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Chapter - 1

INTRODUCTION

1.1. Introduction

She is the daughter, sister, friend, wife, mother, teacher like this the list will go on with respect to the role of a women in her life. Along with this, she plays an important role in the development of a family, society and nation at large.

It is presumed that teaching is an attractive occupation for a woman who wants to engage in social field. Teaching is a highly comfortable job for females in Indian society. There are several reasons for women to join teaching profession. Those are, short work on the day at school, no work on school holidays etc, these are some of the main factors for women to choose teaching profession. Primary school teaching is the essential and single most important profession in the educational structure. The school Teacher’s pass the knowledge, cultural values to children and also they prepare them to further levels of education and also for their future life. But the female teachers facing lot of challenges in performing her roles in family and school due to demands made by society on teachers, they have to allocate time and energy to their family and school roles. Hence, due to challenges incompatible playing roles role conflict emerges, therefore the present study investigates whether female teachers of primary schools are facing role conflict, if yes, what level and what are the factors contributing to the role conflict.

1.1.1. History of Indian Education and Role of a Teacher

The present content describes the educational curriculum, method of teaching and role of teacher in all the periods.
Vedic Period

The history of Indian education began with the Vedic period. In Ancient days, education means primarily the Vedas in India. The term ‘Veda’ comes from the verbal root ‘Vid’ which means ‘to know’. The etymological meaning of the term ‘Veda’ is knowledge of the ways and means of achieving spiritual progress in human life. Vedas it meant that the perfect acquirement of the text through oral repetition from a teacher. The source springs of education were Brahmans, Upanishad and Dharma sutras etc. The system of learning was Gurukula. Various subjects taught in the curriculum of Vedic education were Rigveda, Yajurveda, Samaveda, Atharva Veda, Moral science, Ethics, logic and astrology. Vedic education was totally influenced by ceremonial and religious practices. The Gurukula was the residential area of Guru. The Gurukula system it enabled the student to mould his life and personality by acquiring the virtues of the teacher through close contact with him.

During the Vedic age women were given full status with men. They were respected and honoured in society. Lopamudra, Maitrayi, Artrayi, Apala, Ghosha, were some of the highly learned women who were great scholars in Sanskrit. Later on education among them was confined to their home.

Role of the Teacher

The backbone of entire education system was a Teacher. The teacher was given great respect in the Indian society. He was supposed to be a spiritual personality and religious head. The relationship between the teacher and the student was direct. The teachers used to treat students as their own children. It was the function of the teacher to lead and direct the student from the darkness of
ignorance to the light of knowledge. Teachers were used to develop self-study habits, social skills, encouraging in their attitudes, examine or evaluate students orally. Teacher should be scholars in many areas such as are philosophy, Grammar, Astrology, and logic etc.

**Post-Vedic Period**

After Vedic education, Brahmmins became the Gurus and they became intellectual leaders of the society. In this period, Gurukula system was continued and teacher was considered as *Acharya*. The term *Acharya* was derived from the root ‘chari’ which means one who trains up the pupil. In this period the subjects were increased than Vedic age. The curriculum consisted of Vedas, history, Sanskrit, Economic, Mathematics, Brahma Vidhya, Dance, Music, Geometry, Arithmetic etc.

In the post Vedic period many changes were took place. The position of women in society fell down. But an upward trend again came in the status of women during the upanishadic period. Many women became renowned as an *Acharya/Guru* in Ashramas for example *Gargi*.

**Role of a Teacher**

During this period, the Guru was more respected not only in his Gurukula but also in the entire society. He was a guide for all rituals, thus the people always felt his necessity whenever there was difficulty or any problem. Upanishads says “Apart from teacher there is no access to education”. In other words, it was believed that no knowledge could come without the guidance from Guru. Teachers used to offer free education and he was expected to follow all the rules of strict
discipline. The students were free to discuss the subject freely with the Guru. The
guru always expected to lead a life of penance free of worldly things. They were
obligatory to follow the strict discipline and rules, thinking new ideas and
meditation which were prescribed for the students.

**Buddhist and Janism Era**

Buddhist education was founded by Lord ‘Gautama Buddha’. The
remarkable feature of the Buddhist system of education was that it was open to all
common man, especially to women and peoples all caste. Generally one could
begin education at the age of eight. The student used to remain in a state of
‘sharamana’ till the age of 12, at the age of twenty, the student was used to be
qualified to became monk.

**Role of a Teacher**

In Buddhist system of Education the teacher was responsible for the proper
education and they used to lead a disciplined life in mastery. Teachers themselves
were scholars and they continuously update their knowledge. The Guru himself
must have High Moral and Mental Order, spent at least ten years as monk. They
must have the purity of thoughts, character and charity etc. They taught student
through dialogue method that is question and answer, explanation and other
methods also were used. Teacher’s personal life was simple and it is model for the
students. Teacher was responsible for student’s physical and mental development.
The teacher had to order to student and the student was obeying to his teacher.
Student could not go anywhere without his permission.
Education under Jainism

In Jainism the monks began their educational activities in Jain temples, this became centres for educating the children of the laity in the principles of their own religion. The Jain scholars made a rich contribution to the development of Sanskrit, Gujarati, literature, logic and philosophy.

Education in Muslim Period (Medieval age)

Muslim period was termed as ‘Medieval period’. In this period there was a great of religion and the Rulers propagated to educate on the basis of their own ambitions. Education was founded as community basis. The Holy Quran laid important students used to cram them continuously.

**Education System:** Like Buddhist Period, in Muslim period also education was being divided into three types of educational institutions viz., a) Maktabs, b) Schools jointed with Mosques and Khangahs and c) Madarasahs.

Maktabs were the primary schools attached with mosque where primary level education was provided. Every student had to go through a ceremony called “Bismillah” in Maktab. Generally one teacher was appointed to educate the students in Maktabs.

The Madarasahs were institution of higher education, students from other countries also got admission, but all of them had to religious bias. Arabic and Persian languages were used. The subjects includes, philosophy, Grammar, logic, history, theology, Science and literature Muslim Scholasticism (kalam). The most important Muslim education centres were Delhi, Agra, Lahore, Ajmer, Lucknow, Bijapur and Bidar. The types of teaching methods used are - Oral methods,
memory methods, writing, reading methods and monitor methods in Maktabs and Madarasahs.

**Role of a Teacher**

The teacher was used to be holy persons and Teachers were given a high respect by the society. Teachers were kept their students in strict and did not feel hesitation in giving punishment to students. Where needed Teachers used to improve their student’s personality and develop different methods, they were to be relationship of love and respect and behave like parents.

**Education in British Period and Post Independence period**

During the British Rule many changes were takesplace. British government passed various rules and regulations. Many committees and commissions were made for educational developments in pre and post Independence period.

1.1.2. **Some Important Indian Education Commissions and Committees**

To bring standard of education system in India various educational commissions were made on time to time. Some important commissions and committees are;

**Woods Despatch (1854)**

President of the Board of Control, Scholars issued the dispatch related to educational policies. This dispatch made it compulsory to teach in mother tongue to the students. Woods thought that unless the teachers were not trained: the education will not improve so for this training institution should be started, and they suggested that sufficient salary should be provided to school teachers.
Hunter Commission (1882)

Hunter commission also known as India Education commission (1882) and it is a first Education commission in India. This commission was being appointed by Lord Ripon and Sir William Hunter was the president. There were twenty members in this commission. This commission suggested various recommendations, some of them are as follows:

- This commission given Importance to primary education. It recommended that state should provide its fostering care to fullest extent. Instruction of the masses should be the main aim of primary education.

- The control of primary education should be transferred to District and Municipal Boards. Commission recommended that to transfer all the government primary schools to such boards and the responsibility of controlling and improving primary education should be in government and it should take all possible steps to improve primary education.

- This commission also recommended that a separate fund should be made by the board for meeting all the expenditures of primary education and local boards should be provided with grants by the government.

- Commission noticed that some institutions were providing proper training and it was also recommended that the school curriculum should be extended. This could be done by including like arithmetic’s, physical science etc. That means it was not compulsory to make use of text books and it should have a flexible in nature.

From the above recommendations, it was clear that all the aspects of primary education were touched by Hunter Commission and it was for the growth of primary education.
Wardha commission of Education:

Wardha Commission occupies an important place in the elementary education, it is known as ‘Basic education’. Gandhiji wanted education to be free for everyone and compulsory for all girls and boys between the age group of 7 to 14 years. Like Gandhi ideas the commission also give importance to medium of instruction, which must be in their mother tongue and the schemes give flexible curriculum and free environment for teachers and students according to their interest. If teacher wants to arrange necessary environment for a child, they are free to do it.

Kothari Commission

The Kothari commission (1964) Indian Education Commission was an important commission in the history of education, because of this commission an attempt has been made in every field and aspect of educational development. This commission provided special kinds of recommendations, some of that are; Teachers should be paid in their abilities and accordance with their local conditions. Retirement age of the teachers should not be less than 60 years, which could be extended even up to 65 years, if teacher was physically fit and sound full. For the quality of education, efficient teachers at primary level schools should be appointed. Elementary education is divided into two stages:
1. Lower primary stage: Age group from 6 to 10 years, Class I to V and
2. Higher primary stage: Age group from 10 to 13 years, classes VI-VII/VIII

Eswar Bhai Patel Committee

The committee noticed that the suggestions of the Kothari commission in this regard should be the basis for the formulation of the policy. The scheme
suggested that; class I-IV/V class will be the lower primary stage. This will be 4/5 years duration. Class V/VI-VII/VIII class will be Higher primary stage 2/3 years duration.

**Acharya Ramamurthi Committee**

This committee viewed the goal of universalization of education in two stages. First stage is Universalization of Primary Education and the second stage is Universalization of Elementary education.

**1.1.3. Importance of Primary Education in Five Year Plans Period**

Five Year Plans are centralized and incorporated in national economic programs. Joseph Stalin implemented the first five year plan in the Soviet Union in the 1920s. India and many countries are adopted this plans. Primary education has become one of the developmental programmes of five-year plans in Indian government.

**1. First Five Year Plan (1951-56)**

The First Five-year plan was launched in 1951. In this plan many improvements were suggested. Those are; primary and Basic Education plan suggested the improvement of primary schools, first the conversion of primary schools into basic schools, Basic training centres for primary school teachers. One primary school in each selected rural area was to be ultimately developed into a school community centre.

For basic education, many changes were suggested in order to make it really effective. The pattern of this education for children in the age group 6-14 years was to be accepted as a national policy.
2. Second Five Year Plan (1956-61)

This plan provided more emphasis on basic education, the assessment Committee on Basic Education (1956) became its basis, to wipe out the reasons and causes that created obstacles for its progress the expansion of primary education for girls and the need for trained women teachers was fully realised and stressed upon. In this plan Rs. 89 crores were spent for Elementary Education. The percentage of trained teachers rose to 65% from 61.2% in 1956. The number of pupils also increased from 2.52 lakhs in 1956 to 3.43 lakhs in 1961. This showed that primary education improved both qualitatively and quantitatively.

3. Third Five Year Plan (1961-66)

During this plan, the importance given to the universal primary education for the age group of 6-11 year children and the training of teachers of all technical and commercial education was in main focus. The prominence is to expand and intensify the educational effort and to bring every home within its fold. In all branches of national life, education becomes focal point of planned development.

In pre-school the number of children enrolled to classes rose from 28000 in 1950-51 to 75000 in 1955-56 and is now estimated at about 300000. The training centres were setup for Bal Sevikas. In the programme for education Rs. 3 crores have been allotted for child welfare and allied schemes.

4. Fourth Five Year Plan (1969-74)

Primary education got central place in fourth five year plan. During this plan Rs. 239 crores were opt for primary education and it was planned to recruit 80,00,000 teachers for the primary schools also Government showed interest for teacher’s training, looking suitable teaching techniques and production of teaching
materials. Under this plan, some measures were suggested those are better evaluation methods, providing text books and other materials in cheaper rates and extend the mid-day meal programmes.

5. **Fifth Five year Plan (1974-79)**

This plan laid great stress on education during the first three years of this plan. Rs. 743 crores provided for primary education. Provision of part time education, admission to class 1st to be regularised, improving parent teachers contacts. This plan emphasised on quality of primary education, it suggested that: upgrading the teacher’s competence through in service and pre-service education, adoption of proper methodologies, improving building of schools.

6. **Sixth Five Year Plan (1980-85)**

It is characterised by a concern for the all round development of children, particularly from the underprivileged sections and below poverty line families who may have to suffer in future because of the ignorance of the current education. In this plan the approach was given to universalization of elementary education. The target of this particular plan is to start at least one early childhood centre in every community development block. They make use of existing facilities, including the adjustment of schooling according to local conditions, and promotion of non-formal system of learning was given.

7. **Seventh Five Year Plan (1985-90)**

During this plan the development of education was marked with the two important programs, those are operation Blackboard and opening of Navodaya Vidyalayas. The care was taken to provide primary education to the children who are socio-economically backward and at the end of planning period it was planned about 50 million children should be admitted to primary education.
8. Eight Five Year Plan (1992-97)

The Eight five year planed was to achieve the targets of universalization of elementary education and abolition of illiteracy among the age group of 15 to 35 years. The major objectives of this plan was to control the population growth, increasing the job/employment opportunities, providing basic necessities of life.


The outlay for education sector in the 9th year plan excludes Rs. 4526.74 crores, which was the provision for Nutritional support to primary Education mid day meals for the last three years of the 9th year plan. The outlay an elementary education was 64.6% of the total Central sector plan outlay in 1999-2000.

10. Tenth Five Year Plan (2002-2007)

One of the objectives of the 10th five year plan was the schooling to be compulsory for children by the year of 2003 and mandatory was that all children have to complete five years of schooling by 2007. During 1950 – 2000 the number of primary schools increased by more the three times from 210000 to 642000. The attractive schemes which made children to join schools are mid-day meals, free uniforms, text books, scholarships etc, are implemented by both central and state government in order to increase the inputs and to reduce the dropouts also to retain the existing strength of children in the schools. Sarva Siksha Abhiyana (SSA) was launched during this plan aiming that providing elementary education to all children in the age group of 6-14 years by 2010. The dropout rate reduced to less than 10% for grades VI – VIII by 2010.

The more emphasis was given in this plan was to Elementary Education and Literacy. The importance also given to plan for universalizing Pre-primary Schooling (PPS), from 6 to 14 years age group children there were universal enrolment. Provide in any case one year for children in between the age group of 4 to 6 years. Plan had a target of reducing the elementary dropout rates from 50.8% to 20% by 2011-12.


This plan suggested increasing the mean years of schooling increase to seven years by the end of 12th Five year plan.

1.2. Primary Education

1.2.1. Primary Education in India and Karnataka

The system of primary education in India has gone through remedial changes over the last decade. Primary schools are those which provide the basic education up to class 7th and also it is called beginning of formal education. There are two levels of primary schools the first one is lower primary schools and another one is higher or upper primary schools. Now a day’s Primary education becoming extremely large, as per 2011 census, there were 5,816,673 elementary schools in our country. Karnataka has different schools based on their applications. Those are Karnataka state Secondary Education Board (KSEEB), Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (ICSE). Pre-primary schools 4,597, Primary schools 23,690, elementary schools 24,142 schools are there in our state. Karnataka has mainly three kinds of schools namely Government schools, private unaided
schools and private aided schools. These schools are affiliated either to KSEEB, CBSE or ICSE. The majority of the medium of instruction is either in English, Hindi or Kannada.

The Karnataka state has introduced several successful and innovative experiments in the field of Education. Some of the important experiments are; Nali-Kali-joyful learning: this programme developed under DPEP in Karnataka, it is one of the important steps. In this system, the teachers develop a series of cards (in each subject) which replace the textbooks. Chaitanya, Internship in D.Ed., course, Bhumukhi, Keli-kali (direct of classroom radio broadcasts), The Edusat project, Shikshanadalli Rangakale, Chinnara Angala, Mahiti Sindhu, Prerana, Training of Teachers through teleconferencing, Learning Guarantee Scheme in Collaboration with APF, Hosting of state textbooks on the website, Akshara Dasoha (Midday meal Programme for government and aided School Children) Evaluation of all the government and aided school children through Karnataka Schools Quality Assessment Organisation.

1.2.2. Types of Primary School Education

The Primary education is provided through different categories. Those are:

1. Government Primary Schools
2. Aided schools and
3. Private Primary schools

**Government Primary Schools**

Government Primary Schools is the largest pattern of primary education system in India. The government took the full responsibility of this type of schools. In these schools students are given free education. For the teaching and
non-teaching staff government gives the salary. The school infrastructure and necessary equipments are also providing by the government.

**Aided schools**

Aided schools are owned by the private management. But the curriculum, study materials, examinations will be conducted according to the government rules and regulations.

**Private Primary Schools**

The Private institutions are also playing an important role in the Primary Education. Most of the private schools are generating financial resources in the form of donations. Usually the private schools either run by a trust or through a committee of management. In urban areas compare to government and aided schools private schools are more.

**1.3. Teacher Definitions**

Education plays an important role in the development of any nation or state. Hence, it is required to give priority for educational system which is only possible through good teachers. The teacher is the pivot of the educational system.

**Gandhiji** says, “Education of the heart could only be done through the living touch of the teacher.” Manu the ancient Indian sage observes that “Teacher is the image of Brahma”.

According to a *Hindu Indian prayer*, “Gurur Brahma, Gurur Vishnu, Gurru Devo Maheshwaraha, Guru Sakshath Parabrahma, Thathsmai Sri Guruve
Namaha” that means, The teacher is the Brahma, the creator, he is Lord Vishnu, and also the Lord Maheshwara”.

According to H.G. Wells, “the teacher is the real maker of history”.

Humayun Kabir states, “Without a good teacher, even the best of system is bound to be fail; with good teachers, even the worst of system can be largely overcome”.

Swami Vivekananda says “The only true teacher is one who can immediately come down to the level of the student and transfer his soul to the student’s soul and see through the student’s eyes and hear through his ears and understand through his mind”.

1.3.1. Qualities of a Good Teacher

Sarvapalli Radhakrishnan says, “Teacher’s place in society is of vital importance. He acts as the pivot of the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. He not only guides the individual but also, so to say, the destiny of the nation.”

1. Confidence performs good role in teachers work, they should have confidence in their abilities like teaching, communication, presentation etc.

2. Knowledge is a paramount important for good teacher. Teachers they have to continue to gain the knowledge and they must know their subjects knowledge in depth.

3. Love their students and their subjects.

4. Teachers should have good organization skills.

5. There should be a lot of humility and forgivingness.
6. Ability to cooperate with students, parents, co-teachers and also with other community peoples.

7. Willingness for improve their self image and admit their mistakes.

8. Teacher always should have a positive attitude and approach.

9. Good teachers are always available for students creative and energetic.

1.3.2. Roles and Responsibilities of a Teachers

The role of teacher is the most important in the education structure. Roles and Responsibilities of the teachers are inter-related. The teacher’s role is different from ancient times to modern time. Now-a-days teacher’s works are increasing; the teachers are required to perform various functions according to education system. These functions are as follows:

**Teaching:** Teaching is the most fundamental role of a teacher. Teaching is not an easy task, teaching is a multifaceted and complication process involving all skills and Scientific Principles. The role of any teacher is becoming challenging in modern society. They have to be the masters of all skills; in ancient time teacher was the only source of the knowledge, but now technology, mass media, books and coaching centres are very bright, so students they can get information easily. Teachers they cannot just repeat the same content over the number of class, they should update their knowledge with information day to day. Teacher has to give unique presentation of facts in front of the students.

**Lesson Planning and class room management:** Before starting the teaching work, the teachers should plan their curriculum as a whole for the year. The topics in the subject which they have to teach are divided into weekly Units. They should fit into their teaching units with the school time table and they should plan the
audio-visual aids and also other required teaching materials before going the class room.

A class room management is one of the responsibilities of teachers, the class management leads to success of teachers teaching and students learning progress.

**Evaluation of student’s performance:** Student’s knowledge can be assessed and evaluated by teacher. Conducting Examinations and doing Evaluations with honesty is an important duty of the teacher. They should develop a positive and objective attitude in the evaluation system. Teacher has to know their student’s intelligence, behaviour and attitudes about learning. They have to judge the pupils without doing any partiality.

**Co-curricular activities:** Now a day’s physiological, ethical, academic, cultural values of co-curricular activities are also increasing, the role and responsibilities become multidimensional. There was a time, when teaching was the only responsibility of the teachers. But now, the modern teachers have to require taking up the co-curricular activities and this all emphasized in effective management of school. Teacher should hold responsible for organisation of all activities and all-round development of student’s personalities in schools.

**Helper and guide for student:** Teachers are expected to play the role of a philosopher, guide and also as a well wisher. They have to help the students in school to become more academically strong. Students come to school from different socio-economic backgrounds and personalities so teachers have to take care of student’s whit out doing any partiality. Their guidance is essential to put the student on the right path. According to Ross, “the educator constitutes the
special environmental factor whose function is to lead the child nearer reality, to guide him towards his utmost possible perfection”.

“Primary school teacher is the second most important architect of child’s personality after mother in family and his status and role is a source of illumination and power which transforms and enables child nature by the progressive and harmonious development of child’s physical, mental, intellectual and spiritual powers and facilities.”

**Group leader:** Teachers are expected to act as a leader in developing suitable climate for student all-round development. They expected to play the role of initiator by exploring the new teaching techniques to the best education for the student.

**Resource Person:** teacher has to play the role of a resource person who wants to be gain of the knowledge of the subject and skills. They have to inspire the children and they should be for the children.

**Moral Educator, Rationalist and Democrat:** She is expected to inculcate the attitudes and moral values cherished by the society among the students. She has to think like rationalist by basing her actions on reason. Teachers can build moral development in positive manner. The teacher must make students aware of norms and more about the society.

**Role of a teacher for a good Environment:** Teacher has important role in promoting environmental awareness among the students and society. Teacher has to provide good environment in the school, they should tell information regarding environmental pollution, and what are the possibilities to stop the pollution. They should educate about cleanliness not only children’s but also they have to educate

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the society; they have to create awareness about health care like how to fight with harmful diseases for example malaria, dengue.

**Teacher role in social change:** Teacher should have to think about existing problems of society, they have to create awareness among student about social costumes, revolution. Now a day’s society also expects effective thinking for social change and teacher contribution to welfare of a society and nation. Teacher are playing role like a nation builders preparing students for good citizens not only in inside of the class room, they plays their role outside of the class room by assuming the role of a social worker and an agent of social change in society.

**Role of the Teacher in the National Development:** Teacher has been regarded as a ‘the builder of the nation’ and ‘Social Engineer’.

“The National commission on Teachers for Higher Education (1983-1985) listed the following role of teacher in national development:

1. Teacher as an agent of change.
2. Teacher in the context of explosion of knowledge remains up to date.
3. Teacher to adopt new methodology to utilize inter-methods of instruction.
4. Teacher to use his innovation and novelty.
5. Teacher as a procurer of knowledge to enlarge the sphere of his knowledge.
6. Teacher as an agent of cooperation with community.
7. Teacher to undertake problem solving research.
8. Teacher to initiate management change.
9. Teacher to discharge his responsibility with an urgent sense of social Purpose”

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1.3.3. Facilities and Problems of Female Teachers

Facilities

Teaching is the only occupation where women are feeling comfortable in the working place. There are several reasons to join the teaching job for women. Those are, a relatively short work compare to other working women’s, no work on the school holidays. Fixed salary package for Government school teachers and also they don’t have any uncertainty about their teaching job, they gets training and also different allowance like medical, house, compensatory allowance and package of leave those are; Fifteen days casual leaves, twelve days medical leaves it can consider as an earned leaves and three months maternity leaves, in this leaves there is no any deduction in salaries etc.

Problems of Female Teachers

The female teachers are facing a lot of challenges in family and work places. In Indian society most of the men compared to women, they do not share household works but the women has to wake up early in the morning to clean, to cook, to get their children ready for school, to get ready for themselves and also another family members. These are some difficulties teachers are facing in family said.

Large numbers of students in the class rooms and small class rooms, lack of time, lack of skills to use audio visual aids these are some of the problems in schools. The problems of the teachers differ from private, aided and government school teachers. The private school teachers feel insecurity in job compare to government school teachers, they have fewer benefits like casual leaves, maternity leaves and medical leaves and so on.
1.4. Definitions of Role and Role Conflict

Role

The concept of role was first coined by Pareto in 1916.

Ogburn and Nimcoff defines “Role is a set of socially expected and approved behaviour patterns consisting of both duties and privileges, associated with a particular position in a group”.

K. Davis: “Role is the manner in which a person actually carries out the requirements of his position”.

Role Conflict

The concept of role conflict was introduced by Kahan et al. (1964). Many sociologist and thinkers defined and stated role conflict in different ways.

In the words of Jacobson et al. (1951) Role conflict is produced in “the situation in which there are differences between criterion groups with respect to social roles”.

Sarbin (1954) defined role conflicts as “occur when a person occupies two or more positions simultaneously and when the role expectations of one are incompatible the with the role expectations of the other”.

According to Kopelman et al. (1983), “Role conflict was defined as the extent to which a person experienced pressures within one role that were incompatible with pressures within another role”.

Gross et al. (1966) concept of role conflict should be defined “according to incompatible expectations perceived by the actor” form this position two major types of role conflict were identified, they are 1) Inter-role conflict: occurs when
individuals perceives that others hold different expectations for them as incumbents of two or more positions and 2) Intra-role conflict: Individuals are confronted with this type of conflict if they perceive that others hold different expectations for them as incumbents of a single position.

Role conflict was defined by Pandey and Kumar (1997) “As a state of mind or experience or perception of the role incumbent arising out of the simultaneous occurrence of two or more role expectations such that compliance with one would make compliance with the others more difficult or even impossible”.

Kahn et al. (1964) “Role conflict is defined as the simultaneous occurrence of two or more role pressures so that the compliance with one makes it more difficult to comply with the other”.

Onyemah (2008) stated as “Role conflict is a feeling of being torn in multiple directions, unable to find a way to make every role partner satisfied”.

Looking through all these various definitions and concepts provided by different social-scientists, one can see that there is various dissimilarities and similarities, hence it can be concluded that, in this study the term role conflict stands for the conflict between two or more roles by women teachers in having several domestic, professional and social responsibilities.

1.4.1. Conceptual Framework of the Study

Teacher has to play their roles in various situations. In the difficulty to perform role in one situation on account of role expectation in another situation the role conflict arises. Parmila Prasad and L.I. Bhushan (1991) mentioned the
role conflict inventory using paired comparison technique with three situations those are Family, School, and Society under the six conflict areas, they are:

1. School v/s Family
2. School v/s Society
3. Family v/s School
4. Society v/s School
5. Family v/s Society and
6. Society v/s Family

Furthermore, the researcher developed the concepts in this study; there are four situations it placed under twelve role conflict areas. They are:

a) **Individual versus family**, Teacher’s role conflict performing their individual roles on account of certain expected roles in family. Individual have their own responsibilities and identify, with this they have to play role in their family.

b) **Family versus Individual**, Teacher’s conflict in performing his roles in family on account of certain expected roles form Individual.

c) **Individual versus School**, Teacher’s conflict in performing their roles on account of certain expected roles in school.

d) **School versus Individual**, Teacher’s conflict in performing their roles in school situation on account of certain expected roles from Individual.

e) **Individual versus Society**, Teacher’s conflict in performing their roles on account of certain expected roles from Society.

f) **Society versus Individual**, Which is teacher’s conflict in performing his role in society on account of certain expected roles on Individual.
g) **Family versus School**, Teacher’s conflict in performing his roles in family on account of certain expected roles in school.

h) **School versus Family**, Teacher’s conflict in performing his roles in school situation on account of certain expected roles in family.

i) **Family versus society** that is teacher’s conflict in performing his roles in family on account of certain expected roles in society.

j) **Society versus Family**, which is teacher’s conflict in performing his roles in society on account of certain expected roles in family.

k) **School versus Society**, Which is teachers’ conflict in performing his roles in school on account of certain expected role in society.

l) **Society versus School**, Which is teacher’s conflict in performing his roles in society on account of certain expected roles in school.

1.4.2. Theoretical Dimension of the Study

Many researchers have made and developed theories to explain the roles and role conflict.

**Role Theory**

In role theory ‘role’ defined as a certain set of behaviour expectations associated with a position within a social structure (Rizzo, House and Lirtman, 1970).

“According to sociologist Bruce Biddle (1986), the five major models of role theory include:

1. Functional Role Theory, which examines role development as shared social norms for a given social position,

2. Symbolic Interactionist Role theory, which examines role development as the outcome of individual interpretation of responses to behaviour,
3. Structural Role theory, which emphasises the influence of society rather than the individual in roles and utilises mathematical models,

4. Organizational Role Theory, which examines role development in organisations, and

5. Cognitive Role Theory, which is summarised by Flynn and Lemay

Depending on the general perspective of the theoretical tradition there is a range of “types” of role theory.\(^3\)

**Theories of Work-Family Conflict**

Many Researchers have developed theories that attempt to explain the interaction between family roles and work roles conflict. Example for theories includes the Segmentation theory, Compensation theory and Spillover theory.

Segmentation theory which explains that work and family are two different domains at different place. Both of these domains demand an individual’s time, energy, attitudes, feelings and behaviour. When these are putted in one domain, obviously the other domain maybe neglected. The second theory is compensation theory, suggests that individuals will seeks in one domain but they do not get from other domain. It is argued that although individuals have multiple roles in their lives, some roles are more salient for individual than others. The third theory is spillover theory that explains the interaction between family roles and work roles. According to this theory, attitudes and behaviour from one domain will be carried over to the other domain (kabanoff, 1980). Kossek Ozeki, and Ozeki, (1998) point out that the spillover theory could be termed as the most predominantly used theory in the literature on work-family conflict.

1.5. Role Conflict Socio-Economic Status, Adjustment and Job Satisfaction

1.5.1. Role Conflict and Socio-Economic Conditions

Socio-Economic Status (SES) is one of the important predictor of a role conflict. SES it shows person work states, social position based on level of income and education. The teacher’s socio-economic status are slowly increasing day by day and also getting respect form community, compare to other works teaching job getting honour in Indian society. The government also appointed many committees to improve education system and teachers conditions.

Socio-economic conditions places an important role in role conflict. Generally we know If Socio-Economic conditions are very good than human, face less problems. If there is a no social status, economic backbone, human faces lot of problems to play their role very well.

1.5.2. Role Conflict and Job Satisfaction

Smith *et al.* (1969) stated that job satisfaction is the felling an individual have their self or their job. Vroom (1982) stated that job satisfaction employee’s emotional orientation towards their current job roles. Vroom (1964) stated that job satisfaction related to the job salary, consideration from supervisor, variety of stimulator, interaction with colleges, opportunity for promotion and control over their pace of work.

There are several research tried to find out the relationship between role conflict and job satisfaction. Robert T. Keller (1975) in their study found that role conflict was significantly related with lower levels of satisfaction. Kousteleious and Theoudorakis (2004) they found that role conflict significant predictor of job satisfaction and it was negatively related with the job satisfaction.
On the basis of literature, researcher found that role conflict had a negative relationship on job satisfaction.

1.5.3. Role Conflict and Adjustment

Human being is a social animal, without adjustment it is not possible to survive in society. Aggarwal, (1996) defined ‘Adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to whom the individual to react’. Gates and Jersild (1948) say ‘Adjustment is a continual process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment’. Chaube, (2002) ‘Adjustment is that process through with a person tries to strike a balance his requirements and situations’.

Adjustment is an important matter for individual to pay a good role. If the teacher adjustment is good then the school works, family work, social work is might not be bother and they can play role without any conflict, but if there is no adjustment role conflict will arises.

Gupta (1988), study found that, successful arts teachers were significantly better adjusted socially, physically and psychologically than effective science teachers. He also funded that arts and science teachers did not differ significantly with respect to adjustment and academic, general environment of schools. Prasad (1985) study found that, adjustment of teachers was related to their gender and not with the level of their schools. In the Primary and secondary teachers there was no difference in their total adjustment.
Sabu and Jangaiah (2005) they reported that there was no significant difference between female and male teachers in their adjustment, there was a significant difference among the teachers with work experience in their adjustment and there was no significant difference between the teachers with different qualifications in their adjustment.

The researcher therefore decided to conduct a study to find out role conflict relationship with the Socio-economic conditions, adjustment and job satisfaction among primary schools female teachers.

1.6. Significance of the Study

Largely, the present study falls within the domain of sociology in general and the women study and also sociology of Education in particular.

It has become an uphill task for women teachers in specific to cope with the changing societal demands with reference to their multi faced roles made upon them. Role conflict can also be explained in terms of the conditions of body and mind forcing tension, stress and frustration. This arises in women teachers because of profuse societal expectations. The problems of working women further aggravate as they have to work in the environment which are totally different from their home. Also distant place of work, low salaries is consume considerable inconvenience to work for teachers, in this problems it is difficult to perform one’s role efficiently in any sphere of life. So this study deliberately attempt to study the nature and extent of conflicting situations due to their changing role of working women teachers in their family, work place and it will also investigate the
relationship of some variables like type of situation at school, marital status, in the field of education teaching experience etc.

The Study has practical significance for the policy makers and planners, feminist and educationists. It is hoped that this study will stimulate further studies in this area and the findings will make for better management of the primary schools system so as to provide adequate opportunity for women’s contribution to National Development. Teacher training programs will prepare young female teachers to face these roles in such a way as to reduce the stress from the conflicting situations.

1.7. Scope of the Study

The Present study focuses on the current role conflict among primary schools teachers. Like other working women, primary schools teachers also face role conflict while performing her role. The issue of women’s employment is directly linked with the role of women in family and disproportionately high burden of domestic responsibility which acts as a barrier to entry in to the teaching field. The process of adjustment to the new work, and the demands of teaching also create a new challenging situation to teachers. The dual roles of working women come into contradictions, due to such kind of reasons the role conflict emerges. As a result of this, the stress factor develops and many times she suffers from guilty conscience and finds herself torn between homes, school and society. This ultimately leads to many problems. A detailed analysis of various aspects relating to conflict and problems emerging out of dual role performance come under the scope of the present study.
1.8. Organization of the Thesis

The report of the present investigation is organized and presented in five chapters.

Chapter I concerned with the history of Indian Education and role of the teacher, primary schools education, meaning and definitions of the concepts, roles and responsibilities of teachers, theoretical dimension, need and importance and objectives of the study.

Chapter II deals with the review of the literature conducted over the different countries which would give the clear picture of work done in the related research and what they found.

Chapter III tells about the methodology adopted for the present research. This provides details of statement of the problem, research questions, and operational definitions of key terms, variables of the study, sampling and procedure of data collection, tools used and statistical techniques used for the study.

Chapter IV deals with the analysis and interpretation of the data, hypotheses test was done.

Chapter V comprises the summary of the research study and major findings it terminated with the limitations and suggestions for further study.