified in some detail, as is generally the case for workers on an assembly line, but in so far as such formal specification is lacking, a role is determined by the role norms, or prescriptions of appropriate behaviour, and the role expectations or conceptions of how people behave in such positions. The person filling a role is termed the role incumbent.
and these others form his role set, defined as incumbents of all those roles which are interpreted with that of the local person. A role does not usually involve precisely specified behaviours which are acceptable in any particular context. Furthermore, the range of behaviours acceptable to different members of the role set may be different, and norms may differ considerably from expectations. There is a general, though not universal, tendency for the role behaviour of incumbents to conform to the norms. Among the basic concerns of role theory are the explanation of the means whereby the discovery of which factors determine who exerts such and who does not.

A role is not dependent upon the personality of its incumbent. Just as the personality of an individual is conceived as being the same for the various individuals who may fill it.

Role behaviour is thus a product of the role and the personality of its incumbent. Personality and role are not always, however, entirely unrelated. On the one hand, individuals may be attracted towards a
particular role because they perceive it to be one which will satisfy their role over a period of time may be that the individual's personality is influenced by his behaviour in that role.

3.3 Definition and Meaning of perception.

1 To perceive - to get the ideas with some different angles. The art of drawing solid objects on a flat surface so as to give the right impression of their relative size distance etc. drawn according to the rules and perception in perspective. 4

2 Apparent relation between different aspects of a problem, see things their right without exaggerating or neglecting one aspect, with proper attention to all point.

PERCEPTIVE AS NOUN AND AS AN ADJECTIVE.

Meaning as perceptiveness, perceptivity - the ability to perceive.

PERCEIVE : Keen natural understanding and a result of
2 Second meaning is that a view that includes things in the distance as well as things nearby, hence the ability to see things in their right relation to each other, as true perspective of historical events.

3 The third meaning is this that the right relationship of things to each other as to look at the causes of the world war in perspective.⁶

3.4 ROLE OF THE TEACHER - HIGHER SECONDARY CONCERN

The teacher has an important role to play in our effort to relate education to national development and social change. It is the responsibility of the teacher to guide and inspire his students, to enrich his discipline to inculcate values which are in consonance with our cultural heritage and our social objectives. This involves the transmission of knowledge through research, investigation and enquiry. In order to do justice to this very challenging task, the teacher has to be actively involved in programme of community development, extension education, curricular and extra-curricular
perceiving something noticed or understood. As an adjective it reflect the meaning of quick to notice and understand.⁵

- The art of science which teaches how to draw or paint objects or sciences so that they appear to have their natural dimensions, positions and relations - genial perspective dealing with light, shade and colour, linear perspective with form and magnitude.

- A representation of objects is perspective;

- Quality of a picture as regards perspective;

- View, vista - a perpectively, adv. according to the rules of perspective.

winston dictionary refers the meaning of pers­pective as under:

1 Perspective means the art of drawing an object on a flat surface in such a way as to give one the impression he is looking at the object itself.
activities, national and emotional integration and social service various educational innovations like the restructuring of course, introduction of examination reforms, making programmes relevant to social environment and community needs, developing new and emerging areas of studies can be brought about successfully only if the teacher accepts a progressive outlook on education.

Thus role is a two way concept. Any role covers the set of values and expectations of a particular in a social system from the point of view of both the occupant of the position and these with whom he interacts.

Implicit in the idea of a role, therefore, is a self image and a public image. The role of a teacher is organised around the functions that he fulfils to be more specific, in the main around the transmission of knowledge and values.

The role of the teacher in the pre-primary school, primary school, middle school, secondary school and
Higher secondary education system has its own characteristics as compared with secondary education system. The stream system is introduced from the very beginning of 10+2 level. Subjects specification, channelization of developing manpower and intensive understanding of the contents related to commerce, arts and science are unique attributes of the system.

No doubt, some major changes were also made to justify the system stream wise and vocational stream is also added with the liberal policy of the government of Gujarat keeping rapid progress in almost all the spheres of life. Not only that education has its concern with future. The hectic expansion of science and technology has created a crucial demand to diversify the system. Higher secondary education in Gujarat is becoming rampant day by day irrespective of demographic
differences. If we see the curriculum at 12 level it requires very skillful and efficient teachers to meet the urgent demands of the learners in particular and society in general.

The role perception in perspective is the demand of the time. As society has its own awareness even in this regard. The conceptual and functional understanding of a role give right direction to go ahead with clear cut vision. Considering these, the researcher has made an humble attempt to study the role perception of Higher Secondary School teachers.

3.5 CONCEPT OF ROLE OF A TEACHER.

The concept of 'Role' however is very complex and highly important for the behavioural science. Hence before embarking on research work, it will be necessary to analyse the concept of 'Role' in detail.

The term 'Role' has been used differently by different writers in social science literature. Some refer by it to what the society expects of an individual occupying a particular social position in the social
systems. Some others define it as the behaviour of an individual occupying a particular social position. The former refers to the 'Standards of behaviour' expected of the individual by the society and the teacher to 'actual behaviour' of the individual.

Role as the expectation assigned by society to the individual on the basis of the position he occupies in it and in terms of his actual behaviour in the position as his 'Role' performance.

The term 'Role' was used as a technical concept in 1930 by some Sociological Writers. Even though it is frequently employed by the theorists, it takes a stable care of meaning. Biddle, Thomas, Neiman and Hughes observed that there is a general disagreement over the concept of Role.

Neighman and Hughes after reviewing eighty sources in which the concept of role was employed conclude:

"The concept of role is at present still rather vague, nebulous and non definite."
Biddle and Thomas (1966) write:

"The idea of Role has been used to denote prescription, description, evaluation and action, it has referred to covered and overt proceed to the behaviour of self and others. An individual initiates verges which is directed to him, perhaps the most common definition is that role is the set of prescription defining what the behaviour of a position member should be ".

The concept thus indicates:

1  a position (or status). The teacher has a specific occupational position.

2  a pattern of behaviour associated with that position, there is a pattern of behaviour associated with the position of teacher which is independent of any particular person occupying that role.

3  a pattern of expectations held of the occupant of the position, the expectation held of a
teacher will imply how he ought to act, not merely how it is anticipated that he will act.

Even if the status may be accepted as one of the above definition that the society has arrived at some consensus as regards to what is expects of the individual occupying a particular school position. The assumed consensus is the consensus of the different role definers, with regard to the requirement of a particular role. This may not be actually so. Different role definers of a role may define it differently and consensus between them may be imperfect. There may be perfect consensus on some other aspect of it. This means that neither can one regard the concept of role as an indivisible unit of rights and duties described by a group or a society nor can one assume role consensus as a given fact. One has to investigate the possibilities of splitting role into its different segments and of finding out empirically the degree of consensus in different segments of the role under investigation one has to treat role consensus as a variable and observe whether it is correlated with over valuable such as adjustment role performance etc.
YOUNG MARK 10 (1956) STATED ROLE AS:

"A Role is the function of a status when an individual occupies a given position, the placement of that position above some others and below still others will have consequences for the interaction in the group. The consequences of occupying that status are called his/her role."

A role is a set of expectation. It is impossible to define one role without referring the others."

FOUR VIEWS OF ROLE

The term role has different layer of meaning. There are four different ways in which the term role is employed.

One obvious way to use the term 'Role' is in comparing human life and action to that of characters in plays, it can be said to have roles in life as an actor has role in theatre. The most celebrated statement of this view is in Shakespeare's "As you like it"

"Whole of the world is a stage, and all the men and women are merely players. They have their exit to their entrances and one man in his time plays many parts"
Many sociologists have employed the notion that the human behaviour is best understood in terms of role-playing. The best known is Goffman (1959) who has written in his book such as:

"The presentation of self in everyday life". This title alone suggests a particular view of human behaviour; he has developed this outlook in an allusive and semi literary way.

Notion of 'Role' is a link between the social structure of a society and individual behaviour and it takes into account the intentions and perceptions of individuals.

Society creates the roles we fill in life - Roles are linked with social institutions, which in turn functions for certain purpose in society.

The role is seen in terms of performance, and rather more in terms of relationship to the wider social order.

There may be sufficient truth in the role theory to suggest that there are limits within which roles are performed.
- Role as a dramatic character
- Role in the social structure.
- Role arising from the expectation of others, which may be contradictory.
- Role as it is conceived by the self.

Havghurst and Neugarten\textsuperscript{11} defined role as:

A social role may be defined as a coherent pattern of behaviour common to all persons who fill the same position or place in society and a pattern of behaviour 'expected' by the other members of society. The pattern may be described without reference to the particular individual who fill the role. All teachers are expected to behave in certain ways within the school room, regardless of how they may behave when the school is over and when they are filling other roles such as father or mother, husband or wife, friend or society member\textsuperscript{a}.

Every person occupies a whole set of social roles. A teacher has roles of worker, husband or wife, society member or citizen. In describing the social role of teachers, however it should be dealt not within the various roles, occupied by teachers as persons but
occupied by persons when they are teachers. In this sense it can be referred to a person as a teacher and not to the teacher as a person.

The role of a teacher is made up of a cluster of sub-roles. Some refer primarily to the teacher's behaviour in relation to the whole community, and others refer primarily to the teacher behaviour in relation to pupils. In real life the sub-roles are neither separate nor distinct, but for the purpose of analysis an attention might be focussed upon one after another of them.

The concept of role, as has been indicated involves both behaviour and expectations regarding the behaviour. To ask therefore, what is the teacher's role in the community is at least in past to ask, what the social expectations are that the community has of the teacher.

Keith Devis\textsuperscript{12} writes:

"Role is the pattern of actions expected of a person in his activities involving others. It arises as a result of the position he occupied in the social structures as he interacts with other people. In order to be able to
co-ordinate his work with others in an organization, he needs. Some way to anticipate their behaviour as he interacts with them. Role performs this function in the social system.

A person functions in roles both on the job and away from it.

One person performs the occupational role of a worker, the family role of father, the social role of club President and many others. In his various roles he is both a buyer and a seller, a boss and a subordinate, a father and a son, and an advisor and seeker of advice. Each role calls for different types of behaviour. Within the work environment along, a worker has more than one role. He may be a worker in group A, a subordinate of foreman in B, a mechanist, a member of a union and a representative on the safety committee.

Getzel and Guba (1955) write: It can be initially conceived of the social system as involving two classes of the phenomena which are once conceptually independent and phenomenally interactive. First, there are the
institutions with certain roles and expectations that will fulfill the goals of the system secondly, there are individuals with certain personalities and need disposition inhabiting the system whose observed interactions comprise what can be called social or group behavior. It can be asserted that this behavior can be understood as a function of these major elements. Institutional role and expectations which together constitute what are called the nomothetic or normative dimensions of activity in a social system; and individuals, personality and need disposition, which together constitute the idiographic or personal dimension of activity in a social system.

Getzel and Guba briefly make three points of definition.

1 Roles are the "dynamic aspects" of the positions, offices and statutes within an institution and they define the behavior of the role incumbents or actors or roles are the most important analytic units of the institution.
Roles are defined in terms of role expectation. A role has certain privileges, obligations, responsibilities and power. When the role incumbent puts these obligations and responsibilities into effect, he is said to be performing his role. These expectations define for the actor what he should or should not do so long as he is the incumbent of the particular role.

Roles are complementary. They are interdependent. In that, each role derives its meaning from the other related roles. In a sense, a role is a prescription not only for the given role incumbent but also for the incumbents of other roles within the institutions and for related roles outside the institution.

This dimension of the social system may be represented schematically as follows:

Social system ---- Institutions ---- Roles ---- Expectations ------- Institutional goal ---- behaviour.
By way of summarizing the argument so far, the general model pictorially may be represented as under in figure III-1.

**FIGURE III - 1.**

**DIMENSIONS OF THE SOCIAL SYSTEM.**

**NOMOTHETIC DIMENSION.**

The nomographic axis is shown at the top of the diagram and consists of institutions role and expectation, each term being the analytic unit for the term preceding it. Thus the social system is defined by its institutions, each institution by its constituent roles, each role by
the expectations attaching to it. Similarly the idiographic axis is shown at the lower portion of the diagram and consists of individual, personality and need disposition, each term again serving as the analytic unit for the term preceding it.

A model (Khan et al, 1964) for the study of the roles in organization such as schools is shown in figure III - 2.

**FIGURE III - 2**

**ROLES IN ORGANIZATION.**

<table>
<thead>
<tr>
<th>Role Senders</th>
<th>Focal person</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>III</td>
</tr>
<tr>
<td>Role Norms and Expectations</td>
<td>Experience</td>
</tr>
<tr>
<td>II</td>
<td>RESPONSE</td>
</tr>
<tr>
<td>Role Pressure</td>
<td></td>
</tr>
</tbody>
</table>

The basic cycle of interaction between role norms and role behaviour (adopted from Khan 1964).

The four boxes in this figure represent events in a repeated sequence:
1 Expectations and norms for a role
2 Pressure gain fuller information about his role, perhaps experience role conflict
3 and responds in an attempt to cope with these experiences;
4 his response is then perceived.

The role senders are evaluated against their norms and possibly modify their expectations; and the cycle begins again. This basic cycle of event occurs in a context of three other types of variables when affect it (see figure) such as organizational factors, the division of labour, the hierarchical structure, the norms and expectations of role senders and of the types of pressures which they can exert on the incumbent.

Personality factors of the incumbent influence the cycle in a number of ways. They influence the role sender's responses, to them. Secondly the way in which he perceives these pressures and thirdly the nature of his responses to them. In addition, over an extended period, his personality may itself be changed by his experience of
pressure and by his responses to them. Inter-Personal relations between the incumbent and members influence him, bonds of respect or behaviour between them. Mutual dependence and styles of communication have an influence upon the cycle parallel to that of personality factors. The perception and responses of both senders and incumbent depend upon and in turn modify. The different relations which the incumbent has with each of his role senders.

A theoretical model of factors is shown in figure III-3.

The conceptual frame work provided by role theory and by the above model allows the formulation of a number of important questions about the behaviour of teachers. How do teacher's roles vary in accordance with aspects of school organization? What are the norms and expectations for teacher's behaviour held by various groups such as teachers, headmasters and parents and to what extent is their agreement within and between such groups? How accurately do teachers perceive the norms held by various groups? How far does the role behaviour of teachers conform
to these norms? What types of role pressures do different groups exert upon teachers? To what extent do teachers experience different types of role conflict and what strategies do they use in attempting to resolve it? Which aspects, if any, of teacher's role motivate people to become teachers? Influences are shown in figure III - 3.

**Figure III - 3**

**Social Influence Upon The Teacher.**

Society at Large

Politicians and Administrators

The school

Head Master

The classroom

Teacher

Other

Pupils

Pupils

Other

Parents

Teachers

ED-

UC-

AT-

IO-

NI-

ST-

Other pupils
Many aspects of a teacher's role are shaped by the society in which he works. This relationship with other members of the community which are particularly significant for him vary according to cultural, geographical and administrative features of the context in which he is teaching. For example, a private tutor, a teacher who is the only teacher in a small rural community, and a teacher in a large city school have different role-sets from one teacher, and their relationships with members of their role-sets are likely to be very different.

Among the people with whom most teachers have professional relationship, several groups may be distinguished, which potentially have a considerable influence upon the role of the teacher.

3.5.1 CONCEPT OF PERSONALITY.

In the earlier section, the concept of 'Role' was examined in detail. The concept of personality has been viewed differently by philosophers, Jurists, sociologist, psychologists and others one of the major interest in the present investigation is to find out to what extent the
Personality of teachers, whose perception provides the base for building up the structure of role, is a factor in influencing their perception about their work, teaching, other work and class behaviour whose interaction pattern ultimately focusses his/her role. Thus personality is used as an independent variable in the present study. It is essential to examine its conceptual framework. A few important definitions that fit in the present work regarding the study of correlates are presented. The definitions given here have psychological and sociological meanings.

Personality has become a term in common usage. However, its concept is complex and intricate. In common language, the term denotes effective or impressive look or bearing.

Definitions given here are only indicative and they don't represent the spectrum.

Allport (1937) in an exhaustive survey of the literature extracted some fifty different definitions of it. He classified these in terms of whether they refer to:
Further, Allport (1937)\textsuperscript{16} says:

"Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment.

The term dynamic organization refers to the constant developing and for maturity. The term psychophysical make it explicitly clear that the organization entails the close operation of both body and mind fused into a personal unity.

Cattell (1950)\textsuperscript{17} observed that:

"Personality is that which permits a prediction is what a person will do in a given situation. The goal
of psychological research in personality is thus to establish laws about what different people will do in all kinds social and general environmental situations. Personality is, in the first place, concerned with all the behaviour of the individual both overt and under the skin.

Personality is nothing but a behaviour characteristic of a person in all kinds of social as well as environmental situation. This definition is very simple and general.

E.W. Burgess (1937) has given an important definition of personality.

"Personality is the integration of all the traits which determine the role and status of the person in society. Personality, might, therefore, be defined as social effectiveness".

Sociologists hold view about a wholesome personality with social reference to the capacity of an individual to avoid the conflicts in role set up and get maximum satisfaction in the gained status in a given social situation.
Murray (1951) defines the governing organ of the body, an institution, which from birth to death, is ceaselessly engaged in transformative functional operations. McClelland's (1951) defines it as the most adequate conceptualization of a person's behaviour in all its detail. Guilford (1959) regards an individual's personality as a unique structure of psychological process and states which concern the individual. Thomas Eysenck and others (1972) view personality as the organized structure of psycho logieal process and states which concern the individual. Thomas Eysenck and others (1972) evaluate personality as the inclusive concept of all events which comprise an individual life history.

As these examples imply there may be a variety of meaning with which the psychologists have endowed the term.

Warren's definition of personality has much in common with Eysenck. He underscores in the personality built up, the integrated organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in total distinction from others.
Allport's (1937) classic definition of the personality is:

"Personality is the dynamic organization within the individual of those psychological system that determine his unique, adjustment to his environment".

In 1961 he modified this definition by substituting "Characteristic behaviour and thought" in place of "Unique adjustment to his environment".

From the above discussion it can be concluded that most psychologists (though some would reject) would accept that Personality Consists of an individual's characteristic and distinctive ways of behaving but how to discover and label characteristics and distinctive ways of behaving is a problem forced by psychologists. Many approaches have been taken into it, and they have resulted in a number of different theories of personality.

It can be concluded from the foregoing discussion that some of the traits are common. The investigator, therefore, has gone through the literature of presenting the personality. There are different theories personality. They are discussed in the paragraphs to follow.
3.5.2 THEORIES OF PERSONALITY.

There are many theories partly because personality is so loosely defined that all theories do not deal with the same subject matter, and partly because the facts upon which a finished theory must rest are not yet well enough known. There are four main groups of theories; type theories, trait theories, developmental theories and dynamic theories.

TYPE THEORIES:

Theories of personality type are ancient in origin and they persist today. Some theories stress body types, others stress physiology, some are based solely on behaviour. Another way to look for types is based on behaviour or psychological characteristics. Perhaps the best known of the psychological type theories is the classification into introverts and extroverts proposed by the swiss psychologist Jung (1923).

TRAIT THEORIES:

A trait theory is in some respects at the opposite
extreme from a type theory; instead of grouping people according to a few types, it classifies people according to the degree to which they can be characterized in terms of a number of traits. The trait approach begins with the common sense observation that individuals differ greatly and consistently in their responses to the same psychological situation or stimulus. According to trait theory, one can describe a personality by its position on a number of scales or dimensions, each of which represents a trait. There are two outstanding sub-varieties of trait theory. Allport's (1937) theory of personal disposition and Cattell's (1950) theory of surface and source traits.

Allport (1937) accepts a kind of trait theory but distinguishes between common traits (those traits that are comparable among people) and personal disposition (traits that are unique for the person).

The essence of Allport's (1961) theory is that patterned individuality constitutes the subject matter of a science of personality. He therefore, resists the tendency of others to reduce personality to the traits
that are common to all men. He prefers to treat cardinal central and secondary 'traits' as personal disposition in describing individual uniqueness.

Catell (1946), bases his trait theory on common traits, holding that sufficient uniqueness can be indicated through combinations of common traits present at different strengths.

Allport and Odoert (1936) listed 17,953 words used in English to distinguish the behaviour of one person from another.

Catell (1946) began his research with this list of trait names, adding the terms that psychologists have coined in their researches. By eliminating overlap of meanings, he (1946) came out with 171 personality or temperament variables describing the whole "Personality sphere". Although some traits, such as ability, can be thought of positions along a scale ranging from zero to a high value. Most temperament variables can be expressed as polar opposites with the zero point lying between them (Cheerful vs gloomy). Cattell (1946) prefers such
paired terms wherever possible. If many such variables are used to describe the same group of individuals the variables can be examined for correlations that is, it is possible to find out which are closely related to others and which are distinct.

Two main techniques of examining the interrelationships exist, leading to a distinction that Cattell (1946) makes between surface traits and source traits. Surface traits are found by studying the cluster of the actually obtained correlations. For example, all traits that intercorrelate 60 or higher can arbitrarily be assumed to be manifestation of one cluster or surface trait. Thus it is found that people judged on the three trait pairs are thoughtful vs unreflective, wise vs foolish and austere vs profligate tend to fall in similar positions on all three scale, at least to the extent of a correlation of 60, hence these three are clustered together (with others of similar sort) into the surface trait of disciplined thoughtfulness vs foolishness; they are called surface traits because the similarity lies on the "Surface" (i.e. evident in the actual raw ratings) without any transformation or process of inference leading to some less
obvious underlying uniformity. They are readily observable, appear interpersonal contacts, in one's way of doing a job, in response to questionnaires.

By analyzing a very large number of trait ratings and measurements, and then analyzing them by factor analytic methods, Cattell (1957) comes out with a picture representative of the whole personality sphere. The result of such an enormous amount of work is Cattell's 16 P.F. questionnaire. It yields scores on 16 relatively independent personality characteristics ("source traits") such as dominance, emotional stability, radicalism and will control.

DEVELOPMENTAL THEORIES:

Theories that stress the importance of developmental history for personality need not deny the biological potentialities of the individual, as stressed in theories of physique or physiology, but they insist that this potential merely provides a set of limits within which personality takes shapes. Developmental theories tend to stress continuities. One can best predict what a person
will do in a given situation by what he has done before in earlier situations that resembles the present. Thus environmental interaction finds a place in these theories, somewhat more firmly than in either type of trait theories.

**DYNAMIC THEORIES:**

There is one more way of looking at personality, and that is according to various strands that are in unstable equilibrium, so that present behaviour is a result of the interplay of various disposition, often in conflict; these conflicts always take place in the present, no matter what their origins in the past may have been, so that theories of personality, dynamics,—the theories concerned with these present conflicts—are inevitably interactive theories rather than developmental ones. Hence many theories that are from one point of view developmental are from another angle concerned with personality dynamics; this is certainly true of psycho-analysis and of learning theories.
The investigator has selected the trait approach to personality has attempted to determine some of the personality traits as related to Role perception. For this purpose the investigator has used R.B. Cattell's 16 P.F (form - C) standardized in Gujarat from the 16 P.F. questionnaire only eight personality traits have been selected for exploring if any relationship exists with the Role perception. The personality traits included in the present investigation are as follows:

1. Factor 'A' Aloof Vs. Warm, outgoing.
2. Factor 'B' Dull Vs Bright.
3. Factor 'C' Emotional Vs Mature
4. Factor 'E' Submissive Vs Dominant
5. Factor 'F' Glum, silent Vs Enthusiastic
6. Factor 'H' Timid Vs Adventurous

The above mentioned 6 traits have been presented in details in Chapter VII.

The final term socio-economic status of the Higher Secondary Teachers has been studied as a cause of Role Perception. Socio-Economic terms are very simple. Socio refers to the general status of the higher secondary...
teachers and the term economic refer to the income group. The investigator used the term socio-economic as terms referring to social and economical conditions of the higher secondary teachers.

Thus the investigator has tried to discuss the important terms thoroughly with a view to understanding the phenomena of the present study.
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3) Webster; *The consolidated Webster Encyclopedic Dictionary;* Chicago, 1959 p.p. 629 - 533


16) Ibid p.p.48


18) Burgess E.W as quoted by Gordon Allport 1937 p.p.377


23) Allport G.W, op.cit., p.p. 52