SYNOPSIS

INTRODUCTION: Education is a ladder of development. It dispels darkness and brings light. It is a stepping stone for the onward march of culture. Education is the bedrock of all human progress. It liberates man from ignorance. It is the teacher who moulds his pupils into scientists, leaders, doctors, engineers, judges, lawyers, journalists and administrative officers.

Profession of teaching acts as a barometer to measure the progress of the country and hence teachers can be said Nation Builders. The progress of a country depends upon the quality of its teachers, that is why teaching is the noblest among all professions. At the dawn of the 21st century, it has become imperative to examine critically the question to adopt the means for improving education. Nothing can be achieved if the concerned teachers do not possess the necessary intellectual and professional abilities. It is truism to say that teacher is the heart of every educational institution and the success of an institution in the attainment of educational goals depends largely on the quality of its teachers.

Infact, the teacher is the most significant features in the learning environment provided by the institution. The entire range of human knowledge explodes in one time at an ever accelerating rate providing the best to its generation. This type of knowledge is being prescribed and transmitted from generation to generation by the teachers through the formal system of education.

Schools are miniature of society. All the characteristics which exist in society are reflected in schools. The school not only represent the society, but also
controls and modifies it. Therefore, schools should be well organized and should have proper facilities for teaching and learning and well satisfied teaching staff.

After independence the Education Commission (1964-66) has drawn specific attention to the teachers when it observed. "Of all the different factors which influence the quality of education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant aspects. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective."

It is apparent, that teachers occupy an important and crucial place in the system of education in shaping the future of a country. This is why, they are called as social engineers and nation builders. Teacher is expected to perform various roles as an organizer, a transmitter of necessary knowledge and skill, a demonstrator, a planner, an evaluator for the purpose of realising educational goals. He can discharge of all the responsibilities effectively if he gets a congenial atmosphere and co-operation from principal, teachers, students, and non teaching staff. When teacher faces incompatible and contradictory expectations from different primary reference groups of the school as well as from different sections of society it interferes with the satisfactory performance of his role. When he perceives contradictory expectations, it gives rise to a situation called as role conflict.

Such conflicting situations generate a struggle in the mind of teacher which is manifested either through aggressive behaviour or withdrawl from
reality. They may deviate from group norms and norms of teacher's behaviour as well. Teachers know the shortcomings of all educational programmes and policies. They are not only deprived of making an effective contribution in decision-making process but also consistently neglected by out bureaucratic leaders.

Teachers are not aware of what they are achieving and what more and how much it is wanted. It is not to tally unusual, in such conditions they develop feelings of helplessness, powerlessness and meaninglessness. Negation of one's individual worth, lack of opportunities to prove one's potentialities and lack of proper recognition to creative and innovative efforts may also ultimately lead an individual estranged from its ownself. Role conflict among teachers may influence significantly their role performance and professional commitment. A probe into these factors, it is hoped, will be of some value in understanding the phenomenon of role conflict among teachers at primary and junior high school level. The present study is based on these considerations and assumptions.

**STATEMENT OF PROBLEM:** Role Conflict in relation to role performance and professional commitment to school teachers.

**SIGNIFICANCE OF THE STUDY:**

**OBJECTIVES:**

The present study has been designed with a view to achieve the objectives mentioned as under.

**Main Objective:**
(1) To ascertain the relationship between the role conflict and the role performance of school teachers.

**Secondary Objective**

(i) To compare the relationship between the role conflict and role performance of male and female teachers.

(ii) To compare the relationship between role conflict and role performance of rural and urban teachers.

(iii) To compare the relationship between the role conflict and role performance of conflict and professional commitment for Government aided school and public school teachers.

**Main Objective:**

(2) To ascertain the relationship between the role conflict and professional commitment of school teachers.

**Secondary Objectives:**

(i) To compare the relationship between role conflict and professional commitment of male and female teachers.

(ii) To compare the relationship between the role conflict and professional commitment of rural and urban teachers.

(iii) To compare the relationship between the role conflict and professional commitment of government-aided and Public school teachers.

**Hypothesis:**

The hypothesis as under shall be tentatively proposed.
Main Hypothesis (1) The role conflict as well as its six components have significant correlation with role performance of school teachers.

Secondary Hypothesis:

(i) Male and female teachers have significantly different correlation for role conflict and the role performance variables.

(ii) Rural and urban teachers have significantly different correlation for the role conflict and role performance variables.

(iii) Government-aided school and Public school teachers have significantly different correlation between the role conflict and the role performance variables.

Main Hypothesis (2) The role conflict as well as its six components have significant correlation with professional commitment of school teachers.

Secondary Hypothesis:

(i) Male and female teachers have significantly different correlation between the role conflict and professional commitment.

(ii) Rural and urban teachers have significantly different correlation between the role conflict and professional commitment.

(iii) Government-aided school and public school teachers have significantly correlation between the role conflict and professional commitment.
Delimitation:

The present study delimited in following manner.

(i) The study has been confined to school teachers, thus is excludes from its preview teachers of secondary and university level.

(ii) The study has been confined to school teachers of Meerut region only.

TOOLS OF THE STUDY:

1. Teacher's role conflict, the sole independent variable was measured by Teacher's role conflict scale, developed by Gupta, S.P.

2. Teachers role performance, the first dependent variable was measured by a seal namely 'Teacher's role performance scale' developed by Ranam Vinita and Garg N.K.

3. Teacher's professional Commitment, the second dependent variable was measured by teacher's professional commitment scale developed by Sharma, Aryender.

METHODOLOGY: As already pointed out, the basic purpose of this study was to understand teachers' role conflict in relation to role performance and professional commitment of school teachers. Scholars have successfully utilized various methods to study different problems in the area of educational research. After going through the methods and approaches contained in the wide range of studies reviewed in the preceding chapter, the researcher was convinced that normative survey method of research was most suitable for the present study. Moreover, the strategically considerations based on the theoretical conceptual
frame of research problem, the objectives of the study and the resources available to the investigator led to the selection of descriptive survey method as the most appropriate one in the context of the present study.

Descriptive survey method of the research, as Good points out, includes presentation of facts or current conditions concerning the nature of a group of objects or class of events and it involves the procedure of induction analysis, classification and enumeration of measurement. According to Sharma, in a normative survey, we are concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing. Rosenberg has rightly declared survey method as a fundamental instrument of sociological research. In the present investigation, almost all the characteristic features and steps involved in survey method as described by many authors like Kerlinger, Sex and Sukhia, have been followed.

**POPULATION:** All the eligible full time teachers on permanent pay rolls of all Senior Secondary Schools imparting education from 6th to 12th classes in Meerut region of Uttar Pradesh run on recognized (privately managed institutional) by the state department of education constitute the population to the present study.

**SAMPLE:** Cluster random sampling was considered to be the best choice in the present condition. So the main sampling technique of the present study was stratified cluster sampling. The number of sample was 400.

**VARIABLE:** (I) It describes role-conflict in terms of six dimensions—

1. Role Diffusiveness Conflict
2. Role Vulnerability Conflict
3. Role Marginal Conflict
4. Role Commitment Conflict
5. Role Value Conflict
6. Role Institutional Conflict

**VARIABLE: (II)**

Role Performance

III. It describes professional commitment in terms of five dimensions:

1. Commitment to the learner
2. Commitment to the society
3. Commitment to the profession
4. Commitment to attaining excellence for professional action.
5. Commitment to the basic values.

The present study is based mainly on correlational design. Correlations were obtained between (i) Role Conflict and Role Performance
(ii) Role Conflict and Professional commitment. These correlations have been obtained from whole sample and on sub groups divided on the basis of each sub group formed on the basis of sex, locality type of school and the whole sample, Product moment correlation coefficient was used for it.

\[
r = \frac{\Sigma xy}{N\sigma_x \sigma_y}
\]
(iii) Further significance of difference of the above relationship in reference to Male-Female, Rural-Urban and Government-Private has been ascertained by test of significance of the difference between correlation coefficient (converting r to z).

\[ \sigma Dz = \sqrt{\frac{1}{N_1 - 3} + \frac{1}{N_2 - 3}} \]

\[ t = \frac{Z_1 - Z_2}{\sigma Dz} \]