CHAPTER I

INTRODUCTION

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CHAPTER I

INTRODUCTION

1.1 Background

The present world is different from what it was in the past. Everywhere in the world, the society is changing fast. Science and technology have made great contribution in changing the attitude of men and women. Science and technology have affected educational system in various parts of the world. Old notions have changed hence the ideas of commitment to one's profession have also undergone change. The women folk have also come forward to contribute to the welfare of the society through taking up jobs. These jobs include the field of education. Women serving as teachers have a dual role to play - one as teachers in the educational institutions and the other is as a member of the family. This being the case, an investigation into the condition in Thailand would be very interesting.

The Thai society is at present under constant changes. The major political change has developed since 1973. Dictatorship was abolished. People as well as students of all levels began to be conscious of their rights and freedom, and so they got themselves involved in several national affairs as prescribed in democratic
system. The results, however, were chaos because of that rapidly unsolidified change. It gave rise to various conflicts similar to what Frank Musgrove (1969:43) described: "In quickly changing societies conflicts are common in all walks of life..."

Education plays an important role in social changes. It improves the people of the society and hence the society itself. Without adequate education, there will never be solid unification. It pays to have professional scholars in spite of group conflicts not different from those of other careers. No anticipation of proper commitment from each counterpart is possible. For instance, teachers need part time jobs to cover their expenses. Thus the quality of teaching suffers from this economic situation. A good understanding between teachers displeases administrators and students. The administrator, too, behaves himself in an unsatisfactory manner from their subjects' points of view. This is believed to be the cause of conflict and hence there is a great barrier of achieving effective administration and successful learning-teaching objectives. If left unsolved, the problem of conflict will reach the point of bringing pressure group into existence. The school will seriously be affected with grave consequences of unsteady state
unless necessary measures are properly taken to induce reorganization. This bitter experience prevails in all educational institutions to some degree. Though administrators do not want it to happen, they should have close attention towards reducing conflicts and removing major obstacles to achieve their goals. Concerning ways of getting rid of such conflict, Follette (1940:36) suggested what she called law of gathering conflicts technique. It means that each individual must make known to one another his or her conflicts study them intensively and bring them to suit the need of the organization. A systematic debate or discussion for jointly operated project can ideally promote better co-operation among colleagues. Likert (1901:44-46) also suggested the two-way communication technique to eliminate conflicts in order to create sense of belonging. A study from the Office of National Statistics of Thailand shows that sixty eight per cent of all teachers are women. Therefore role commitments and role conflict for women teachers are worth studying. This is to enhance mutual understanding and encourage educational institutions to work for intended programme more speedily. Therefore the present study has been undertaken so that:

1. The result of the study will make the administrators understand or know about the conflicts taking place in the educational institution so that the
The research findings will help administrators to realize actual conflicts, appropriate roles, needs from each group. The findings will enable her to perform her job effectively.

5. The results of study will make women teachers certain of the attitudes of administrators and colleagues towards women teachers' roles. Thus women teachers can facilitate educational development and themselves to be efficient teachers.
6. The outcome of the study will serve as guideline for all to mutually associate themselves together, which will finally reduce obstacles of working.

7. The findings will suggest ideas for adjusting situations.

1.2 Statement of the Problem

The problem undertaken is stated as:

"A STUDY OF THE ROLE COMMITMENTS AND CONFLICTS OF WOMEN TEACHERS OF THAILAND IN RELATION TO SOME VARIABLES".

1.3 Objectives

The study was undertaken with the following objectives in view:

1. To prepare a tool to measure the role commitment and conflict of women teachers and administrators.

2. To study the total role conflict realised by women teachers and administrators of different categories.

3. To study the role conflict in own area realized by women teachers and administrators of different categories.

4. To study the role conflict of administrators felt by administrators and women teachers of different categories.
5. To study the students' role conflict realised by administrators and women teachers of different categories.

6. To study the teaching role conflict of women teachers felt by the administrators and women teachers of different categories.

7. To study the discipline role conflict of women teachers, administrators and students realised by women teachers and administrators of different categories.

8. To study the social role conflict of women teachers, administrators and students realised by women teachers and administrators of different categories.

9. To study the personality role conflict of women teachers, administrators and students perceived by women teachers and administrators of different categories.

10. To study the administrative role conflict of administrators realised by women teachers and administrators of different categories.

11. To study the studying role conflict of students perceived by administrators and women teachers of different categories.
To study the total role conflict with profession of women teachers and administrators realised by women teachers and administrators of different categories.

To make the study still precise the researcher framed out hypotheses in the null form. To test them the adequate statistical tests of significance were used. The null hypotheses of the study are as follows:

1.4 Hypotheses

1. There is no significant difference between total role conflict realised by administrators of different categories and also by women teachers of different categories.

2. There is no significant difference between the own area role conflict realised by administrators of different categories and also by women teacher of different categories.

3. There is no significant difference between the role conflict of administrators realised by administrators (themselves) of different categories and also by women teachers of different categories.

4. There is no significant difference between the students role conflict realised by administrators of different categories and also by women teachers of different categories.
5. There is no significant difference between the teaching role conflict realised by women teachers of different categories and also by women teachers of different categories.

6. There is no significant difference between the discipline role conflict of women teachers, administrators and students realised by women teachers of different categories and also by administrators of different categories.

7. There is no significant difference between the social role conflict of women teachers, administrators and students realised by women teachers of different categories and also by administrators of different categories.

8. There is no significant difference between the personality role conflict of women teachers, administrators and students realised by women teachers of different categories and also by administrators of different categories.

9. There is no significant difference between the administrative role conflict of administrators realised by administrators themselves of different categories and also by women teachers of different categories.
10. There is no significant difference between the studying role conflict of students realised by administrators of different categories and also by women teachers of different categories.

11. There is no significant difference between total own profession role conflict realised by administrators of different categories and also by women teachers of different categories.

12. There is no significant difference between total discipline role conflict realised by administrators of different categories and also by women teachers of different categories.

13. There is no significant difference between total social role conflict realised by administrators of different categories and also by women teachers of different categories.

14. There is no significant difference between total personality role conflict realised by administrators of different categories and also by women teachers of different categories.

15. There is no significant difference between total role conflict with profession realised by administrators of different categories and also by women teachers of different categories.
1.5 The definitions of some of the terms

Before a beginning is made for investigation, it is obligatory on the part of the investigator to be clear about some of the key-terms used in the investigation. They are:

1.5.1 Study
1.5.2 Role
1.5.3 Teacher's Role
1.5.4 Commitment
1.5.5 Conflict
1.5.6 Roles and role conflict of the teachers

1.5.1 Study

The word 'study' has different connotations. In the Dictionary of Education, Good (1945) writes about the study as under:

i. Application of mind to a problem or subject, and
ii. An investigation of particular subject

According to Stein (1953) in the American Everyday Dictionary, the word "Study" means:

i. Application of mind to the acquisition of knowledge.

ii. Deep thought, and
iii. To examine or investigate carefully

According to Teall (1960) in Webster New Illustrated Dictionary "Study" means:

i. To investigate closely and
ii. To scrutinize or earnestly contemplate.

The present investigator after synthesizing the definitions cited above defined the term as it relates to the problem in the following way:

The word "Study" here, means compilation of informations about the behaviours of teachers and arriving at pattern or patterns of behaviours.

1.5.2 Role

Millions of words, have been written about the term "role" and it has been defined in various ways by different writers. Some define it as what the society expects of an individual occupying a particular position in the social system. Some define it as the rights and responsibilities which

Sargent (1951) defines a person's role as a pattern or type of social behaviour which seems situationally appropriate to him in view of the demands and expectations of those in his group. It depends upon the goals which the member of that group have set to achieve. A teacher is considered as one of those who occupies a particular social position in society where he lives. He has, therefore, a particular role to play within his society or a nation.

With reference to the definitions of role mentioned above, this study defines the 'role' as expectations assigned by society to the individual on the basis of the position for which he has responsibility and study. It will also be appropriate to define and clarify certain extended meaning of role such as Role expectation, Actual Role, Administrative Role, etc. They are as follows:

1. Role: The behaviour pattern on an individual in doing their duty and the way of behaving in accordance with the actual status.
2. Role expectation: The behaviour pattern of any individual which is expected to be by other people. For example, the teachers expect the Principal that he should have a certain behaviour pattern in such a way that he must deal with the pupils in a particular way of their concept. On the other hand, the principal, may expect that the teachers should have a behaviour pattern that they should make the pupils feel at ease and can get along with the pupils etc.

3. Actual role performance: The actual role performed by an individual which can be seen by other people.

4. Administrative role: The behaviour pattern of the principal concerned with all kinds of management in school in order to attain the goal.

5. Teaching role: The behaviour pattern of teachers concerning with imparting knowledge to pupils.

6. Learning role: The behaviour pattern of the pupils concerning with acquiring knowledge both from teachers and self-instruction.

7. Discipline role: The behaviour pattern of the principals, teachers and pupils that they have to behave according to certain rules and norms.
8. **Social role**: The behaviour pattern of the principals, (administrators) teachers, and pupils concerning with relationship with each other and other people.

9. **Personality and emotion role**: The behaviour pattern of the principals, (administrators), teachers and pupils concerning with physical and emotional expectation.

1.5.3 **Teacher's Role**

In teacher's role, Frank Musgrove and Taylor summarize thus:

Teachers in all types of school saw their work primarily in intellectual and moral terms, placing great weight on instruction in subjects and moral training. They place relatively little emphasis on social objectives in general and least of all on 'social advancement' in particular. In no type of school were teachers prepared to see themselves primarily as agents of social mobility. They saw parents as being comparatively indifferent to moral and social-training, but placing great weight on instruction and social advancement. In fact parents in general emphasized the same objectives as teachers: moral training and instruction in subjects, and like teachers, gave comparatively little weight to 'social advancement'.

Waller (1942) said that if the teacher is to be successful in this role of facilitating learning, he must dominate the classroom situation.

He must make the students learn, and therefore, he must dominate them. He must be able to present a topic in such a way as to elicit as much spontaneous interest as he can. When the attention of the class wanders, he must be able to bring it back to the subject at hand, by persuasion if possible, by force if necessary. If the ever-present convert resentment of school routine breaks out into open rebellion, the teacher must know how to quell it. In short, he must know how to play the role of domination.\(^5\)

1.5.4 **Commitment**

In Dictionary of Education, Good writes about "Commitment" as under:

Commitment: The legal act of putting a youth under supervision, either for a relatively short period in a detention home, or for a longer period in a parental school, farm school or state industrial school\(^6\).


\(^6\) C.V. Good, op. cit., p. 86.
According to Stein in the American Everyday Dictionary, the word "Commitment" means:

i. act of committing
ii. state of being committed
iii. consignment, as to prison and,
iv. preparation, as of a crime

According to Reader's Digest, in the Reader's Digest Great Encyclopedia Dictionary "Commitment" means:

Commitment: engagement; thing undertaken responsibility.

1.5.5 Conflict

In Dictionary of Education, Good (1945:92) writes about the conflict as under:

i. Conflict (psych.): a painful or unhappy state of consciousness resulting from a clash or contest of incompatible desires, aims, drives etc.

ii. Conflict (theory): a psychological theory which states that many normal and most abnormal manifestations of personality are the result of mental conflicts.

According to Reader's Digest Association, in Reader's Digest Great Encyclopaedia Dictionary "Conflict" means:

i. Fight, struggle, collision, clashing (of opposed principles etc.

ii. Struggle, clash, be incompatible

Cuber (1959) defines conflict as:

Differences in the needs, wished and values of the persons and groups which make up a society frequently give rise to a form of rivalrous interaction which is less well controlled by the society than is competition. This relatively unrestrained rivalry is called conflict. 9

The concept "Conflict"

The first sociologists to attempt a formal differentiation of competition and conflict.

Park and Burgess, made the distinction in terms of impersonality and continuity.

"Both competition and conflict are forms of struggle. Competition, however, is continuous and impersonal, conflict is intermittent and personal". 10

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Gillin and Gillin have sought a distinction by tracing the etymology of the two words.

"It is clear ... that ... both terms involve the idea of rivalry or striving against someone who wants the same thing, but that the striving of competition is much less violent words there yet remains something of the distinction between seek and strike". Accordingly they define conflict as "the social process in which individuals and groups seek their ends by directly challenging the antagonist by violence or the threat of violence". Here, then, the distinction is drawn in terms of "violence or the threat of violence".

The Dictionary of Sociology defines conflict in more general terms as

"a process-situation in which two or more human beings or groups seek actively to thwart each other's purposes, to prevent each other's interests, even to the extent of injuring or destroying the other ... Conflict may exist in varying degrees ... It may be organized or unorganized, transitory or enduring, physical, intellectual or spiritual". Without offering this as an iron-clad definition, because current

sociological usage is still varied, we can consider it as, loosely, our working definition of social conflict.

The word 'conflict' here, means the difference in point of view or expectation including the difference between actual role and expected role expected by other people.

1.5.6 Roles and role conflict of the teachers

In a recent study of roles and role conflict in the teaching situation, Getzels and Guba (1955) found the major problems to lie in three areas.

i. The first was related to socio-economic role, where teachers are expected to maintain standards of tastes and living that are sometimes out of reach in terms of salaries they receive.

ii. The second was in the citizen role, where teachers often see restrictions placed upon them in respect to public and private conduct. The teacher may, for example, be required to participate with more vigour in church affairs than his neighbours, but with less vigour in political matters.

iii. The third was in the role of expert or professional, where, although the teacher is expected to have expertness in his particular field of competence,
community groups may nevertheless dictate classroom content and procedures that are at times in opposition to the teacher's best professional judgment.\textsuperscript{13}

1.6 Scheme of Chapterization

The entire report of the present study is divided into seven chapters. They are:

The first chapter is devoted to the general background of the study. The significance of the research is discussed, key-words are carefully defined, specific objectives are described, and limitations of the study are given recognition. Thus, the first chapter strives to serve as a pre-view of the research study.

The second chapter introduces some background of Thailand, where the investigator has surveyed. The main aim of this chapter is concentrated on the teachers of the country.

The third chapter presents the theoretical perspectives of role commitment and conflict - the concept, the importance, and the methods of measuring role conflict. The investigator also gives a particular discussion on the general assumption regarding role commitment and conflict in relation to variables.

The fourth chapter deals with the review of past studies (related literature) done in the area which have both direct and indirect bearing upon the role commitment and conflict measurement of teachers. In this chapter the review has been surveyed from abroad and India.

The fifth chapter describes how the investigator has planned the research study and its procedures.

The sixth chapter incorporates the analysis and interpretation of the data collected by the investigator. It covers the outcomes and discussions there on keeping in view the hypotheses formulated.

The seventh chapter which is the last consists of a summary and conclusions of the study undertaken. An attempt is also made to give suggestions for further research in the field of role commitment and conflict.

The body of the report contains a number of tables and figures wherever necessary. A list of exhaustive bibliography is given at the end of the report. Besides this, appendices consisting of role conflict statements, role conflict scale, questionnaire are also attached at the end.