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A COMPARATIVE STUDY OF TEACHER'S ROLE CONFLICT OF GOVT AND NON-GOVT SCHOOLS

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ABSTRACT

The study examined the comparative study of teacher's role conflict of govt and non-govt schools. Data was collected by random sampling technique from a sample of 200 government and non-government senior secondary school teachers from Ludhiana district. Standardized tool for assessment of Teacher's role conflict by Dr. Pramila Prasad (2005) was used in this study. The data were analyzed by employing mean, SD, and t ratio. Results show that there exists no significant mean difference in teacher's role conflict of government schools with respect to gender. As well as non-government school is concern, there exists no significant mean difference in teacher's role conflict with respect to gender. At the end there exists no significant mean difference in teacher's role conflict of government and non-government schools.

KEYWORDS: teacher, government schools, student, Studies, expectations

INTRODUCTION

Another fact of personal conflict has to do with multiply role people play in organization behavioral scientist some time describe as organization as a system of position role. Each member of organization belongs to a role set which is an association of individual defend roles. Which are father in the role set and by one's own personality and expectations for example in a common from of class room organization student are expected to learn from the instructor by listening to him, following this direction for study, and maintaining appropriate standards of conduct. The instructor is expected to bring student high quality learning materials give lecturer write & conduct test and set a scholarly example. Another in this role she would be the dean of school. Who set standards hires and supervisor faculty, maintains a service staff reader and grades and so on. The system of roles to organization as well and influences his functioning with in it. As an example a man's role as husband, father, son and

church member are all interiorized with each other and with his set of organizational roles.

TEACHER'S ROLE CONFLICT

While a lot has been said in the praise and regarding the position and responsibilities' of a teacher, study of his problems and strains has suffered a neglect. A modern teacher of our society cannot be expected to fit into the image of a prehistoric 'Guru' who lived the life of a sage in some forest. A teacher, being a member of the modern society, has to play diverse and dynamic roles to meet his various needs, obligations and expectations. In doing so he often suffers from role strain or role-conflict particularly when he has to perform certain roles to meet his conflicting or incompatible expectations. Studies have shown that role conflict is associated with mere tension, reduced job satisfaction, and psychological withdrawal (Singh at al, 1981). The special position that a teacher occupies in the entire system of education, therefore, 'demands the study and solution of his role conflicts.

The term role conflict has been conceived differently by different social-scientists. According to 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) has stated that role conflicts “occur when a person occupies two or more, positions simultaneously and when the role expectations of one are incompatible with the role expectations of the other.” But it is not always the other’s expectations which cause role conflicts rather self expectations also result in role strain particularly when they are not in consistence with his performance. There are instances when one performs certain roles which he does not consider as desirable or proper. More the discrepancy between his role performance and self role expectation, greater is the magnitude of role conflict, but the self expectations are the results of internalization of social norms, values and attitudes. In short, one suffers from role conflict to the extent he perceives inconsistency in playing his various roles.

As stated earlier a school teacher has to play his very many roles to meet the various expectations in different situations. To the extent he perceives difficulty in performing his role in one situation vis-à-vis some available tools of teacher’s role conflict and discussion ‘with senior teachers, three life situations figured as most relevant in respect of their roles and role conflict. They were family, school and society. Each of these situations has certain role demands from a teacher who at time perceives them as incompatible to produce role conflict.

NEED AND IMPORTANCE OF THE STUDY

Teachers are to provide pupils with such skills as reading, writing and perform other duties related to students. There are many roles a teacher has to play and they need to balance all roles. A teacher is also a mother, a father, a daughter, a son, a friend etc. their personal and professional life conflicts do affect their efficiency towards their work. These days we see that teachers dedication towards their work, their efficiency is being affected a lot only because they have to play many roles which give rise to role conflicts. So it becomes necessary to devote the special attention towards it. So keeping in view the importance of “Teacher’s Role Conflict of Govt. and Non-Govt. Schools” the study has been undertaken by the investigation.

OBJECTIVE OF THE STUDY

The study was conducted with following objective:

1. To study the teacher’s role conflict of government schools with respect to gender.
2. To study the teacher’s role conflict of non-government schools with respect to gender.

3. To study the teacher’s role conflict of government and non-government schools.

HYPOTHESES OF THE STUDY

The main hypotheses of the study were,

1. There will be no significant difference in the mean score of teacher’s role conflict of government schools with respect to gender.
2. There will be no significant difference in the mean score of teacher’s role conflict of non-government schools with respect to gender.
3. There will be no significant difference in the mean score of teacher’s role conflict of government and non-government schools.

SAMPLING OF THE STUDY

In the present study, only 200 government and non-government senior secondary schools teachers from institution of Ludhiana district were randomly selected. Out of, selected government and non-government senior secondary schools teachers, 100 were taken from government and 100 from non-government. Out of 100, 50 male and 50 female were selected from government, similarly, 50 male and 50 female were selected from non-government.

DESIGN OF THE STUDY

The present study will be descriptive survey which will be conducted on senior secondary school teachers of Ludhiana District only.

TOOL USED

Teacher’s role conflict inventory by Dr. Pramila Prasad (2005)

STATISTICAL TECHNIQUES USED

1. Descriptive statistical technique namely mean, and S.D. were calculated to see the normality of distribution.
2. 't'-ratio was calculated.
3. Graphs and Table were made wherever necessary

DELIMITATION OF THE STUDY

1. The study was delimited to Ludhiana District only.
2. The study was delimited to 200 senior secondary schools teachers only.
3. The study was delimited to government and non-government schools only.

FINDINGS OF THE STUDY

On the basis of results obtained during the course of present investigation, the following findings have been drawn.

1. There exists no significant difference in the mean score of teacher’s role conflict of government schools with respect to gender.
2. There exists no significant difference in the mean score of teacher’s role conflict of non-government schools with respect to gender.

3. There exists no significant difference in the mean score of teacher's role conflict of government and non-government schools.

CONCLUSION

It is found that there exists no significant mean difference in teacher's role conflict of government schools with respect to gender. As well as non-government school is concern, there exists no significant mean difference in teacher's role conflict with respect to gender. At the end there exists no significant mean difference in teacher's role conflict of government and non-government schools.

EDUCATIONAL IMPLICATION

Findings of our study help us to know that teacher's role conflict play a very important role in functioning of the institution. If there is more role conflict among teachers it effects the functioning of the institution. This study also helpful to know the reasons of role conflict among teachers. As a role conflict among teachers effect the smooth functioning of the institution, so the head of the institution should take steps to reduce the role conflict among teachers. This study also helpful for the teachers in completion the different roles in everyday life. So that they may not cause role conflict in his work. A teacher has to perform various role at home, work place and in society, so he has to perform his task smoothly in order to avoid role conflict in his work. At the end it also helpful for teachers to make balance between all roles which he has to perform for their personal and professional growth.

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