

**ROLE CONFLICT AMONG TEACHERS IN RELATION TO THEIR PROFESSIONAL  
COMMITMENT AND WORK MOTIVATION**

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in  
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## **Declaration**

I do hereby declare that the dissertation entitled “ROLE CONFLICT AMONG TEACHERS IN RELATION TO THEIR PROFESSIONAL COMMITMENT AND WORK MOTIVATION” submitted in partial fulfillment of the requirement for the award of the degree of M.Phil. Education is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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## **Certificate**

This is to certify that Mr. Imran Rasool Sheikh has completed his dissertation entitle “ROLE CONFLICT AMONG TEACHERS IN RELATION TO THEIR PROFESSIONAL COMMITMENT AND WORK MOTIVATION” under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.Phil Education. degree.

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Date :

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## **Abstract**

*The present study was conducted on role conflict among teachers in relation to their professional commitment and work motivation. Role Conflict is a tension that occurs when a person is facing multiple roles having multiple statuses. It means that it occurs between two or more than two roles. Role conflict is something which helps us to change our behavior, the conflict (role conflict) either it may occur in a short period of time or it occur in a long period of time and sometimes it occurs with situational experiences. The term "role conflict" cannot be identified, unless we recognize the term role. Role is an continuous process and changes according to situation. Role conflict arises due to overburdening of roles. When individual has to play two or more than two roles then role conflict arises. The role conflict arises at the same time when a person has to play more than one role like of a teacher and father. It occurs when the different roles played by the same person give rise to conflicting situations, for example, role of an individual as a husband and a father. There is a contradiction of two or more roles which an individual is attempting to fulfill simultaneously. It occurs when a single superior presents a subordinate with an in compatible set or orders of expectations. In other words contradictory expectations may occur within a single reference group defining a given role. Professional Commitment here by means to be honest with the profession and almost tumor contribution to the best of the abilities and capacities in the work assigned. Teaching is a very skilled profession but in the country like India people accept this profession when they have no other way for their livelihood. This phenomena in the present scenario need to be changed as the chances of the professional development in the field are more due to expanding educational facilities. Children of today are the citizens of tomorrow. The role of the teacher is to do all round development of the students and make them an integral part of the society by their proper socialization. A true teacher is who sincerely loves each and every child. Teacher should do all his actions honestly. They should be sensitive towards the emotional needs of children and those who need special attention. A teacher must have a well-defined self-image which help him to perform better and get better results. These qualities, along with professional competencies of teachers ensure their commitment and dedication towards the profession*

at their very best. Work motivation is one of the core factors leading to effectiveness of teaching. The motivation has relevance and it is crucial to the long term growth of any educational system. Although the job performance plays a significant role in work motivation, if the performance of an worker is good then he has motivation for his job. The notion of work effectiveness is closely related to motivation. Effectiveness can result from the fulfillment of motivation. There are various types of forces which generally influence the work motivation. These forces are operating within an individual, within an organization and within environment. The forces which are operating within an individual are one of the major determinants of work motivation. Descriptive survey method has been used in the present study to obtain the pertinent and precise information. The sample of the present study comprised 150 senior secondary school teachers of Hoshiarpur, Faridkot, Pathankot, Rupnagar and Ludhiana district of Punjab and 30 teachers have selected for gathering data from each district. Purposive sampling technique has been used for collection of data. Three standardized scales has been used. Professional commitment scale for teachers by Dr.Ravinder kaur and Dr. Sarbjit Kaur Ranu. . This scale was revised on 2011 and this scale was designed to measure the professional commitment of teachers. Scale contains 45 items and this scale was administered on hundred teachers of ten different schools and after that the same scale was administered after the gap of one month for the test retest reliability. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be .76 (significant at .01 level). Work Motivation Questionnaire for Teachers by Dr.K.G.Agrawal. This questionnaire contains 26 items. The work motivation questionnaire was revised in 2006 by National psychological Corporation. The all items of this questionnaire had high coefficient of correlation with the total score significant beyond 1% level of confidence. Internal consistency of this questionnaire was found out by split half method. The reliability co-efficient by Spearman Brown formula was very high i.e. .994. Teachers Role Conflict Inventory for secondary school teachers by Pramila Prasad and L.I. Bhusan. This inventory contains 22 items, and was administered on 100 school teachers twice after granting an interval of four weeks. For determining the internal consistency of the test items were split into odd even and first half second half groups. The coefficient of internal consistency as corrected by Spearman Brown

formula was found to be 0.88 and 0.81 for the odd even and the first half second half respectively. The test-retest reliability coefficient was found to be 0.55. The objectives of the study is to study the level of role conflict, professional commitment and work motivation of teachers, To study the difference in role conflict, professional commitment and work motivation of male and female teachers of govt. and private schools, To study the relationship of professional commitment and work motivation with role conflict of Government school teachers and Private school teachers. The major hypotheses set by the researcher for the study were as: Male and female teachers do not differ significantly in their: Role conflict, Professional commitment and Work motivation., Government and private school teachers do not differ significantly in their Role conflict, Professional commitment and Work motivation, Professional commitment and work motivation have no significant relationship with role conflict of government school teachers., Professional commitment and work motivation have no significant relationship with role conflict of private school teacher. Quartile deviation has been used to check the level of variables, T-test has been used for difference between groups (Male and Female teachers, govt. and private schools) in this study the investigator will differentiate on the basis of gender and type of school, Multiple co-relations have been used to study the relationship between three variables viz Role conflict, Professional commitment and Work motivation. The main findings of the study are as: there is no significant difference of role conflict among male and female teachers, there is significant difference of professional commitment among male and female teachers, there is no significant difference of professional commitment among govt. and private school teachers, there is no significant difference of work motivation among govt. and private school teachers, there exists significant relationship of role conflict with professional commitment and work motivation among teachers. In the light of the scope, limitations and suggestions of the study the investigator recommends the following things: Teachers need to recognize the level of role conflict among them and should show teacher responsiveness. So, it is the duty of the teachers, principals and administrators to cope up with the needs and desires of teachers, Teachers must avoid comparisons, and has to encourage himself for his duties and obligations, Some sort of seminars should be held, so that teachers can develop their commitment towards their profession, and get motivation for work and side by side ignore

*the conflict regarding their roles, Higher authority should focus on the problems, those problems who make hindrances in the way of teachers regarding their work and profession, Teachers have to make judgment regarding their roles, so that the conflict cannot arisen in the way of teaching profession, The higher authority has to pay sympathetic consideration towards the work of teachers, so they get intrinsically and extrinsically motivated towards their work.*

***Key words: Role conflict, Professional commitment, Work motivation, Teachers, secondary school teachers.***



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### LIST OF ABBREVIATIONS

<b>Abbreviations</b>	<b>Full form</b>
RCS	Role conflict score
PCS	Professional commitment score
WMS	Work motivation score
Df	Degree of freedom

# **CHAPTER-1**

## **INTRODUCTION**

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is process and product, process means that it is never ending process and product means that it is precious than any product. Education helps us to develop our society through education we can make our society a humane society. Tagore (1913) mentioned in Geetanjali that education is the widest road leading to the solution of all our problems. Education is that way which leads us towards our destiny. Education helps the individual in every step of life; it is well known said that a man without education is just like a ship without sailor. Gandhi has wisely quoted that education is the only way through which we can earn and learn. Through education we can develop ourselves morally, physically, intellectually and as well as emotional development so education leads us towards all round development. We all live in a society which has its own set spoken/unspoken rules and one of them is education. Radhakrishnan (1949) has explained in his book the creative life that education is the only way where from individual can see the whole world without education human beings will not be considered as human beings.

Education helps to develop society and nation, and it is the identity of the individual. It is a continuous attempt to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Although education is a part of human life, it cannot help the pursuers unless they have the required amount of educational aspirations. Individuals have some aspirations in all stages of life and they try for self improvement. The aspiration affects the student's behavior during the period. Teacher is the backbone of entire educational system as well as nation. In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape in the light of changing demands in school. School without a teacher is just like body without soul, skeleton without flesh. Teacher helps the student in every walk of life; he holds and moulds the shape of a student. Teacher shares his thoughts and ideas with their students and other professional resources which will be helpful for students. The main obligation of teachers is to provide their best to their students, so that they can learn and understand easily. The role of the teacher is friend philosopher and guide. So we can say that teacher is the role model for students. Schools are miniature of society and represent the society. Therefore, schools should be well organized and should have proper facilities for teaching and



learning and well satisfied teaching staff. Right to Education also emphasize on this that school will provide basic facilities, qualified teaching staff and better learning environment. On the basis of above said discussion we understand that teacher works as torch bearer for students. This is why; they are called builders of nation.

The teacher is the yardstick that measures the achievement and aspiration of nation. The worth and potentiality of a country get evaluated. The teacher plays an important role in the future life of a student. he holds and moulds the whole personality of the student. It is well known said that teacher is the back bone of the nation, he is the builder of nation. The whole knowledge which student is gaining, it is by virtue of teacher In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape in the light of changing demands in school. School without a teacher is just like body without soul, skeleton without flesh.

### **1.1 ROLE CONFLICT**

Conflict refers to the various motives of the character or any kind of force which may be involved. Conflict occurs internally as well as externally, it can occur in characters mind or within a character and some external forces. When there are more than two characters the conflict is visible. Conflict occurs with some natural forces within a character, such as an animal or a weather event, like a hurricane.

In single story the multiple points of conflict can occur, as ther may be more than one motive or desire in character and they may struggle more than one opposing forces. When we resolve our conflict and discovers which character or force is succeed, and then it will create a sense of closure. We can resolve our conflict in any stage at any time. If a tale or story goes in ending process without resolving the major conflict, we can say it “open endings”. Open ending is the process in which the reader considers his/her conflict more personally, and may not satisfy them, but the resolution of the conflict will make disappointment to the reader in that story.

The meaning of the role is expectations and duties with a particular status in group, social situation, community and any organization. The behavior which is expected from occupant of a given position in society is called role. There are many roles which we have to play in our life the teacher has to play role of a parent at home. Role is considered as the expected mode of behavior, role changes if the behavior of an individual changes. The term “role” was first

introduced on English in (1606) it came to us from French. There are various types of roles, but the main types of roles are, the expected role, the perceived role, the enacted role: the expected role means that what other people are expecting from an individual, the perceived role means the behave and thinking of an individual for the fulfillment of his/her expected role, the enacted role means how an individual behave in any organization or community.

In literature, conflict occurs when there is incompatibility between multiple characters or dual forces. Conflict is a kind of tension and kind of doubt, in simple words conflict is the hindrance in the way of success. A single conflict is not limited with narrative, and conflicts are not resolved in narrative, the conflict creates closure when there is resolution, which may or may not occur at the end of the tale.

The term role conflict stands for the stress and strain experienced by teachers in having several domestic, social and professional responsibilities or roles. Treutt, (1979) have used the term role conflict in his article, In that article he revealed that conflict will come in the mind of an individual when he has some greed, so greediness is another factor of role conflict. In other words we can say that role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Role conflict occurs when our mind deviates towards various directions from low status to high status, from below average to above average, from one aspect to another aspect this only happens with the help of role conflict. Role conflict is something which helps us to change our behavior, the conflict (role conflict) either it may occur in a short period of time or it occur in a long period of time and sometimes it occurs with situational experiences. Kahn conducted a study in 2010 on organizational stress, role ambiguity and role conflict. In this study he revealed that individuals, whole personality conflict can occur within the individual's personality, the individuals personality are in conflict with another aspects of the same individuals personality. The conflict of roles arises because of the human motives for attaining the goal or success. The role conflict effect have been found through surveys and national wide researches.

A common finding interpreted as role conflict, concerns evidence that persons individual social positions hold differing forms for teacher conduct. Such disparities have been reported for both the United Kingdom and the United States between such social positions as teachers, school principals, parents, pupils, teacher trainers, persons from differing social classes,

persons from rural and urban communities, and so forth (Kelsall and Kelsall 1969, Biddle 1979). Most of this research has argued that these disparities will pose problems for teachers because those who hold differing norms will presumably bring conflicting pressures to bear on teachers for conformity. However, it is not clear from most of the studies that other people will actually produce such pressures, that teachers are aware of these disparate norms, or that teachers are actually made uncomfortable by their appearance. Some teachers recognize that others hold disparate norms for their conduct and this awareness is also interpreted by many authors as role conflict. Studies reporting such awareness have appeared in various countries and a major investigation is available reporting equivalent finding for it from Australia, the United Kingdom, New Zealand, and the United States that were obtained from national samples of teachers (Adams 1970). This investigation found normative disparities in all four countries. Some findings were common in the countries studied; in particular, teachers everywhere were likely to view teachers as being at odds with principals and other school officials over such issues as willing acceptance of non-professional duties, and with parents over curricular matter. Other findings were unique to specific countries; presumed conflict between teachers and school officials was greatest in Australia, and conflicts involving parents were strongest in the United Kingdom. The fact that teachers perceive normative disparities among different groups of persons does not mean that these perceptions are accurate. Biddle et al. (1966) provided data indicating that teachers, in systematic ways distort the actual views of principals, parents, and other factors concerned with schools. On the other hand, perceived normative disparities have been found associated with indicators of strain among both teachers and members of other occupations (Biddle 1979). Studies have appeared reporting role conflict between norms associated with teaching and coaching, teaching and counseling, and teaching and administrative responsibilities. But most of the research has concentrated on the conflicting demands of teaching and homemaking. Most studies of this latter topic have appeared in the United States, where the bulk of teachers are women and interest in role conflicts involving women has blossomed recently. Such conflicts are also known to be associated with strain.

Finally, normative disparities may also be associated with the fact that teachers are called upon to perform tasks that are somewhat antithetical. This form of role conflict has been already in research but in both U.S.A and U.K, and a good summary of the issues involved may be found in Grace (1972). Role conflicts of this fourth form are also known to be associated with strain.

What does the teacher do when confronted by situations of role conflict? When serious and persisting, such experiences may interfere with the teacher's performance or may cause teachers to leave the profession. However, many teachers manage to resolve role conflicts in one way or another, by compromising among the alternatives advocated. A general theory of role conflict resolution was originally proposed by Gross et al. (1958) and has since been tested in many contexts. Dunkin (1972) examined reported role conflict resolution among Australian teachers and found that he could predict resolution strategies from personality characteristics. "Self-oriented" teachers appeared to be more likely to resolve conflicts in terms of their own needs whereas "other oriented" teachers apparently paid more attention to the needs and authority of other persons to whom norms were attributed. Teachers may experience stress because their lives are overloaded because of inadequate salaries or poor physical conditions in the school, or because of ethnic conflict in the community or physical violence in the school or classroom. Given stagnation in the economics of many countries since the early 1970s, these latter problems seem to have escalated for teachers, and studies of role conflict have correspondingly declined in numbers. Nevertheless, role conflicts remain a source of strain for teachers and various studies have shown such conflicts are a major correlate of low morale in the organizational context.

A particular point in an organizational space is referred to as an 'office'. The organizational space is interrelated structure of officer and that pattern of activities which are associated with them. A set of expected behavior is associated with each office. The expected behavior constitutes the roles which are performed by any individual or person who occupies that office. Khan (1964) and his associates have given the term 'role-set' which refers to the role as interlocking, interrelated networks<sup>1</sup>. The prescriptions attained a certain personal by a member of the set role, the abilities and the conception will be reflected from the person's office. Rommetveit refers to members of a role-set as role senders, and to their communicated expectations as the sent role. In addition to these expectations i.e. sent role, there are received roles which are his perceptions and cognition of what was sent. Hence, role sending and role receiving involve for terms: (i) role-expectations, (ii) sent role, (iii) received and (iv) role-behavior. Role expectations are evaluative standards applied to the behavior of any person who occupies a given organizational office or position. Sent role refers to the role expectations communicated or sent by the members of the role-set. Received role is the focal person's

perception of the communicated role expectations, i.e. sent role. Role behavior represents the response of the focal person. These four terms constitute a 'role-episode'. In case of simultaneous occurrence of two (or more) role sending the compliance with one may make more difficult completely the possibility of compliance with the other. The two expectations are mutually contradictory. This simultaneous occurrence of two or more role-sending is, in other words, a role conflict.

### **1.1.1 Categories of Role Conflict**

The role conflict includes two categories of conflicts given by katz and kahn, Firstly objective role conflict and second one subjective role conflict. Besides this objective role conflict includes inter-role conflict and intra sender conflict

*Inter Role Conflict:-*This conflict arises when at the same time a person has to play more than one role like of a teacher and father. It occurs when same individual has to play multiple roles the conflicting situations may occur. For example, role of an individual as a husband and a father. There is a contradiction of two or more roles which an individual is attempting to fulfill simultaneously.

*Intra-sender Conflict:-* It results from conflicting role expectations from a single individual. It occurs when a single superior presents a subordinate with an incompatible set or orders of expectations. In other words contradictory expectations may occur within a single reference group defining a given role. Getzel, Lipham and Campbell have designated this role conflict as intra-reference group conflict.

Second category of role conflict is subjective role conflict, it includes role overload conflict and role as social position.

*Role Over-load Conflict:-* When a person is over burdened with the orders given by different superiors that are performed according to some grade & time limit. When an individual receives orders and confronts expectations from a number of superiors and when there is a time-limit for meeting those orders and also there is some sort of quality control, then the individual encounters such type of role conflict. This type of role conflict is inter-sender conflict in which various members sent expectations of the role-set are legitimate and are not logically incompatible. The focal person feels unable to complete the task within the given period. He

experiences overload as a conflict of priorities or as a conflict between quality and quantity. This kind of overload may involve a kind of person-role conflict.

*Role as Social Position:-* Other than the behaviors representing the characteristics of teacher, teacher role is also concerned with his identity and social position. Other authors use the term teachers. In this usage the word role refers to the designating term "teacher" and the set of persons who are designated by that occupational title. This second usage focuses on static characteristics of teachers-the recognition of teachers as having a separate social position the composition of the teacher population, the status of the teacher profession and conditions for entry into or departure from the field. Authors who intend this second meaning often speak of teachers as "occupying" their roles.

The cause for role conflict is not only others expectations, but self expectations sometimes cause role conflict among individuals when individuals are not in consistence. When an individual performs certain roles, which are not in consider as desirable or proper, then there occurs role conflict. The main roles which teacher has to play or he has to fulfill can include guidance, counselor, remediator, parent record keeper, evaluator and finally teaching.

The role conflict is a kind of conflict, which arouses in a situation of contradiction and incompatibility of expectations between two roles. Individuals are playing various roles in different situations and different patterns. Sometimes the contradictory behavior of an individual doesn't help him/her to conform two different sets of behavior patterns at one time. The role which is expected from individuals in the society cannot be performed in a manner that is the reason individuals (actors) do not occupy a single status, but a set of statuses. Every situation is demanding, permitting, prescribing and expecting various behaving patterns from individuals. Although in the process of socialization individuals are main roles (actors) and they prepare themselves to perform the two sets of behavior pattern but they are exposed to incompatible situations due to heavy pressure, non-conformity, in adequacy of role partners and ambivalence in normative patterns

The term "role conflict" cannot be identified, unless we recognize the term role. Role is an continuous process and changes according to situation. First we would discuss about role then role theory after that role conflict. Role conflict arises due to overburdening of roles. When individual has to play two or more than two roles then role conflict arises.

Katz et al (1978) conducted study on the social psychological of organization. In this study he revealed that role conflict is tension (psychological tension) that arises by conflicting role pressures. This conflict sometimes can be in a short period of time, or it can be long time period, and sometimes occurs from situational experiences. In this study he revealed that role conflict arises when an individual has some psychological tension.

Role conflict arises when various directions are pulling, as individual try to respond to many statuses which we have to hold. The conflict arises because of some human desires and to achieve success. Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. There are two types of role conflict intra role conflict and inter role conflict. This conflict arises at the same time when a person has to play more than one role like of a teacher and father. It occurs when the different roles played by the same person give rise to conflicting situations, for example, role of an individual as a husband and a father. There is a contradiction of two or more roles which an individual is attempting to fulfill simultaneously. Intra role conflict it results from conflicting role expectations from a single individual. It occurs when a single superior presents a subordinate with an incompatible set or orders of expectations. In other words contradictory expectations may occur within a single reference group defining a given role.

Agarwal. (2014) conducted a study on a study of role conflict in relation to professional commitment, frustration tolerance and teacher attitude of secondary school teachers. In this study looked in to the relationship between role conflict and frustration tolerance of school teachers of Meerut region. A cluster sampling method was used with 400 (200 male & 200 female) school teachers. Data was measured by the role conflict scale (Gupta, S.P.) and frustration tolerance (S.N. Rai). Statistical finding of study, total role conflict of male & female teachers is significantly related with their frustration tolerance and total role conflict rural and urban teachers is not significant related with their frustration tolerance or total role conflict of govt. and public school teachers is significant related with their role performance.

Khan et al (1964) conducted study on organizational stress studies in the role conflict and role ambiguity and found that role conflict occurs in organizations as the notion of the role episode that arises through role senders. Role ambiguity and role conflict is predicted occurrence

for job satisfaction. The results of this study revealed that predicted, role conflict and ambiguity were both associated with low levels of job satisfaction.

Lathakumar (2000) conducted a study on the relationship between personal and school based variables of secondary school married women teachers to their role conflict. The sample for this study was 512 married women teachers in Bangalore city. The results of this study show that age, teaching experience, number of children, and job involvement of secondary school women teachers are found to be negatively and significantly related to their role conflict.

Richards et al (2012) found in his study toward a multi-dimensional perspective on teacher-coach role conflict. This study was conducted for physical education teacher and athletic coach and the main aim of this study was to find those reviews which are related to role ambiguity and dual role of teachers for viewing the conflict of teachers from a multidimensional perspective. The findings of the study revealed that physical education teachers are significantly different in multi-dimensional perspective on teacher role conflict.

Cervoni et al (2011) conducted a study on role conflict and ambiguity as predictor of job satisfaction in high school counselors. The study revealed that relationship between role conflict and time spent on recommended duties (counseling, co-ordination, consultation and large group guidance) and job satisfaction of high school counselors. The findings of this study revealed that role conflict were all found to be significant predictor of job satisfaction in high school teachers.

John (2013) conducted a study on the impact of role conflict, role ambiguity and organizational climate on the job satisfaction of academic staff in research-intensive universities in U.K. This main focus was on academics in the U.K university teachers and explores their perceptions of organizational climate, role conflict, role ambiguity and job satisfaction. The results of this study revealed that the universities have multiple organizational climates, but role conflict and role ambiguity are significantly different from job satisfaction.

Konukman et al (2010) conducted a study on teacher-coach role conflict in school-based physical education in U.S.A: A literature review and suggestions for the future. In this study he revealed that teaching and coaching are two different occupational roles. In teaching the main obligation of teacher is to teach and in coaching the obligation is to coach. The different roles may create stress and role conflict among physical education teachers. The result of this study



revealed that history of physical education shows that there are contextual factors that promote physical education teacher-coach role conflict.

Palmer et al (2012) conducted a study on conflict between work and family among New Zealand teachers with dependent children. In this study he revealed that change is the law of nature. The family and employment pattern can lead us to increasing need for families to balance work and family role conflict among teachers. In this study sixty nine teachers from New Zealand completed a survey on occupational related demands, family demands, work conflict, family conflict, and those perceptions which are related with parenting programs. Occupational task overload, the problem behavior of their children and experience of work can increase conflict between work and family. The result revealed that inter-role conflict and managing children's misbehavior would be of benefit to teachers and the conflict between work and family are significant with each other.

Loder et al (2005) conducted a study on is a principal still a teacher? U.S women administrator's accounts of role conflict and role discontinuity. For this reason the efforts are made to solve the problem or resolve the tension, the participants used cognitive domain and they attempted their identity as teachers. The findings of this study suggested that principal leadership programs will be helpful for aspirants and will develop strategies to cope the problems of role conflict and role ambiguity. On the other side role ambiguity are closely related with each other.

Neal (2013) conducted a study on classroom to the event of controversy: the conflict is the teaching of religion. In this study he revealed that an assignment in a classroom becomes a source of controversy in classroom. In this study he examines that conflicts are the predictive and productive roles in the job of teaching and new moments and religion. The findings of this study revealed that individuals consider the personal and institutional temperament towards conflict which arouse in our pedagogies. However, it makes us to focus how teaching conflicts arouse within or in between disciplines, they can enhance our objectives which are related towards our learning and stimulate students' ability to think critically.

Ryan (2008) conducted a study on antecedents for inter-role conflict in the high school teacher/coach. In this study he revealed that antecedents for inter conflict of roles, between the

role of teacher and role of coach for high school. This was expected that younger teacher coaches with various jobs or teacher coaches with unbalanced role can create conflict between the teaching and coaching role. The findings revealed that size of school, age, role preference were significantly with inter role conflict, and the relationship between inter role conflict and coaching jobs was negative, but it was hypothesized as positive.

## **1.2 PROFESSIONAL COMMITMENT**

Commitment means a pledge or an oath to do a work or to discharge some responsibility. Making a commitment means supporting yourself to do something, like a person or a cause. If an individual makes a commitment he/she has to think carefully. A commitment pledges you to do something. Some commitments are large, like marriage. When you take a job, you're making a commitment to show up and do the job well, and your employer makes a commitment to pay you. There are smaller commitments too. If you said you'd meet a friend at six, that's a commitment show up or your friend will be mad. You also can speak of commitment as a quality. Staying after school for a study group shows your commitment to good grades.

Commitment is defined as, firstly a belief in and acceptance of the goals and values of the profession, secondly willingness to exert considerable effort on behalf of the profession and after that the desire to maintain membership in the profession. The term "professional" is a label for an individual at organizational and occupational level. A level of behavior is expected by the organizational employing like professional, as well as by the external peer group that makes up the profession (Harrell, Chewing, and Taylor, 1986). The individual's behavior is expected on the basis of their commitment to the organization and profession.

The term commitment was first described by Barry, M. Stew in his paper (1976), knee deep in the muddy a study of escalating commitment to a chosen course of action. A committed teacher always consider each and every student equal, show his sympathy to slow learners and tries his hard effort to make them up to the standard level. He listens the problems of the student and sorts the ways to solve them. Besides knowing the positive aspect of his attitude a committed teacher should know about himself i.e. where he is lacking or what his limitations are. This can be done through self analysis. He should prepare a diary or write down his personal experiences were he showed his aggressive behavior and should modify it according to the changing conditions and requirements. A teacher should possess the quality of tolerance and forgiveness

and must consider his aggressiveness as an obstacle in the growth & development of children. He should create friendly environment and give proper importance to student's problem because the aim of teaching profession is not to teach but to make the students learn. This commitment will indeed add to the effectiveness of teacher's role performance.

Professional Commitment here by means to be honest with the profession and almost tumor contribution to the best of the abilities and capacities in the work assigned. Teaching is a very skilled profession but in the country like India people accept this profession when they have no other way for their livelihood. This phenomena in the present scenario need to be changed as the chances of the professional development in the field are more due to expanding educational facilities. Children of today are the citizens of tomorrow. The role of the teacher is to do all round development of the students and make them an integral part of the society by their proper socialization. The term commitment was used in the year (1960) in commitment to military conflicts including Vietnam's. A committed teacher whether he is on the job or off the job always thinks about the improvisation of the students for failure and bringing positive change in their attitude. He himself makes arrangement of all the resource needed and takes every possible and feasible help of the society in the regard. Besides contributing to the all round development of the children a committed teacher does the professional development also by following the professional ethics & studying the various researches done by the modern educationist. Once a person entered in this profession he should feel proud as this is one of the noblest professions in the world and it is charged with great responsibilities. It is not to be considering less in any case. There are so many teachers who have created ripples in the pond and performed well in this field. Therefore an internal commitment towards the nobility of this profession is really needed for being succeed.

Once a person entered in this profession he should feel proud as this is one of the noblest professions in the world and it is charged with great responsibilities. It is not to be considering less in any case. There are so many teachers who have created ripples in the pond and performed well in this field. Therefore an internal commitment towards the nobility of this profession is really needed for being succeed. A committed teacher not always impose his opinions on others but listens well and arises scope for co-operation and co-ordination with the contemporaries and gives due respect to the suggestion and opinions of other. He should discharge all the

responsibilities and must keep positive attitude towards the professional development and national welfare.

A teacher should be fully devoted to his work. He should always quench his thirst of knowledge by probing new areas to which he is unfamiliar. After having the required knowledge he should grasp it, preserve it and transmit it by effective communication skill. A person should be keen to acquire adequate knowledge in the pre-service teacher preparation and should follow up the remaining task at in-service programs. Therefore he should use all the possible means of acquiring knowledge like internet and should read 'International Best Sellers' for this purpose.

Teacher is to teach but the task of teaching cannot be said completed or satisfied until and unless the pupils understand each and every concept taught. Teaching without learning is not effective and teacher should establish equilibrium between teaching and learning.

A committed teacher should know his part and responsibilities toward society because he is a product of the same. He should do his best officially and unofficially in spreading the need and consciousness among the member of society being educated. This can be done in the following ways. Firstly teacher should encourage students to perform better in academics and also participate in the social services programs. Secondly deprived sections should take into consideration and arrangements for their literacy should be made may be through government or through NGO's. Thirdly children coming from the poor sections should be given proper attention. These children always face scarcity of resources, therefore to overcome this problem a committed teacher should take co-operation of various agencies working in this area and like everyone with him regarding this head. Due emphasis should be laid upon the adult education. This is the best way of educating those who left school in their school going age. He should encourage uneducated adults to get them enrolled in the non-formal classes for adult education. A committed teacher should make efforts to go through the reasons of not sending the children to schools and should motivate the parents by telling them the positive impact of education in one's life. For teacher every student whether he is a son or daughter of rich or poor, educated or illiterate is equal and a part of society to which he is responsible. No discrimination should exist and create obstacles in the country mobilization towards development. There will not be any problem in raising the funds for the overall development of students if each & every member will know what is expected by him and how the contribution can be made.

If the teacher is committed to the society & becomes able to create a sense of belonging and relation with society then after some time he will see that those members of society who are uncovered with the umbrella of education yet, tend to show their interest in the activities carried out by teacher and through this teachers will be able to put the persons on the right track. Starting from individual to society this program can be sprouted over the nationwide and the commitment of teacher towards society can be honestly fulfilled. A committed teacher besides enjoying the fundamental right also realizes the duties as laid down in the constitution. He obeys and follows the socially desirable values such as helpfulness, cooperativeness, team work, perseverance, tolerance etc. He respects these values and show love, truth, objectivity, regularity, punctuality while performing teaching tasks. This behavior will definitely reflect a good impression over pupils and the goal of their socialization will automatically accomplish. Therefore these values should be an integral part of the personality of the teachers. If the teacher lacks somewhere in this regard then through pre-service and in-service programs these values should be developed in the teacher.

Shukla (2009) conducted a study of professional commitment, teaching competency and job satisfaction. In this study he revealed that those teachers who are committed towards their profession they are satisfied with their job. The result shows that professional commitment and job satisfaction have highly positive relationship, but the relationship between job satisfaction and teacher competency are positively very low for most of the dimensions, and in some dimensions it came out as negative correlation. A committed teacher should know his part and responsibilities toward society because he is a product of the same. He should do his best officially and unofficially in spreading the need and consciousness among the member of society being educated. In commitment areas teacher should do all his actions honestly because true teachers are those who sincerely loves each and every child. They should be sensitive towards the emotional needs of children and those who need special attention. A teacher must have a well-defined self-image which helps him to perform better and get better results. These qualities, along with professional competencies of teachers ensure their commitment and dedication towards the profession at their very best.

National Council for Teacher Education (1998). In its document entitled competency based and commitment oriented teacher education for quality school education has envisaged a wider concept of role commitment of a teacher.

### **1.2.1 Areas of Professional Commitment**

A true teacher is who sincerely loves each and every child. Teacher should do all his actions honestly. They should be sensitive towards the emotional needs of children and those who need special attention. A teacher must have a well-defined self-image which help him to perform better and get better results. These qualities, along with professional competencies of teachers ensure their commitment and dedication towards the profession at their very best.

These are five commitment areas which help teachers to perform well and build the future citizens of India. Commitment for learners, commitment for the Society, commitment for profession, commitment for attaining excellence for professional actions, commitment for basic values. Firstly commitment to the learner, the learning level and performance of students shows the ability of teachers. A student starts his studies at the school and stays throughout the life. Commitment for learner implies that a teacher should have genuine love, affection, sympathy, tolerance power towards their mistakes and hindrances. A teacher must have concern for the development of life among the children. Self analysis, a teacher should do self-analysis of his or her own aggressive behavior. This will help them in building their commitment. They must be aware of the bad impact of intolerance and aggressiveness on the growth and development of the children. A teacher should do all possible efforts for students under his guidance. But this commitment is not an easy job therefore; a special training should be given to them during their teaching program.

*Commitment to the society:-* A teacher is not a teacher in school only but he is also a teacher outside the school. Teachers are responsible to the local community i.e. society also. Commitments towards society are of different types. A teacher should pay attention to those children whose parents are not aware of the need of the education in life coming from the poor and deprived sections of the society. A teacher should try to increase the productivity level and quality of life of the whole community by his enhanced knowledge, skills and attitudes. He always try to encourage the students to join school so as to help them to get education and thus,

they can improve the quality of their life. Once a teacher committed himself towards the society, he becomes the member of the society. Then arranging different resources by different means is not a problem for teacher. Community will pay respect to teacher if they prove themselves to be true friends, philosophers and guides of the community they serve. This commitment is very necessary for the teachers as they are all considered as the nation builders. The teacher should understand and realize the invaluable significance of their work for national development.

*Commitment to the profession:-* The human is professional by nature. His only desire is to earn his bread and butter. Under this condition, some people choose their profession willingly but some have to choose their profession under pressure. Same it happens with this profession some, teachers join this profession willingly but some join it due to situational constraints. In the field of teaching commitment towards profession is very necessary. A teacher should fully understand that teaching is a noble profession charged with great responsibilities as the society hands over its children to them for their overall development and proper socialization. A committed teacher always tries to improve his perfection in the profession so as to give his best to the students. This implies then: Once a person accepted this profession, he should feel pride and develop an internal commitment towards the mobility of the profession. Teachers should establish healthy relations with their fellow teachers and educators. Teachers should develop positive attitude towards professional development and national welfare. Commitment to the profession deserves an integral part of teacher education, as without this commitment they are not able to understand the mobility of the profession and their true role therein. Commitments to attaining excellence for professional action true teachers are those persons who are experts of their subject. Their commitment towards profession can be considered only on the basis of education and experience. They have on their own part as well as on the part of their students. Teachers always try to attain excellence in the teaching-learning process.

*Commitment to basic values:-* Human beings started their learning of basic values right from birth but the basic values are like stars in the dark life of a human which enlighten his life and show the right path to follow which makes his life better. The basic values differ from person to person. Everyone has its own basic values and these values act as radar and show then the way to follow. So, it is very necessary for a teacher to have commitment towards basic values. As, a teacher he is a person who has a number of students in his hand. It is his first basic responsibility to inculcate such basic values at the grass-root level among students. In present

scenario, there is lack of values in the society. Therefore, education system must be so flexible, so that the education of basic value can be given in both pre-service as well as in-service teachers.

Agarwal (2013) conducted a study of role conflict in relation to professional commitment, frustration tolerance and teacher attitude of secondary school teachers. In this study she looked in to the relationship between role-conflict and frustration tolerance of school teachers of Meerut region. A cluster sampling method was used with four hundred school teachers (two hundred male and two hundred female). The findings of this study revealed that total role conflict of male and female teachers is significantly related with their frustration tolerance

Meyer and Allen (1997) conducted study on commitment in the workplace – Theory, Research and Application. The study suggested that most of the individuals are committed towards their professions for a variety of reasons; the main reason is the cost that is realized and involved with leaving the profession, and a sense of obligation to the profession. The findings revealed that commitment in the work places are significantly different with each other, besides that the normative commitment was associated with the desirable out comes, and continuance commitment was negatively related.

Ching-Wen (2009) conducted a study Service climate, professional commitment and job performance of flight attendants in Taiwan. In this study he revealed that airline managers and flight attendants uses survey information to look at relationships between service climate, professional commitment and job performance. The findings of this study examined that service climate positively influences professional commitment, influences job performance while professional commitment positively influences job performance and smoothes the relationship between service climate and job performance

Magdalena (2009) conducted a study on to assess the professional commitment in teachers working in the primary and pre-schools. The study focuses on effect of age and professional experience differences on the professional commitment. This study was held in two southern provinces of Poland. Two hundred teachers were randomly assigned from primary schools (25-30) years old and above. The findings of the study revealed that there is a significant effect of age and professional commitment. Findings show low level of commitment of teachers having age above thirty years. Those teachers who are highly experienced are less committed.



Kath wale (2000) conducted a study on professional commitment of junior college teacher educators of Mumbai in relation to their burnout. In this study he revealed that there is significant difference between the mean score of the personal accomplishment and emotional exhaustion of male and female teacher educators. The findings of this study are that there is no correlation between professional commitment and they hold balanced personality.

Kohli (2005) studied the professional commitment of the teacher's educators of Punjab state. The major aim of the study was to study the level of professional commitment of teacher educators. The investigator developed the likert scale to assess the professional commitment of teachers. The finding of this study was that teacher educators remained an area that was neglected by the researchers. There was moderate professional commitment among teacher educators.

Sharma (2010) conducted a study on professional commitment of teacher educators in relation to their job satisfaction and gender differences. The sample was taken teacher educators from Punjab University. The results of this study showed that professional commitment and job satisfaction of teacher educators is positively co-related but there was insignificant difference between the professional commitment of male and female teacher educators.

Shamina (2014) conducted a study on impact of job satisfaction on professional commitment in higher education. In this study he revealed that the behavioral study within educational setting of institutions has highlighted the variables that are critical and supportive or detrimental to the performance of teachers.\_The factors are imported to study in academic institutions, especially in self-financing colleges affiliated to Bharathiar University, Coimbatore. The results showed that teachers have high degree of job satisfaction towards the dimensions of job satisfaction. They have a high degree of job satisfaction and Professional commitment.

Hung and Liu (1999) conducted a study on effects of stay-back on teachers' professional commitment" and depicted that stay-back factor is\_highly and positively related to commitment. This study revealed that the impact of stay-back on professional commitment of teachers, can effectively measure teachers commitment towards their teaching profession which, accordingly on various studies contributes to quality education. The findings of the study revealed that stay-back was the one factor, which was found highly and positively related to professional commitment.

Bogler et al (2004) conducted a study on influence of teacher's empowerment on teacher's organizational commitment, professional commitment and organizational citizenship behavior in schools. In this study he realized that organizational climate is the supportive reason for professional commitment, but organizational citizenship behavior predicts shape to organizational commitment. The result depicted that teacher commitment is significantly different from organizational citizenship behavior.

Douglas (2009) conducted a study on organizational climate and professional commitment. In this study he revealed that relation between climate of school and professional commitment in Alabama schools are closely related. Organizational climate is positively related with professional commitment of teachers in Alabama schools. The result of this study examined that the best predictor of teacher commitment is professional teacher behavior, on the other hand collegial leadership was found to be a predictor of both collegial leadership and professional teacher behavior.

Ware et al (2007) conducted a study on teacher and collective efficacy beliefs as predictors of professional commitment. In this study he revealed that collective efficacy beliefs are predictors of professional commitment of teachers. The result of this study supported the hypotheses that the scales would significantly predict teacher professional commitment.

Kumar (2013) Conducted a study on A study of professional commitment in relation to thinking style, work motivation and teacher's effectiveness of teachers working in teacher training institutions. In this study he revealed Effective school education anticipates effective teacher education. In making teacher education truly effective and functional, the role of teacher educators is most crucial. The major findings of the study were : It has been found that out of 100, 33 percent teachers of teacher training institutions are highly committed to their profession while 38 percent has been found to be moderately committed and small number of them i.e. 29 percent are less committed. It has been found that out of 100, 46 percent teachers of self finance teacher training institutions are highly committed to their profession while 36 percent has been found to be moderately committed and small number of them i.e. 18 percent are less committed. It has been found that out of 100, 16 percent teachers of Govt. aided teacher training institution are highly committed to their profession while 43 percent has been found to be moderately committed and 41 percent of them are less committed. There is significant positive correlation

exists between the professional commitment and teacher s effectiveness of the teachers working in teacher training institutions.

Sood (2008) examined in his study professional commitment of teacher educators in himachal Pradesh. In this study the sample was 200 B.ed teacher educators. The findings revealed that level of professional commitment of B.ed teacher educators is moderate and there is significant difference in professional commitment of B.ed teacher educators with regard to their teaching experience and gender. However those B.ed teacher educators who have qualified NET and those who have not qualified have similar professional commitment towards their profession.

Shashi (2009) In his study professional commitment of senior secondary teachers in relation to their teaching competency and job satisfaction. The findings of this study revealed that there is positive relation between professional commitment and job satisfaction; however some of the dimensions of this study seem out as negative co-relation.

Chatzistamatiou et al (2014) conducted a study on self-regulatory teaching in mathematics: relations to teacher's motivation, affect and professional commitment. The main purpose of this study was to find relationships between teachers' reports on self-regulatory strategy use in mathematics instruction and individual motivational and affective factors. The result showed that teachers' self-regulation strategies both for their own teaching and for enhancing students' self-regulation in mathematics were predicted by their self-efficacy beliefs in teaching mathematics, the value they attribute to mathematics and their emotional commitment to their profession.

Bogler (2005) conducted a study on the power of empowerment mediating the relationship between teachers' participation in decision making and their professional commitment. This study examines the mediating effect of teacher empowerment on the relationship between teachers' participation in decision making and their professional commitment. The result shows that the teachers' sense of empowerment is also related to their desire to be leaders. Implications are drawn regarding the important role that principals and other school administrators need to play in enhancing the teachers' sense of empowerment.

### **1.3 WORK MOTIVATION**

Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because they want a good grade. Both show a similar connection between what we do and why we do it. According to Maher and Meyer (2009) "Motivation is a word that is part of the popular culture as few other psychological concepts are" Wikipedia readers will have a motive (or motives) for reading an article, even if such motives are complex and difficult to pinpoint. At the other end of the range of complexity, hunger is frequently the motive for seeking out and consuming food.

Motivation is a kind of force which attracts the individual to the goal (Eggen and Kauchak, 1994), could certainly be perceived as most appropriate psychological concepts in education. In the words of Russell (1971), motivation is based on three characteristics. (a) As a presumed internal force, (b) Motivation energizes for action (c) Then direction of that action.

Clark (1988) explained that the most important internal performance processes in human beings are Knowledge system and motivation system. Knowledge system and motivation system must cooperate successfully for effective work to be accomplished. Knowledge functions like engine and transmission in a car. Knowledge gives us the direction how to achieve the goal. Motivation functions like the gas and battery in a car. Motivation helps us to achieve the goal which we perceive. Motivation has further two kinds viz. intrinsic motivation and extrinsic motivation.

*Intrinsic Motivation:* It is that kind of motivation which helps us to accomplish our own goals; it engages us for our own sake. Intrinsic motivation helps individual to perceive the activities of his personal interests, challenges and various other desires which an individual wants to achieve.

*Extrinsic motivation:* It is that kind of motivation which leads us to do work for the sake of other people. This kind of motivation leads us to meet external goal, such as attaining an expected reward, winning and competition. Extrinsic motivation focuses on external reward, external recognition and external direction of one's work.

Work motivation is one of the core factors leading to effectiveness of teaching. The motivation has relevance and it is crucial to the long term growth of any educational system. Although the job performance plays a significant role in work motivation, if the performance of an worker is good then he has motivation for his job. The notion of work effectiveness is closely related to motivation. Effectiveness can result from the fulfillment of motivation. Herzberg (1959) conducted a study on the motivation to work, in this study he revealed that there are two types of work motivation, intrinsic and extrinsic work motivation, intrinsic motivation means when an individual motivate himself for the sake of his own purpose and extrinsic motivation is that kind of motivation where individual gets motivated for the purpose of others. Motivation to work is a human state where competence to work and will to work fuse together.

The relationship between a person and his or her work is a basic element of social life. The drastic changes in this relationship can constitute a revolution. It has been suggested that so far there have been two such revolutions-the first with the advent of machine power (replacing people with machines in the 19th century and the second with the information explosion through computers. The third revolution that is taking place now is that of the humanization of work. The terms humanization of work, industrial democracy, quality of work life and participative work are interchangeably used to define the same concept, the core concept of being the value of treating the worker as human being, improving his or her work environment and emphasizing his or her involvement in work-related decisions.

There are various types of forces which generally influence the work motivation. These forces are operating within an individual, within an organization and within environment. The forces which are operating within an individual are one of the major determinants of work motivation. The needs of humans are both complex and numerous, some of these needs identified and described because people hide their needs under the cover of socially accepted behavior. As for as the organizational forces are concerned, the forces within the organization must be conducive to the performance of humans. The organizational climate plays a vital role in determining the motivation of the workers or work motivation, the third and the last determinant in the force acting in the environment. The worker does not live into two separate worlds, one inside of the workplace and another one outside from the work place.

### **1.3.1 Factors of Work Motivation**

There are different factors on which work motivation depends. Personal factors include subjects' education, age, sex, marital status, family background, socio-economic background, *etc.* Factors inherent in the profession include the work itself, conditions, influence of internal and external environment on the job which are uncontrolled by the management, *etc.* Factors controlled by the management include the nature of supervision, job security, kind of work group, wage rate, promotional opportunities, and transfer policy, duration of work and sense of responsibilities.

Teacher motivation appears crucial because it predicts not only teachers' engagement and well being but also students' outcomes such as motivation and learning. It appears to be vital for optimal human functioning in the workplace because teachers who are highly motivated are found to be more engaged in their work and more satisfied Levesque et al., (2004). Moreover, teachers' motivation is associated with students' motivation Pelletier et al., (2002) and so it has become an important concern for educational leaders and managers. Student's motivation to learn is one of the main preoccupations of the policy makers, teachers, and parents. If we want motivated students at our schools, we need motivated teachers. Only if the teacher is involved in school activities he could motivate students for these activities. Teacher motivation is also important for the advancement of educational reforms. First, motivated teachers are more likely to work for educational reform and progressive legislation. Second and perhaps more importantly. It is the motivated teacher who guarantees the implementation of reforms originating at the policymaking level. Finally, teacher motivation is important for the satisfaction and fulfillment of teachers themselves. Beyond issues of personal well-being, such feelings of satisfaction are consistently associated with lower levels of organizational absenteeism and turnover. Therefore, researchers and practitioners alike have devoted a considerable amount of energy to understand teachers' motivation.

Teachers have been found to be motivated by a range of factors including. Dedication to the profession and teaching children, the prospect of promotion and career advancement, success in the classroom professional rewards of seeing children achieves, status in their communities from exercising a respected profession and appropriate working conditions - including issues such as the number of hours taught each week; the number of students in the classroom, support of the head teacher, availability of teaching and learning materials, parental involvement and support, clear school policies and guidelines and the physical conditions of the classroom.

Monsuru et al (2014) conducted a study on work motivation and emotional intelligence as correlates of secondary school teacher's productivity in south western Nigeria. The purpose of this study was to investigate work motivation and emotional intelligence as correlates of secondary school teachers' productivity in South Western Nigeria. The findings of the study revealed that the relationship between emotional intelligence and work motivation was significant. As per the findings, the study stressed the need of management system and managers of the school to provide that type of environment for teachers and staff members in the schools and the teacher need to be enlightened on how to improve the motivational level of work and

Gehlawat (2013) conducted a study on Organizational commitment in relation to job satisfaction and work motivation of secondary school teachers working in different types of schools. In this study he hypothesized that there exists no significant main and interaction effects of type of schools, job satisfaction, work motivation, gender and teaching experience on the organizational commitment of the teachers. But the findings showed that there is a significant main effect of type of schools and gender on the organizational commitment of the teachers whereas the triple interaction effect of the variables type of schools.

Hong et al (2009) conducted a study on fostering creativity in the classroom: Effects of teachers' epistemological beliefs, motivation, and goal orientation. The relationships of teachers' epistemological beliefs, motivation and goal orientation to their instructional practices that foster student creativity were examined. The findings revealed that, teachers' motivation for challenging work, beliefs about learning, or performance goals did not significantly predict most of the creativity-fostering instructional practices. Educational implications of the current findings are offered.

Visser-Wijnveen et al (2014) conducting a study on clustering teachers' motivations for Teaching. The motivation to teach is a powerful, yet neglected, force in teaching at institutes of higher education. A better understanding of academics' motivations for teaching is necessary. The aim of this mixed-method study was to identify groups with distinctively different motivations for teaching. Six clusters were identified: expertise, duty, subject, passion, reluctance and incompetence. The teachers in these groups differed in perceived personal effectiveness, interest and effort towards teaching.

Kim et al (2014) conducted a study on pre-service teachers' motivation, sense of teaching efficacy, and expectation of reality shock. The present study investigated how pre-service teachers' motivation and their sense of teaching efficacy influence their expectation about reality shock during the first year of professional teaching. A total of five hundred thirty three pre-service teachers at a state university in the US Midwest participated in this study. The results showed that the pre-service teachers' expectation of reality shock was negatively related to teacher efficacy and intrinsic motivation while it was positively related to interjected and external motivation.

Baleghizadeh et al (2012) conducted a study on motivation and quality of work life among secondary school EFL teachers. This study set out to investigate the relationship between quality of work life and teacher motivation among one hundred sixty secondary school English as a foreign language teachers in Tehran, Iran. In addition, thirty of the participants were randomly selected to take part in follow-up interviews which asked why they felt the way they reported. The results revealed that the participants enjoyed a medium level of quality of work life and experienced a medium-to-low level of motivation. In addition, a significant relationship was found between motivation and quality of work life categories.

Seebaluck et al (2013) conducted a study on motivation among public primary school teachers in Mauritius. The purpose of this study was to critically analyze the factors that affect the motivation of public primary school teachers and also to investigate if there is any relationship between teacher motivation and job satisfaction in Mauritius. The findings have shown similar results to the integrated cognitive-motivational model for the study of teachers' professional motivation by Jesus and Lens. However, some results seem to contradict the literature review. On the whole, Mauritian primary teachers have a good motivational level.

Convey (2014) conducted a study on motivation and job satisfaction of catholic school teachers. This article examines the relationship between catholic school teachers' motivation and job satisfaction. The results of the study confirm the importance of a religious factor as an important motivator for teachers choosing to teach in Catholic schools and an important predictor of their job satisfaction.



Akar (2012) conducted a study on work motivations of Turkish pre-service teachers to choose teaching as a Career. This study was conducted to investigate the motivations of 974 Turkish pre-service teachers for choosing teaching as a career and to examine their perceptions about the teaching profession. The findings of this study showed that the social and personal utility value and prior teaching and learning experiences were the highly rated motivation. How the general image of teaching as a career held in the social-cultural context of Turkish society shaped participants' motivations and perceptions.

Yu (2009) conducted a study on pre-service teacher's motivations for choosing a teaching career and intention to teach in urban settings: A multilevel analysis. This study uses quantitative and qualitative designs to examine if motivations for choosing a teaching career influence the intention to teach or not to teach in urban settings, and if a short-term urban field experience has significant impact on the change in the motivations as well as the intention to teach in urban settings. The result indicates that that the short-term urban field experience had a significant impact on both the entry motivations for teaching and the intention to teach in urban settings. The qualitative data, however, showed mixed results, suggesting that the relationships between motivation factors, the choice of a teaching career, and the intention to teach in urban settings, were more complicated than they appeared to be.

Various researchers have conducted research on role conflict, professional commitment and work motivation recently Ruchi, Agarwal. (2014) revealed that total role conflict of govt. and public school teachers is significant related with their role performance and professional commitment. Besides this there are some studies which are related with these variables. Neal (2013) explored that role conflict is significantly related with role ambiguity and burnout and revealed classroom to the event of controversy: the conflict is the teaching of religion. Similarly John (2013), Richards et al (2012), Cervoni et al (2011) investigated the relationship of role conflict with job satisfaction, organizational commitment and role ambiguity.

Shukla (2009) conducted a study on professional commitment, teaching competency and job satisfaction. He explored the relationship of professional commitment and job satisfaction are positively high, but the relationship between job satisfaction and teacher competency are positively very low for most of the dimensions, and in some dimensions it came out as negative correlation. From review of literature it is clear that there are a few studies pertaining to

relationship of professional commitment with other variables like (Agarwal 2013) frustration tolerance, (Ching-Wen 2009) job performance and (Sharma 2010), gender differences.

Some studies was also found with regard to work motivation like Monsuru et al (2014), Gehlawat (2013), Kim et al (2014), Baleghizadeh et al (2012) and Convey (2014) on emotional intelligence, organizational commitment, teaching efficacy, work quality and job satisfaction. Akar (2012) explored the pre-service teacher's motivations for choosing a teaching career and intention to teach in urban settings. Hong et al (2009) revealed that teachers' motivation for challenging work, beliefs about learning, or performance goals did not significantly predict most of the creativity-fostering instructional practices.

Few studies were found on professional commitment and work motivation like Chatzistamatiou et al (2014) explored that these variables are significantly related with each other. Agarwal. (2014) total role conflict of male & female teachers is significantly related with their frustration tolerance and professional commitment.

#### **1.4 SIGNIFICANCE OF THE STUDY**

The researcher has chosen this study because of so many reasons. The major purpose of the study is to find out the role conflict among teachers regarding their professional commitment and work motivation. The teacher faces a greater challenge today to fulfill all his or her responsibilities with job responsibilities. The need of the study is to find level of motivation and commitment among teachers towards their role. To ensure that teachers perform to the best of their abilities it is necessary to pay attention to the number of factors that affect teachers' performance. Previous research studies confirm that motivation to teach leads to school effectiveness and learning quality in many ways Fullan (2002). Teacher's work motivation is an important element in the quality of educational provision, strongly influenced by the way in which education is managed and by those with whom teachers interact. In India teachers' work motivation is a complex issue. There is virtually no incentive for teachers who go beyond the call of duty and empower their students to learn and move on in life. The quality of their motivation is strongly influenced by the actions and attitudes of educational administrators, other teachers, pupils and members of the local community.

Teachers' work motivation is definitely a huge issue in education and unless we, as a nation, decide to take it seriously, the future of our children is shaky. Identifying how motivation is associated for sustained and improved performance is an important issue. Thus, findings from this study may provide information, which may help enhance teacher motivation towards their work which in turn may result in a more productive workplace for principals, teachers and students. The aim of the study is to examine role conflict among teachers: in relation to their professional commitment and work motivation. It is needed to study the level of motivation among teachers and to which extent they are fulfilling their responsibilities regarding their job and other things. Today's era is very hectic. Every individual is suffering from so many tensions. Teachers are also facing so many problems related to their job and other personal affairs because of this researcher need to find out those problems which are being faced by the teachers regarding their profession, work motivation and role conflict. Are they playing their accurate role with full dedication towards their profession which has been given by the society or not. Many researchers have worked on role conflict, Katz et al (1978), Good (1973), and Khan et al (1964), Cervoni et al (2011), Richards et al (2012), John (2013), Konukman et al (2010), Studies on professional commitment are Goyal (1980), Hung and Liu (1999), Bogler et al (2004), Baugh and Roberts (1994), Somech et al (2002) and studies on Work Motivation are Hong et al (2009), Visser-Wijnveen et al (2014), Kim et al (2014), Baleghizadeh et al(2012) and Seebaluck et al (2013), These are the studies have been conducted on these variables by different researches but no study has been conducted on these variables collectively. That's why it seems necessary to the investigator to explore these variables. The investigator hopes that the findings of this study would be useful to administrators, educationists, research scholars, and teachers. This study would be beneficial for teachers because the investigator will find the causes, those causes which make hindrances in the job profession of teachers. On the other hand it would be beneficial for researchers, because this study will help them to get innovative ideas for further studies. The investigator hopes that these findings would fill the gaps.

## **1.5 STATEMENT OF THE PROBLEM**

In this study the investigator has attempted to study the professional commitment and work motivation of teachers. Researcher further intended to study the level of commitment and work motivation among teachers. After that the investigator intended to study the relationship of

professional commitment and work motivation with role conflict. These things appealed the researcher to do research on this aspect. So the problem has been entitled as “ROLE CONFLICT AMONG TEACHERS IN RELATION TO THEIR PROFESSIONAL COMMITMENT AND WORK MOTIVATION”.

### **1.6 OPERATIONAL DEFINITIONS OF THE TERMS**

**Role Conflict:**-Role Conflict is a tension that occurs when a person is facing multiple roles having multiple statuses. It means that it occurs between two or more than two roles.

**Professional Commitment:** Professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. Professional commitment is an individualized concept that combines commitment to a profession and the organization of employment.

**Work Motivation:** It is also a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration

### **1.7 OBJECTIVES**

1. To study the level of role conflict, professional commitment and work motivation of teachers
2. To study the difference in role conflict, professional commitment and work motivation with gender and type of school
3. To study the relationship of professional commitment and work motivation with role conflict of school teachers..

### **1.8 HYPOTHESES**

1. Male and female teachers do not differ significantly in their:
  - (a) Role conflict
  - (b) Professional commitment
  - (c) Work motivation

2. Government and private school teachers do not differ significantly in their
  - (a) Role conflict
  - (b) Professional commitment
  - (c) Work motivation
3. Professional commitment and work motivation have no significant relationship with role conflict of school teachers.

### **1.9 DELIMITATIONS OF STUDY**

The study was delimited to five districts of Punjab namely Hoshiarpur, Ludhiana and Pathankot, Rupnagar and Faridkot.

## **CHAPTER - 2**

### **METHODOLOGY AND PROCEDURE**

This chapter provides an overview of the research design used in the present study. The research method to be adopted by the researcher for getting the reliable and valid information as well as for coming at accurate inferences. The proposed study is descriptive in nature.

#### **2.1 RESEARCH METHOD**

Keeping in view the objectives and hypothesis and nature of all variables of the study. Descriptive method of research is employed for the present study as this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships that exist. The dependent variable is role conflict of secondary school teachers. The independent variables are: (1) professional commitment and (2) work motivation. The study focused on assessing the relationship between independent variables and the dependent variable, in general, and also with respect to different demographic factors.

#### **2.2 SAMPLE: TECHNIQUE AND DESIGN**

A sample is the smaller representation of larger whole. Most of educational phenomenon consists of a large number of units. The sample frame of the present study comprised 150 senior secondary school teachers. The data have collected from 150 teachers and in each district 30 teachers have selected for gathering data. Keeping in mind the nature of problem, Purposive sampling technique will be used for collection of data.

Purposive sampling technique was used to select the sample of teachers. The investigator has chosen purposive sampling technique because he has to collect the data from those teachers who will be available at that particular time. Investigator is not going to collect data on pre selected sample of teachers because they might be not available at the time of data collection. So researcher will collect data from already presented teachers for fulfilling the purpose of study.

## **2.3 TOOLS OF DATA COLLECTION**

For the purpose of data collection following tools has been used.

1. Professional commitment scale for teachers by Dr.Ravinder kaur and Dr. Sarbjit Kaur Ranu.
2. Work Motivation Questionnaire for Teachers by Dr.K.G.Agrawal
3. Teachers Role Conflict Inventory for secondary school teachers by Pramila Prasad and L.I. Bhusan

### **2.3.1 Description of Role Conflict Inventory by Prasad and Bhusan (2009)**

This inventory contains 22 items, and was administered on 100 school teachers twice after granting an interval of four weeks. For determining the internal consistency of the test items were split into odd even and first half second half groups. The coefficient of internal consistency as corrected by Spearman Brown formula was found to be 0.88 and 0.81 for the odd even and the first half second half respectively. The test-retest reliability coefficient was found to be 0.55,

### **2.3.2 Description of Professional Commitment Scale by Kaur and Kaur (2011)**

This scale was revised on 2011 and this scale was designed to measure the professional commitment of teachers. Scale contains 45 items and this scale was administered on hundred teachers of ten different schools and after that the same scale was administered after the gap of one month for the test retest reliability. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be .76 (significant at .01 level).

### **2.3.3 Description of Work Motivation Questionnaire by Dr. K. G. Agrawal (2006)**

This questionnaire contains 26 items. The work motivation questionnaire was revised in 2006 by National psychological Corporation. The all items of this questionnaire had high coefficient of correlation with the total score significant beyond 1% level of confidence. Internal consistency of this questionnaire was found out by split half method. The reliability co-efficient by Spearman Brown formula was very high i.e. .994.

## **2.4 PROCEDURE OF DATA COLLECTION**

To achieve the proposed objectives of the present study, data has been collected from the teachers serving under senior secondary schools of Punjab. Scoring and tabulation has been done by the investigator, keeping in mind objectives and hypothesis.

## **2.5 STATISTICAL TECHNIQUE**

The statistical techniques which have been used for this study are quartile deviation, t-test and multiple correlation.

1. Quartile deviation was used to study the level of role conflict, professional commitment and work motivation
2. t-test was used for difference between groups in this study the investigator will differentiate on the basis of gender and type of school.
3. Multiple co-relation was used to study the relationship of professional commitment and work motivation with role conflict of teachers.



## **CHAPTER 3**

### **ANALYSIS AND INTERPRETATION**

The present chapter deals with the analysis and interpretation of the data according to the objectives and nature of the study. The generalization and interpretations lead towards conclusions and suggestions. It is therefore, necessary to get a meaningful picture of the raw information collected. Keeping in view the objectives of the study and their corresponding hypothesis, the data was statically processed using appropriate design and technique. Firstly by keeping in mind the first objective researcher studied the level of role conflict, professional commitment and work motivation on the basis of gender and type of school, the investigator would check the level by using quartile method. After that the investigator will do comparison of role conflict, professional commitment and work motivation on the basis of gender and type of school, by using t-test. Then researcher would find the relationship of role conflict professional commitment and work motivation with role conflict, by using multiple correlations. The third objective would show relationship between dependent and independent variables. All the results have been interpreted in detail and in serial manner. This evaluation was determined for the purpose to which we relate the facts.

#### **3.1 LEVEL OF ROLE CONFLICT, PROFESSIONAL COMMITMENT AND WORK MOTIVATION AMONG TEACHERS**

The analyses and interpretation of the level of role conflict, professional commitment and work motivation among teachers have been studied under this heading. Firstly level of role conflict among teachers has been explored with respect to gender and type of school. Secondly level of professional commitment has been explored with respect to gender and type of school. Thirdly level of work motivation has been explored with respect to gender and type of school. Details pertaining to this analysis have been given separately for role conflict, professional commitment and work motivation.

### 3.1.1 Level of Role Conflict Among Teachers

In order to study the level of role conflict among teachers, data has been analyzed by using percentage. The level of the variable is divided into three parts high, average and low. These levels have been identified with respect to Gender and type of school. The details have been given in the following table.

It has been observed that 16 % male teachers have low level of role conflict, which is on an average of 45.94. 69.33% male teachers have moderate level of role conflict on an average of 54.22 and 14.67 % have high level of role conflict with an average of 64.66. On the other hand 12.67% female teachers lies under low level of role conflict and 47.44 on an average, 79.33 % female teachers have moderate level of role conflict with an average of 61.12 and other 8% female teachers lies under high role conflict category, with an average of 52.09.

**Table-3.1.1**

#### **GENDERWISE AND SCHOOLWISE ROLE CONFLICT OF TEACHERS**

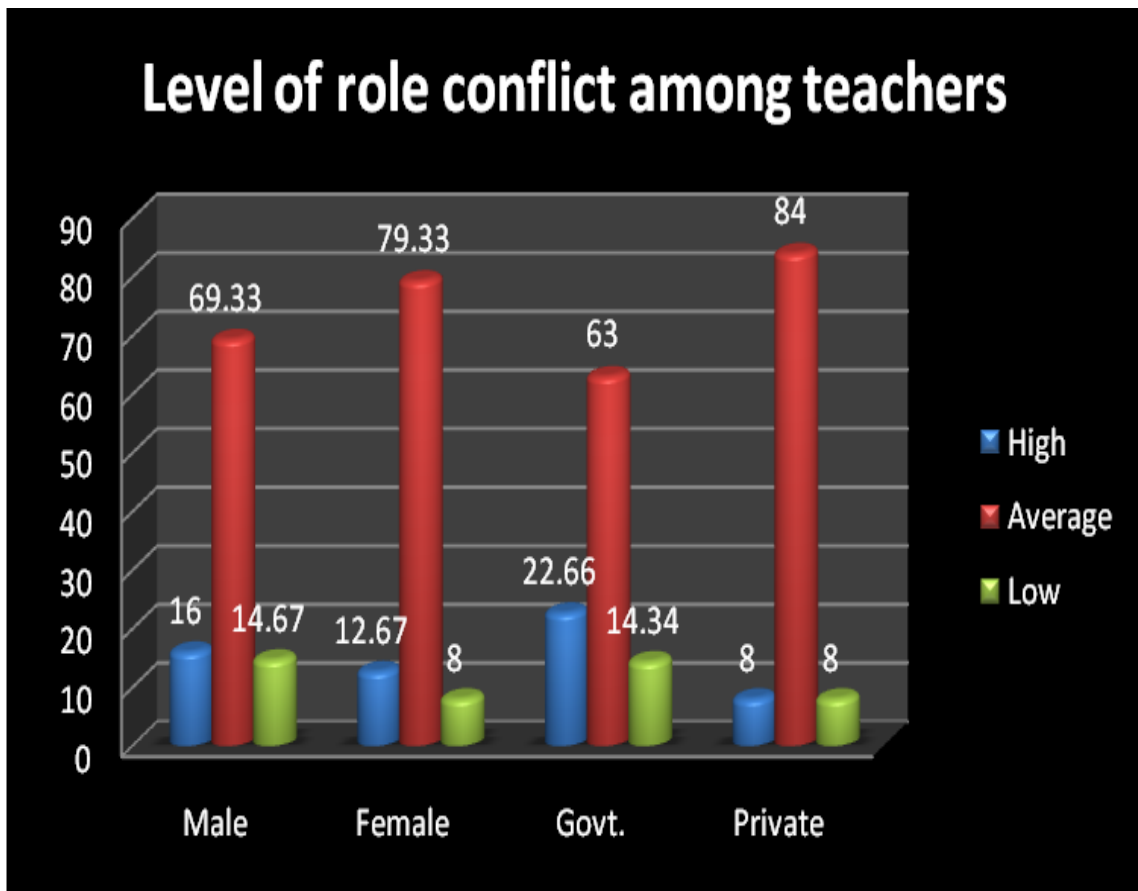
Teachers Level	Gender		Type of school	
	Male	Female	Govt.	Private
	RCS (%)	RCS (%)	RCS (%)	RCS (%)
<b>Low</b>	45.94 (16)	47.44 (12.67)	49.33 (22.66)	41.91 (8)
<b>Average</b>	54.22 (69.33)	61.12 (79.33)	53.19 (63)	58.11 (84)
<b>High</b>	64.66 (14.67)	52.09 (8)	66.41(14.34)	42 (8)

So the levels of role conflict on the basis of gender are mostly found high in male teachers and average level in female teachers. It may be concluded as male teachers have too much overburdening of roles and that role conflict arises when they has to play multiple roles at different situations.

On the other hand 22.66 govt. school teachers are falling in low level of role conflict with an average of 49.33. The percentage of govt. school teachers are 63% , this percentage is falling in average level of role conflict and 14.34 % are falling in high level of role conflict with an average of 66.41. While as when we take consideration towards private school teachers, 8% private school teachers are falling under low level of role conflict with an average of 41.91, and 84% lies under moderate level of role conflict and rest 8% are falling under high level of role conflict with an average of 42.. So the level of role conflict on the basis of school type has been found that role conflict of govt. school teachers is high than private school teachers, this means that govt. school teachers are falling under high role conflict in comparison of private school teachers.

Fig-3.1.1

**Level of role conflict among teachers**



The graph shows the three levels of role conflict viz. Low, Average and High. It has been observed that male teachers are having high level of role conflict than females. The percentage of male teachers is more in average level of role conflict than females. Male teachers are having more percentage than females in low level of role conflict. It has been found that govt. school teachers have high level of role conflict than private school teachers. After that private school teachers and govt. school teachers are falling in average level of role conflict and in low level of role conflict the maximum teachers are from govt. schools.

### **3.1.2 Level of Professional Commitment Among Teachers**

In order to study the level of role conflict among teachers, data has been analyzed by using percentage. The level of the variable is divided into three parts high, average and low. These levels have been identified with respect to Gender and type of school. The details have been given in the following table.

It has been observed that 46.59% male teachers falls under low level of professional commitment with an average of 135.5, and 53.41 % comes under moderate level of professional commitment with an average of 161.21.and 0 % comes under high professional category on the other hand 59% female teachers lies under low level of professional commitment with an average of 99.57, and 40 % female teachers lies under moderate level of professional commitment with an average of 162.52 and other 1% female teachers lies under high professional commitment with an average of 197.

So the level of professional commitment on the basis of gender has been found that male teachers are falling in high level of professional commitment and female teachers are under average professional commitment. So it may be concluded that male teachers are highly committed towards their profession. Female teachers are also committed towards their profession but in comparison with male teachers, they are little bit far behind.

**Table-3.1.2**

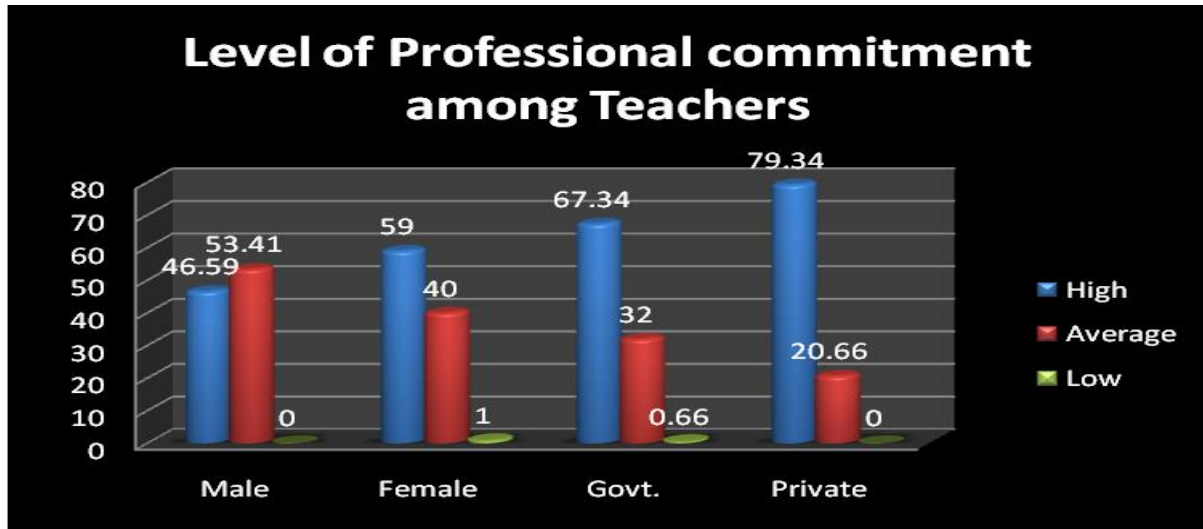
**GENDER WISE AND SCHOOL WISE PROFESSIONAL COMMITMENT OF TEACHERS**

<b>Teachers</b>  <b>Level</b>	<b>Gender</b>		<b>Type of school</b>	
	<b>Male</b>	<b>Female</b>	<b>Govt.</b>	<b>Private</b>
	<b>PCS (%)</b>	<b>PCS (%)</b>	<b>PCS (%)</b>	<b>PCS (%)</b>
<b>Low</b>	135.5 (46.59)	99.57 (59.00)	123.52 (67.34)	119.12 (79.34)
<b>Average</b>	161.21 (53.41)	162.52 (40.00)	141.23 (32)	142.21 (20.66)
<b>High</b>	00	197 (1.00)	174(0.66)	00

On the other hand 67.34% govt. school teachers are falling in low level of professional commitment with an average of 123.52, and 32% are falling in moderate level of professional commitment with an average of 141.23 and 0.66% is falling in high level of professional commitment with an average of 174. While as when we take consideration towards private school teachers 79.34 % private school teachers are falling under low level of professional commitment with an average of 119.12, and 20.66% lies under moderate level of professional with an average of 142.21 and 0% are falling under high professional category. So the level of professional commitment on the basis of school type has been found that professional commitment of govt. school teachers are high and the professional commitment of private school teachers are at average level. This means that govt. school teachers are falling under high level of professional commitment in comparison of private school teachers.

**Fig-3.1.2**

**Level of professional commitment among teachers**



The graph shows the three levels of professional commitment viz. Low, Average and High. It has been observed that female teacher is having high level of professional commitment than male teachers. The percentage of male teachers is more in average level of professional commitment than females. Male teachers are having more percentage than females in low level of professional commitment. It has been found that govt. school teachers have high level of professional commitment than private school teachers. Then we can say that govt. school teachers are maximum in low level of professional commitment than private school teachers.

**3.1.3 Level of Work Motivation Among Teachers**

In order to study the level of role conflict among teachers, data has been analyzed by using percentage. The level of the variable is divided into three parts high, average and low. These levels are has been identified with respect to Gender and type of school. The details have been given in the following table.

It has been found that 12.66% male teachers falls under low level of work motivation with an average of 86.89, and 75.34% falls under moderate level of work motivation with an average of 94.62 and 12% comes under high level of work motivation with an average of 112.05. On the other hand 14.67% female teachers lies under low level of work motivation with an average of 82.68, and 75.33% female teachers falls under moderate level of work motivation with an

average of 96.03 and other 10% female teacher lies under high level of work motivation with an average of 109.11.

**Table-3.1.3**

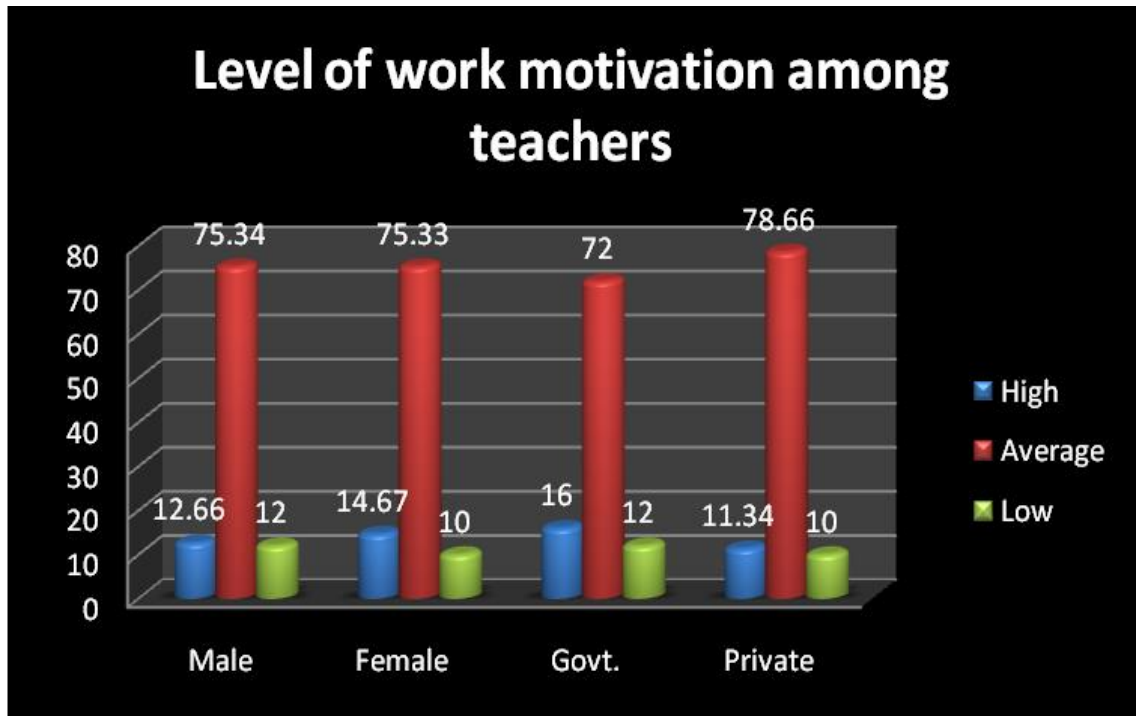
**GENDER WISE AND SCHOOL WISE WORK MOTIVATION OF TEACHERS**

<b>Teachers</b>  <b>Level</b>	<b>Gender</b>		<b>Type of school</b>	
	<b>Male</b>	<b>Female</b>	<b>Govt.</b>	<b>Private</b>
	<b>WMS (%)</b>	<b>WMS (%)</b>	<b>WMS (%)</b>	<b>WMS (%)</b>
<b>Low</b>	86.89 (12.66)	82.68 (14.67)	92.09 (16)	89.00 (11.34)
<b>Average</b>	94.62 (75.34)	96.03 (75.33)	97.33 (72)	98.31 (78.66)
<b>High</b>	112.05 (12)	109.11 (10)	111.00 (12)	113.19 (10)

So the level of work motivation on the basis of gender has been found that male teachers are in high level of work motivation and female teachers are in average level of work motivation. So it may be concluded that male teachers are highly motivated towards their work. So the level of work motivation is high in male teachers rather than female teachers. On the other hand 16% govt. school teachers are falling in low level of work motivation with an average of 92.09, and 72% are falling in moderate level of work motivation with an average of 97.33 and 12% is falling in high level of work motivation with an average of 12. While as when we take consideration towards private school teachers, 11.34% private school teachers are falling under low level of work motivation with an average of 89.00, and 78.66% lies under moderate level of role conflict with an average of 98.31 and rest 10% are falling under high level of work motivation with an average of 113.09. It revealed that the level of work motivation on the basis of school type is high in govt. school teachers rather than private school teachers. So we may conclude by saying that govt. school teacher are intrinsically and extrinsically motivated towards their work in comparison with private school teachers.

**Fig-3.1.3**

**Level of work motivation among teachers**



The graph shows the three levels of work motivation viz. Low, Average and High. It has been observed that male teacher is having high level of work motivation than female teachers. The percentage of male teachers is more in average level of work motivation than females. Female teachers are having more percentage than males in low level of work motivation. It has been found that govt. school teachers have high level of work motivation than private school teachers, an in average level of work motivation govt. teachers are more than private teachers. Then we can say that govt. school teachers are maximum in low level of work motivation than private school teachers.

### **3.2 ROLE CONFLICT, PROFESSIONAL COMMITMENT AND WORK MOTIVATION AMONG TEACHERS**

The analyses and interpretation of the comparison of role conflict, professional commitment and work motivation among teachers have been studied under this heading. Firstly the comparison of role conflict among teachers has been explored with respect to gender and



type of school. Secondly comparison of professional commitment has been explored with respect to gender and type of school. Thirdly comparison of work motivation has been explored with respect to gender and type of school. Details pertaining to this analysis have been given separately for role conflict, professional commitment and work motivation.

### 3.2.1 Role Conflict of Male and Female Teachers

In order to find out the significance of difference in the means of role conflict of male and female teachers, data was analyzed by computing t-ratios details of analysis and interpretation has been discussed below.

The calculated value of t with df 148, came out to be 1.561. This is less than the table value (0.01) even at (0.05) level of significance. Hence the hypothesis that “Male and female teachers do not differ significantly in their role conflict” is accepted. Therefore it may be interpreted that male and female school teachers do not differ significantly in their role conflict score. However the mean role conflict score shows a slight variate were male teachers are having 36.27, whereas female teachers mean score is 33.42. This minor difference may be because the male teachers have more obligations and duties in comparison with female teachers. Male teachers have to play multiple roles, e.g role of a father at home and a teacher at school. But this difference is not significant statistically

**Table-3.2.1**

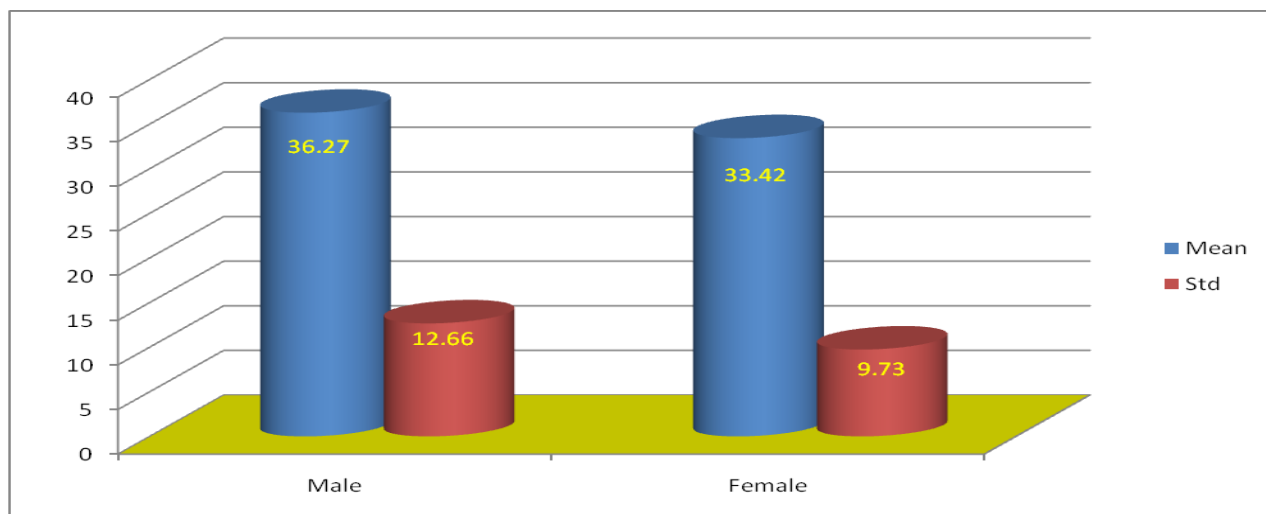
**MEAN, S.D AND t -TEST OF ROLE CONFLICT AMONG MALE AND FEMALE TEACHERS**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>St.dev</b>	<b>t-test</b>
Male	75	36.27	12.666	1.561
Female	75	33.42	9.734	

The results pertaining to male and female teachers has been supported by Ruchi agarwal (2014) who reported that male and female teachers are not significantly differentiated with their role conflict. Whereas usha devi (2014) had contrary results which shows that there is significant difference between male and female teachers in their role conflict

**Fig-3.2.1**

**ROLE CONFLICT OF MALE AND FEMALE TEACHERS**



The graph shows the mean and standard deviation of male and female teachers, the mean of male teachers in this graph is 36.27 and standard deviation of male teachers is 12.66, same is the case with female teachers, the mean of female teachers are 33.42 and the standard deviation of female teachers are 9.73.

**3.2.2 Professional Commitment of Male and Female Teachers**

In order to find out the significance of difference in the means of role conflict of male and female teachers, data was analyzed by computing t-ratios details of analysis and interpretation has been discussed below.

The calculated value of t with df 148, came out to be 0.95. This is less than the table value (0.01) even at (0.05) level of significance. Hence the hypothesis that “Male and female teachers do not differ significantly in their professional commitment” is accepted. Therefore it may be interpreted that male and female school teachers do not differ significantly in their professional

commitment score. However the mean professional commitment score shows a slight variate were male teachers are having 157.59, whereas female teachers mean score is 157.38.

**Table-3.2.2**

**MEAN, S.D AND t TEST OF PROFESSIONAL COMMITMENT AMONG MALE AND FEMALE TEACHERS**

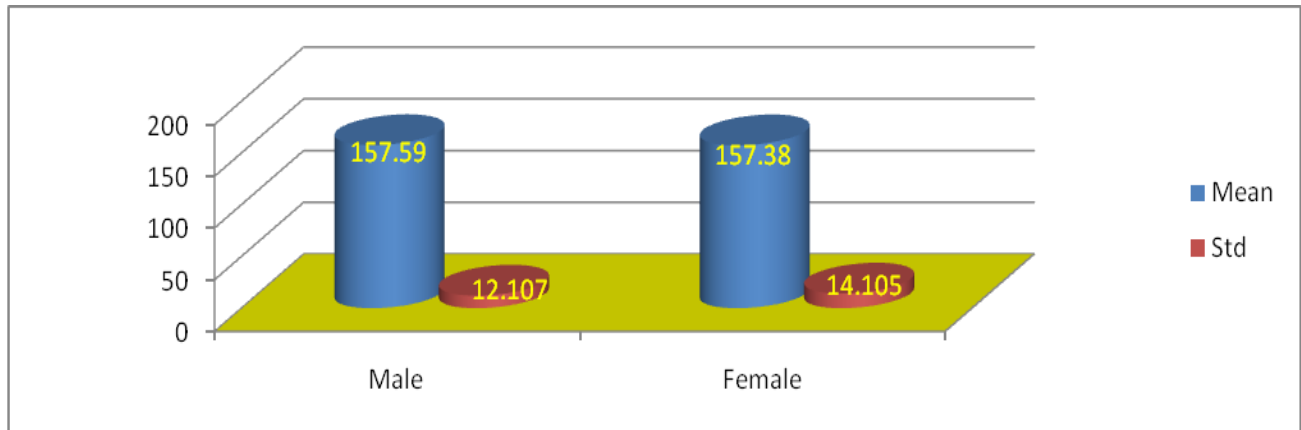
<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>St.dev</b>	<b>t-test</b>
Male	75	157.59	12.107	0.95
Female	75	157.38	14.105	

It may be assumed that male and female teachers are committed towards their profession. But male teachers are little bit more committed towards their profession rather than female teachers. Professional commitment of female teachers is lower than male teachers. The results pertaining to male and female teachers has been supported by manju rani (2015) who reported that male and female teachers are not significantly differentiated with their professional commitment. Whereas ajay kumar (2013) had a contrary result this shows that there is significant difference between male and female teachers in their professional commitment.

Fig. 3.2.2 graph shows the mean and standard deviation of male and female teachers, the mean of male teachers in this graph is 157.59 and standard deviation of male teachers is 12.107, same is the case with female teachers, the mean of female teachers are 157.38 and the standard deviation of female teachers are 14.105

**Fig-3.2.2**

**PROFESSIONAL COMMITMENT OF MALE AND FEMALE TEACHERS**



### 3.2.3 Work Motivation of Male and Female Teachers

In order to find out the significance of difference in the means of role conflict of male and female teachers, data was analyzed by computing t-ratios details of analysis and interpretation has been discussed below.

The calculated value of t with df 148, came out to be 0.572. This is less than the table value (0.01) even at (0.05) level of significance. Hence the hypothesis that “Male and female teachers do not differ significantly in their work motivation” is accepted. Therefore it may be interpreted that male and female school teachers do not differ significantly in their work motivation score. However the mean work motivation score shows a slight variate were male teachers are having 77.81, whereas female teachers mean score is 79.09. It revealed that there is no significant difference of work motivation among male and female teachers. It may be assumed that a male teacher work motivation is high than female teachers, and the score of male teachers is higher than female teachers. So it can be analyzed that Male teachers are intrinsically and extrinsically motivated than female teacher

**Table-3.2.3**

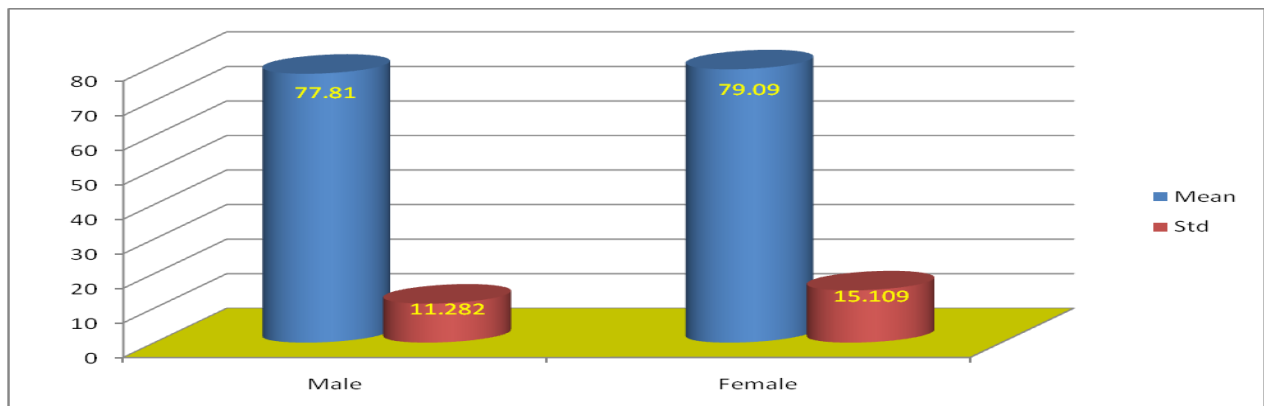
**MEAN, S.D AND t -TEST OF WORK MOTIVATION AMONG MALE AND FEMALE TEACHERS**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>St.dev</b>	<b>t-test</b>
Male	75	77.81	11.282	.572
Female	75	79.09	15.109	

The results pertaining to male and female teachers has been supported by Fatima islahi (2013) who reported that male and female teachers are not significantly differentiated with their work motivation. Whereas gehlawat (2013) had contrary results which show that there is significant difference between male and female teachers in work motivation.

**Fig-3.2.3**

**WORK MOTIVATION OF MALE AND FEMALE TEACHERS**



The graph shows the mean and standard deviation of male and female teachers, the mean of male teachers in this graph is 77.81 and standard deviation of male teachers is 11.282, same is

the case with female teachers, the mean of female teachers are 79.09 and the standard deviation of female teachers are 15.109

### 3.2.4 Role Conflict of Govt. and Private School Teachers

In order to find out the significance of difference in the means of role conflict of government and private school teachers, data was analyzed by computing t-ratios details of analysis and interpretation has been discussed below.

The calculated value of t with df 148, came out to be 1.274. This is less than the table value (0.01) even at (0.05) level of significance. Hence the hypothesis that “Government and private school teachers do not differ significantly in their role conflict” is accepted. Therefore it may be interpreted that government and private school teachers do not differ significantly in their role conflict score. However the mean role conflict score shows a slight variate were government school teachers are having 34.09, whereas private school teachers mean score is 36.54. Results revealed that there is no significant difference of role conflict among government and private school teachers. It may be assumed that government school teachers have much role conflict than Private school teachers.

**Table-3.2.4**

**MEAN, S.D AND t- TEST OF ROLE CONFLICT AMONG GOVT. AND PRIVATE SCHOOL TEACHERS**

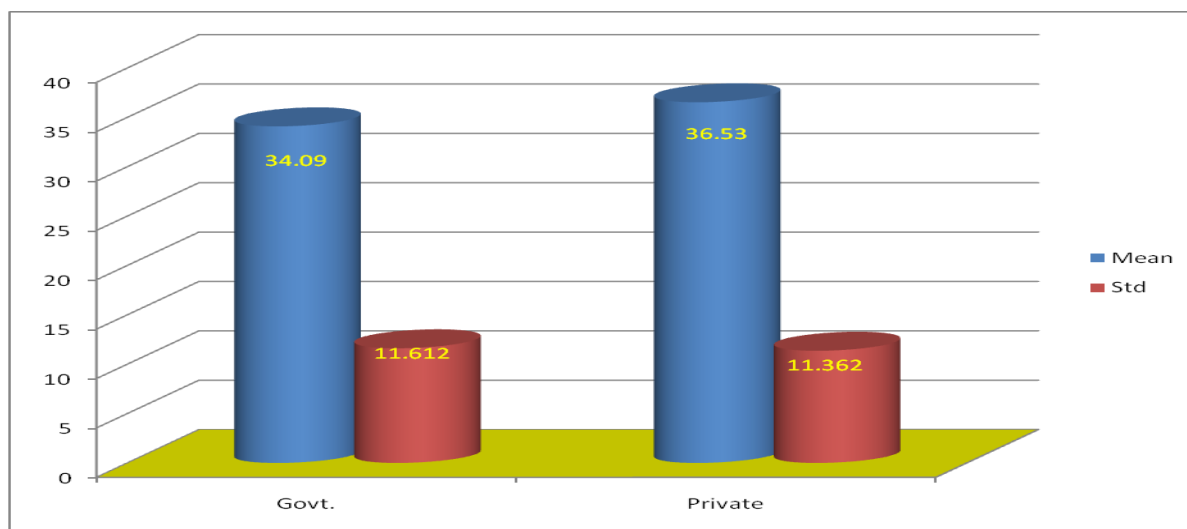
<b>School type</b>	<b>N</b>	<b>Mean</b>	<b>St.dev</b>	<b>t-test</b>
Govt.	92	34.09	11.612	1.274
Private	58	36.53	11.362	

The results pertaining to male and female teachers has been supported by shabana (2014) who reported that govt. and private school teachers are not significantly differentiated with their

role conflict. Whereas ruchi (2014) had contrary results which show that there is significant difference between govt. and private school teachers in role conflict.

**Fig- 3.2.4**

**ROLE CONFLICT OF GOVT. AND PRIVATE SCHOOL TEACHERS**



The graph shows the mean and standard deviation of govt. and private school teachers, the mean of govt. school teachers in this graph is 34.09 and standard deviation of govt. school teachers is 11.612, same is the case with private school teachers, the mean of private school teachers are 36.53 and the standard deviation of private school teachers 11.362

**3.2.5 Professional Commitment of Govt. and Private School Teachers**

In order to find out the significance of difference in the means of role conflict of male and female teachers, data was analyzed by computing t-ratios details of analysis and interpretation has been discussed below.

The calculated value of t with df 148, came out to be .596. This is less than the table value (0.01) even at (0.05) level of significance. Hence the hypothesis that “Government and private school teachers do not differ significantly in their professional commitment” is accepted. Therefore it may be interpreted that government and private school teachers do not differ significantly in their professional commitment score. However the mean professional

commitment score shows a slight variate were government school teachers are having 158, whereas private school teachers mean score is 156.71. .

**Table-3.2.5**

**MEAN, S.D AND t TEST OF PROFESSIONAL COMMITMENT AMONG GOVT. AND PRIVATE SCHOOL TEACHERS**

<b>School type</b>	<b>N</b>	<b>Mean</b>	<b>St.dev</b>	<b>t-test</b>
Govt.	92	158.00	13.075	.596
Private	58	156.71	12.864	

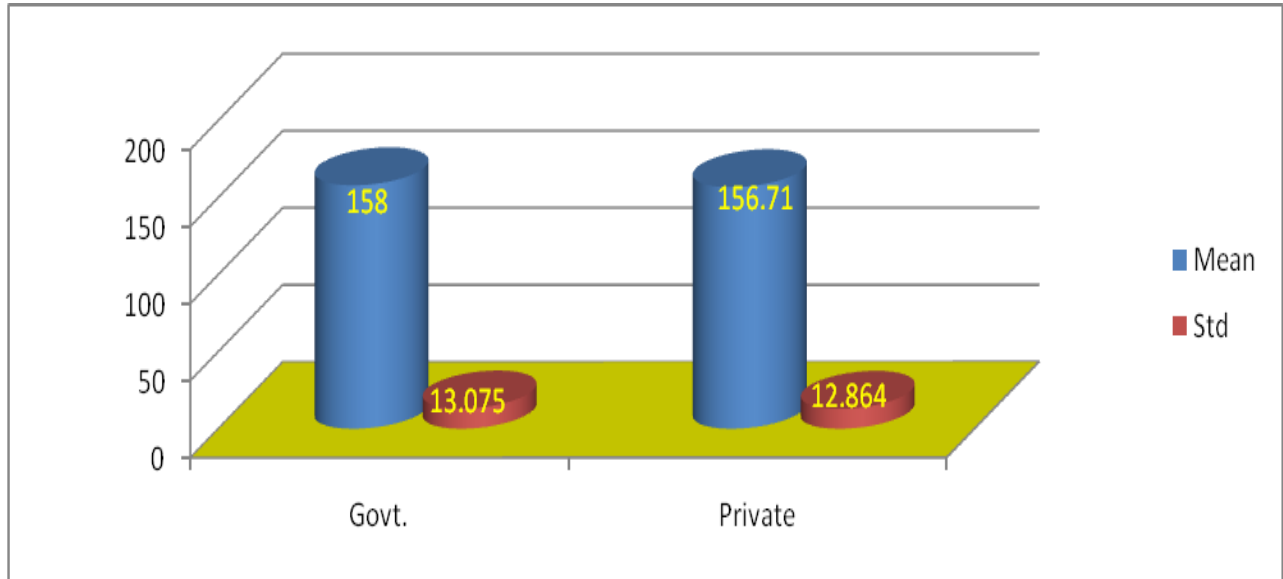
Results revealed that there is no significant difference of professional commitment among government and private school teachers. The results pertaining to government and private school teachers has been supported by rani (2015) who reported that govt. and private school teachers are significantly differentiated with their professional commitment. Whereas ajay (2013) had contrary results which show that there is significant difference between govt. and private school teachers in professional commitment.

Fig.3.2.5 The graph shows the mean and standard deviation of private and govt. school teachers, the mean of govt. school teachers in this graph is 158 and standard deviation is 13.075, same is the case with private teachers, the mean of private teachers are 156.71 and the standard deviation is 12.864



**Fig-3.2.5**

**PROFESSIONAL COMMITMENT OF GOVT. AND PRIVATE SCHOOL TEACHERS**



**3.2.6 Work Motivation of Govt. and Private School Teachers**

In order to find out the significance of difference in the means of role conflict of government and private school teachers, data was analyzed by computing t-ratios details of analysis and interpretation has been discussed below.

The calculated value of t with df 148, came out to be .183. This is less than the table value (0.01) even at (0.05) level of significance. Hence the hypothesis that “Government and private school teachers do not differ significantly in their work motivation” is accepted. Therefore it may be interpreted that government and private school teachers do not differ significantly in their work motivation score. However the mean work motivation score shows a slight variate were government school teachers are having 78.52, whereas private school teachers mean score is 78.12. This minor difference may be because government school teachers are intrinsically and extrinsically motivated than private school teachers

**Table-3.2.6**

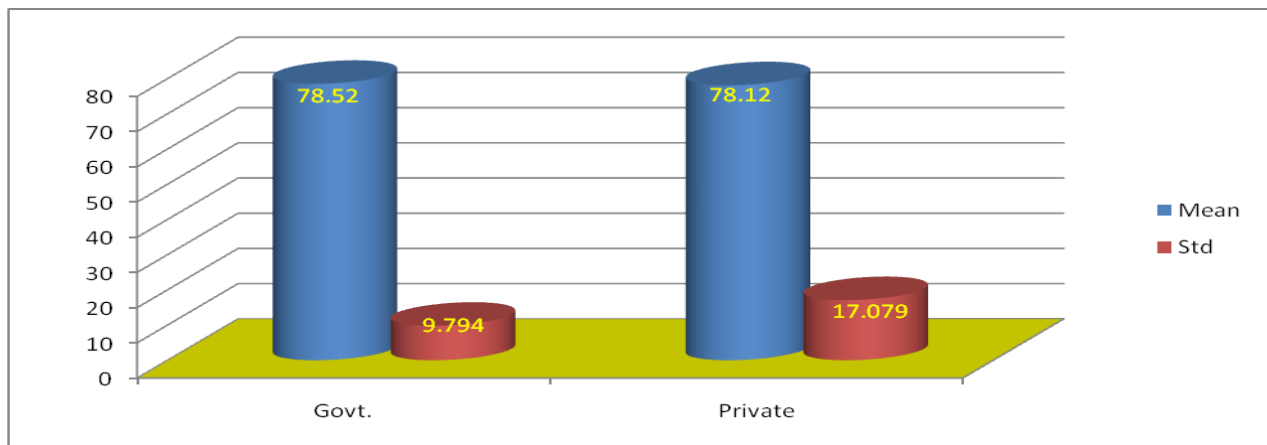
**MEAN, S.D AND t TEST OF WORK MOTIVATION AMONG GOVT. AND PRIVATE SCHOOL TEACHERS**

School type	N	Mean	St.dev	t-test
Govt.	92	78.52	9.794	.183
Private	58	78.12	17.079	

The results pertaining to govt. and private school teachers has been supported by vaghela naresh (2015) who reported that govt. and private school teachers are not significantly differentiated with their work motivation. Whereas bharath (2015) had contrary results which show that there is significant difference between govt. and private school teachers in work motivation

**Fig: 3.2.6**

**WORK MOTIVATION OF GOVT. AND PRIVATE SCHOOL TEACHERS**



The graph shows the mean and standard deviation of govt. and private school teachers, the mean of govt. school teachers in this graph is 78.52 and standard deviation of male teachers is 9.794, same is the case with private school teachers, the mean of private school teachers are 78.12 and the standard deviation is 17.079

### **3.3 RELATIONSHIP OF PROFESSIONAL COMMITMENT AND WORK MOTIVATION WITH ROLE CONFLICT**

The data was analyzed by using multiple co-relation, for this purpose “R” has been computed to see the relationship with r1, r2 and r3 and the respected values are r1 role conflict and professional commitment(.050), r2 role conflict and work motivation(.155), r3 professional commitment and work motivation with role conflict is (0.21). Analysis of the data has been detailed below

The coefficient of correlation between role conflict and professional commitment is r1 (0.050), role conflict and work motivation is r2 (0.155) and professional commitment and work motivation is (0.21). The calculated value of “R” with df 148 came out to be 0.21, which is higher than the table value even at 0.01 level of significance. Hence the proposed hypothesis “Professional commitment and work motivation have no significant relationship with role conflict of teachers” is rejected. It indicates that there is positive relationship between role conflict, professional commitment and work motivation. The result indicates that professional commitment and work motivation both affects the teacher’s role conflict.

**Table-3.3.1**

**Multiple Correlations of Professional Commitment and Work Motivation with Role Conflict**

<b>Variables</b>	<b>N</b>	<b>“r”</b>	<b>Type of variables</b>		<b>df</b>	<b>“R”</b>
Role conflict and professional commitment	150	0.050	Dependent Variable	Role conflict	148	0.21**
Role conflict and work motivation		0.155		Professional commitment		
Professional commitment and work motivation		0.258	Independent Variables	Work motivation		
**significant at 0.01 level of significance						

So we can predict that professional commitment and work motivation are positively related with role conflict. Teachers role conflict can arise if they are not committed towards their profession and as well as if they are not motivated towards their work intrinsically and extrinsically. The results pertaining to relationship of professional commitment and work motivation with role conflict has been supported by Ruchi agarwal (2014) who reported that professional commitment and work motivation are related with role conflict. Whereas Beena (2011) had a contrary result this shows that there is no significant relationship of professional commitment and work motivation with role conflict.

## **CHAPTER – 4**

### **CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

In the light of interpretation of the data, the researcher has to use all care and caution in formulating conclusions and generalizations. This final step of research demands critical and logical thinking in summarizing the findings of the study and compares them with the objectives formulated in the beginning. The researcher should not draw conclusions which are inconsistent among themselves or with external realities

#### **4.1 CONCLUSION**

Conclusions are as essential as investigation. They provide a finishing touch and review to the whole of the critical work. In the present study the investigator has tried to find out the role conflict among teachers in relation to their professional commitment and work motivation. On the basis of analysis and interpretation of data, following conclusions can be drawn.

1. On the basis of gender it has been concluded that the level of role conflict of male teachers is high in comparison with female teachers. Most of the female teacher falls under low level of role conflict.
2. On the basis of gender it has been concluded that the level of professional commitment of male teachers is high in comparison with female teachers. Most of the female teachers are falling under average level of role conflict.
3. On the basis of gender it has been concluded that the level of work motivation of female teachers is high in comparison with male teachers. Work motivation is high in female teachers rather than male teachers.
4. On the basis of school type the level of role conflict is high in private school teachers in comparison with govt. school teachers. Govt. school teachers are falling in low level of role conflict while as private school teachers they have high level of role conflict.

5. On the basis of school type the level of professional commitment is high in govt. school teachers in comparison with private school teachers. So private school teachers are falling average level of professional commitment
6. On the basis of school type the level of work motivation is high in govt. school teachers in comparison with private school teachers. It means that govt. school teachers are motivated towards their work.
7. The male and female teachers do not differ significantly with respect to their role conflict. So on the basis of gender it has been found that there is not so much difference between male and female in their role conflict.
8. The male and female teachers do not differ significantly with respect to their professional commitment. So it means that there is not so much difference in professional commitment among gender.
9. On the basis of gender it has been found that the male and female teachers do not differ significantly with their work motivation. So it means that gender do not differ significantly in their work motivation.
10. On the basis of school type it has been found that the govt. and private school teachers do not differ significantly with their role conflict.
11. The govt. and private school teachers do not differ significantly with their professional commitment. It means that on the basis of school type, the school teachers do not differ significantly.
12. The govt. and private school teachers do not differ significantly with their work motivation. It can be concluded as that work motivation is commonly found in govt. and private school teachers.
13. Role conflict establishes positive and significant relationship with professional commitment and work motivation among teachers. So it may be concluded as that there is relationship of professional commitment and work motivation with role conflict.

### 4.3 RECOMMENDATIONS

The present piece of research has its recommendations for teachers, principals and administrators

1. It is recommended to teachers that they should recognize the level of role conflict among them and should show teacher responsiveness. So, it is the duty of the teachers, principals and administrators to cope up with the needs and desires of teachers
2. It is recommended to government organization that some sort of seminars should be held, so that teachers can develop their commitment towards their profession, and get motivation for work and side by side ignore the conflict regarding their roles.
3. It is recommended to higher authority of educational institutions that they should focus on the problems, those problems who make hindrances in the way of teachers regarding their work and profession.
4. Teachers must avoid comparisons, and has to encourage himself for his duties and obligations.
5. Teachers have to make judgment regarding their roles, so that the conflict cannot arisen in the way of teaching profession.
6. The higher authority has to pay sympathetic consideration towards the work of teachers, so they get intrinsically and extrinsically motivated towards their work.
7. Meetings should be organized for teachers, so that they can share their views and thoughts regarding their role, profession and work.

### 4.3 SUGGESTIONS

No research is perfect and complete in all aspects. Every research has got its own limitations. Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Therefore, the present study opens up certain avenues for further research which are briefly mentioned below:

1. Similar study can be conducted on a larger sample and in different regions and states to have in-depth knowledge of the factors determining role conflict among teachers.
2. The present study was conducted on the sample of secondary and sr. sec school teachers only. It can be extended to school teachers of other levels such as primary teachers and secondary school teachers and comparisons can be made between them.
3. The present piece of research was confined to study of only two correlates i.e. role conflict with professional commitment and work motivation. It is advisable to discover other determinants of role conflict like role ambiguity, role overload, leadership styles, job involvement, teacher morale, socio-emotional school climate and attitude towards work etc.
4. In the present study, the sample was delimited to only five districts of Punjab state. It can be extended to whole Punjab state.
5. The present study was confined to the govt. and private schools. Similar study can be replicated on the school located in rural and urban settings.
6. In the present study, the sample was delimited to teachers working in schools affiliated to Punjab school education board. A comparative study of teachers working in PSEB and CBSE schools can be undertaken.
7. The present piece of research comprised teachers from government and private schools only which can be extended to govt.-aided schools also and comparison can drawn between the three types of schools.
8. Only two demographic variables viz. type of schools and gender has been taken up in the present study. The other demographic variables such as educational qualifications, academic stream, personality type, locality etc can also be taken up.
9. There is also a need to discover the various antecedents and consequences of role conflict so as to improve the teacher performance.



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