



**ROLE CONFLICT AMONG TEACHERS: A COMPARATIVE STUDY ON THE
BASIS OF TYPE OF INSTITUTION, ACADEMIC STREAM AND LOCUS OF
CONTROL**

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Abstract

The present study was designed to investigate role conflict and its dimensions i.e. work-family conflict (WFC), family-work conflict (FWC), work-professional growth conflict (WPC), work-self conflict (WSC), work-health conflict (WHC) and work-social conflict (WSC) among teachers working in Colleges of Education in relation to type of institution, academic stream and locus of control. While employing descriptive survey method, the present study was conducted on a sample of 300 teachers working in B.Ed. colleges of Haryana. The sample was selected by using multi-stage random sampling technique. Teacher's Role Conflict Scale and Teacher's Locus of Control Scale standardized by Gupta and Nain were used for data collection. Means, S.D's were worked out to describe the nature of data and 't' test was applied to test the significance of different groups. The findings revealed significant difference in role conflict and its dimensions among teachers working in govt./govt. aided and self-financing B.Ed. colleges; having internal and external locus of control. A significant difference in role conflict and its dimensions among teachers belonging to science and arts stream except family-work conflict, work-self conflict and work-health conflict was observed.

Key Words: Role Conflict, Type of Institution, Academic Stream, Locus of Control



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Introduction

Every individual in a social system plays multifaceted roles and sometimes plays them simultaneously. When the expectations for one role create conflict with another, role conflict occurs (Decker, 1986[3]; O'Connor & MacDonald, 2002[8]; Sage, 1987[11]). Role conflict is defined as when expectations are perceived as incompatible for multiple roles or positions in society (Decker, 1986[3] and Millslagle & Morley, 2004[6]). So It occurs when an individual feels difficulty in fulfilling multifaceted roles. In lay terms, there are the moments when one wears two hats at the same time. It is found that experience greater conflict while playing different roles inside and outside the institution because of the incompatible nature of these roles. Lathakumar (2000)[5] revealed that age, teaching experience, family involvement and job involvement of married women were found to be negatively related to role conflict whereas job stress was found to be positively related to role conflict. Upadhayay and Singh (2001)[12] found that the higher secondary school showed significantly higher level of stress than the college on the factors related to role conflict and role ambiguity etc. Roa and Ramasundaram (2008) [9] revealed that married women were subjected to more role conflict than unmarried/single women. Jena (2011) [4] found no significant difference in role conflict and work motivation among secondary school male and female tribal and also found no significant relationship between the role conflict and work motivation among secondary school male and female tribal .

Locus of control is a well-known cognitive-behavioural psychological attribute that describes an individual's specific way of perceiving the world. Rotter (1966)[10] defined locus of control as a generalized expectancy of internal (self-initiated change orientation) versus external control (change attributed to a source or power outside of the person) over behaviour outcomes. In other words, individuals with internal locus of control orientation believe that the ability to influence outcomes resides within themselves and is the direct result of their efforts, personality strength, and intensions. On the other hand, those with external locus of control orientation believe that they don't have potential to control their outcomes. Those individuals with internal locus of control believe that their future life is affected by their efforts; while those with an external locus of control believe that many events in their life happen by chance (Coleman and Deleire, 2003[2]; and Miu, 2010[7]). Brookover and Lezotte (1979)[1] defined locus of control as perceptions whether they see students' achievement as a consequence of their own actions and under their personal control or not.

Variables Used

- **Dependent Variable:** Role Conflict
- **Independent Variables:** (a) Type of Institution (b) Academic Stream and (c) Locus of Control.

Objectives of the Study

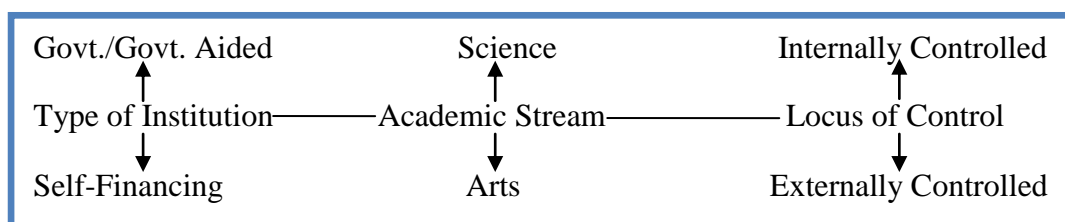
To compare the role conflict and its dimensions as work-family conflict, family-work conflict, work-professional growth conflict, work-self conflict, work-health conflict and work-social conflict among teachers with respect to their type of institution, academic stream and locus of control.

Hypotheses of the Study

There is no significant difference in role conflict and its dimensions as work-family conflict, family-work conflict, work-professional growth conflict, work-self conflict, work-health conflict and work-social conflict among teachers: a) working in Govt. /Govt. Aided and Self-Financing B.Ed. colleges; b) belonging to Arts and Science stream; c) having internal and external locus of control.

Methodology

In the present study, descriptive survey method was used. The independent variables i.e. type of institution; academic stream and locus of control with respect to teachers were varied at two levels as shown in the schematic design:



Sample

300 teachers working in govt./govt. aided and self-financing B.Ed. colleges of Haryana were selected by using multi-stage stratified random sampling technique. The teachers who scored 55 and below were considered as internally controlled and those who scored 70 and above were considered as externally controlled.

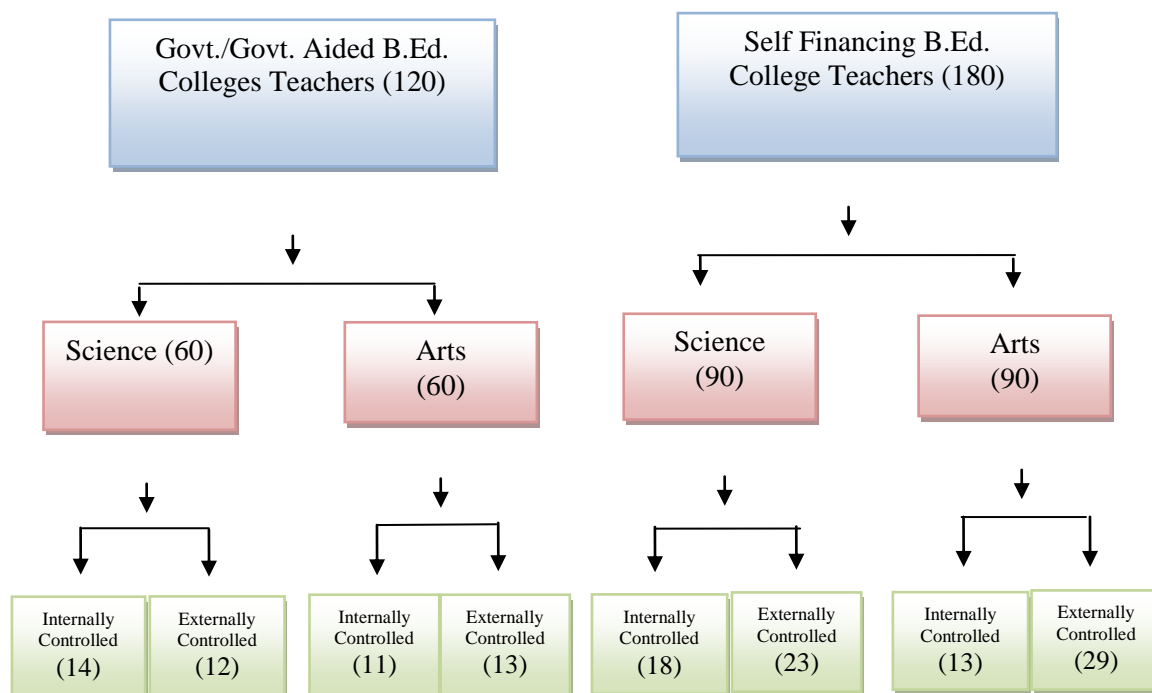


Fig. 1: Detailed Study of the Sample

Tools Used

Self developed tools i.e. Teacher’s Role Conflict Scale (TRCS-GMNI) and Teacher’s Locus of Control Scale (TLOC-GMNI) have been used in the present study.

Statistical Techniques Used

Means, S.D’s and t-test were used to analyse the data.

Analysis and Interpretation

The main objective was to compare the role conflict and its dimensions with respect to type of institution, academic stream and locus of control of teachers. To achieve the objectives of the present study, the data were subjected to t-test. Table 1 presents means, S.D’s and t-values of teachers working in Govt./ Govt. Aided and Self financing colleges of education with respect to their role conflict and its dimensions. As it can be seen from the given table 1 and Fig. 2, the mean scores of teachers working in Govt. / Govt. Aided and Self Financing B.Ed. colleges were measured and compared on the overall level of role conflict which is found to be significant. It is inferred from the result that teachers working in govt./ govt. aided colleges face low level of role conflict as compared to teachers working in self financing colleges who face high level of role conflict.

Table 1

‘t’ values for Mean Scores of Role Conflict and its dimensions of Teachers working in Govt./ Govt. Aided and Self financing B.Ed. colleges

Variables	Teachers (Type of Institution)				t-values
	Govt./Govt. Aided (120)		Self Financing (180)		
	Mean	S.D.	Mean	S.D.	
WFC	11.43	4.16	14.92	3.54	7.8* *
FWC	9.15	3.4	11.63	3.29	6.31**
WPC	8.45	2.3	10.98	2.66	8.53**
WSC	6.7	1.09	7.89	1.95	6.11**
WHC	7.57	2.3	9.34	2.1	6.9**
WSC	7.75	2.44	10.32	2.22	9.43**
Role Conflict	51.04	14.94	65.07	14.81	8.01**

* * Significant at 0.01 level

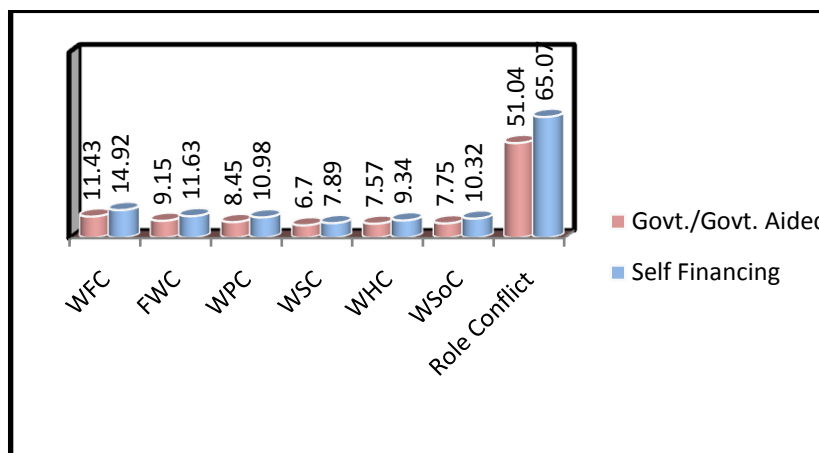


Fig. 2: Mean Scores for Effect of Type of Institutions on Role Conflict of Teachers

The table 2 presents means, S.D’s and t-values for teachers belonging to science and arts stream with respect to their role conflict with its dimensions. Table 2 depicts that significant difference was found in total role conflict with its three dimensions i.e. work-family conflict, work-professional growth conflict and work-social conflict among teachers belonging to science and arts stream. But three of its dimensions as family-work conflict, work-self conflict and work-health conflict among teachers belonging to science and arts stream are not

found to be significant. In the context of mean scores, it was found that the mean score of overall role conflict of teachers belonging to arts stream (58.8) is higher than that of teachers belonging to science stream (55.16) as shown in the Fig. 3.

Table 2: ‘t’ values for Mean Scores of Role Conflict and its dimensions of Teachers belonging to Science and Arts Stream

Variables	Teachers (Academic Stream)				t-values
	Science (150)		Arts (150)		
	Mean	S.D.	Mean	S.D.	
WFC	12.25	4.23	13.5	3.94	2.64**
FWC	10.14	3.58	10.45	3.25	0.78 (NS)
WPC	9.11	2.49	9.81	2.65	2.34*
WSC	7.01	1.19	7.29	1.73	1.63 (NS)
WHC	8.21	2.28	8.57	2.25	1.37 (NS)
WSoC	8.43	2.23	9.19	2.45	2.78**
Role Conflict	55.16	15.33	58.8	15.34	2.06*

** Significant at 0.01

NS -Not Significant

* Significant at 0.05

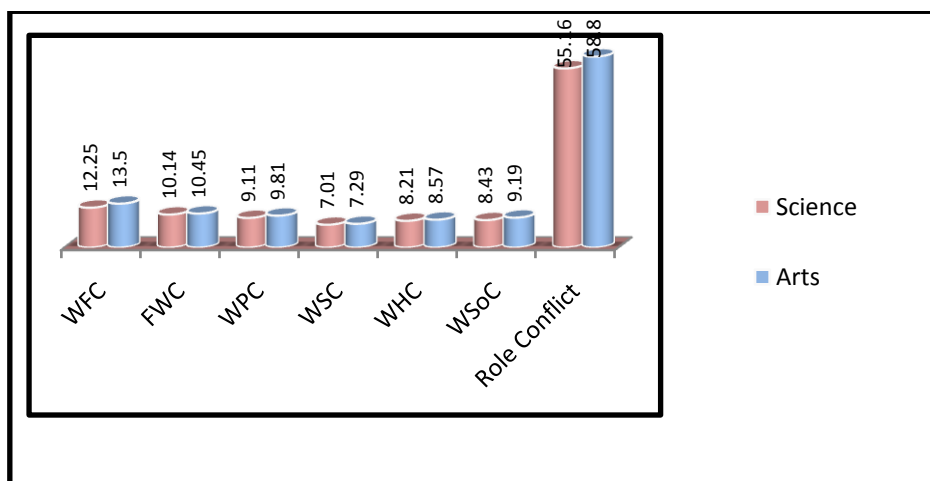


Fig. 3: Mean Scores for Effect of Academic Stream on Role Conflict of Teachers

The table 3 presents means, S.D’s and ‘t’-values for teachers having external and internal locus of control with respect to their role conflict. The mean scores have also been presented in the form of bar-diagram in Fig. 4. An examination of Table 3 reveals that t-values for the

mean scores of role conflict between internally controlled teachers and externally controlled teachers are not significant at 0.01 level. As shown in table 3 and figure 4, the teachers having external locus of control face high degree of role conflict than teachers having internal locus of control.

Table 3: ‘t’ values for Mean Scores of role conflict and its dimensions of teachers having internal and external locus of control

Variables	Teachers (Locus of Control)				t-values
	Internal (56)		External (77)		
	Mean	S.D.	Mean	S.D.	
WFC	11.57	4.35	14.28	3.59	5.77**
FWC	9.6	3.61	11.02	3.25	3.45**
WPC	9.08	2.47	10.41	2.71	4.19**
WSC	6.89	1.3	7.68	1.98	3.66**
WHC	8.21	2.38	8.96	2.19	2.75**
WSoC	8.29	2.09	9.82	2.38	5.49**
Role Conflict	53.65	15.64	62.16	15.14	4.59**

**Significant at 0.01

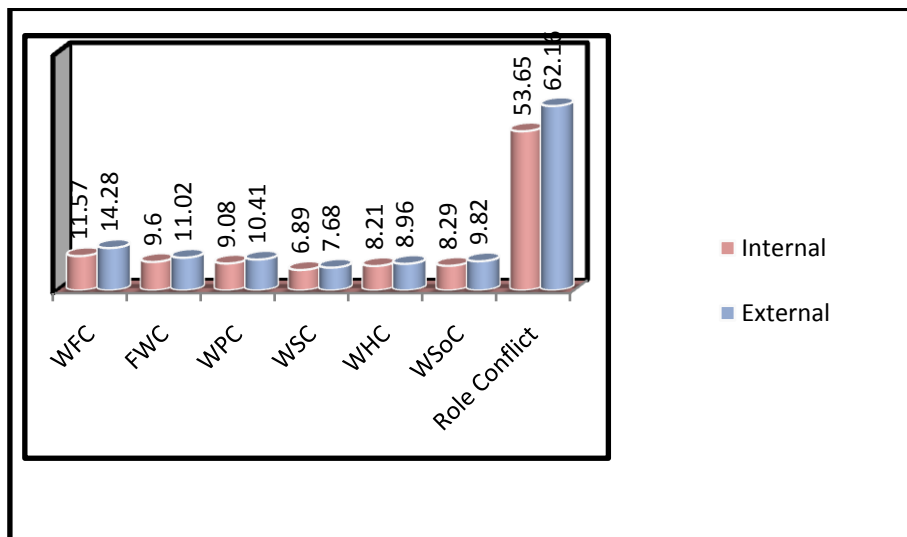


Fig. 4: Mean Scores for Main Effect of Locus of Control on Role Conflict of Teachers

Findings of the Study

- There found a significant difference in role conflict and its dimensions among teachers working in govt./govt. aided and self-financing B.Ed. colleges.
- A significant difference in professional commitment and its dimensions among teachers belonging to science and arts stream except family-work conflict, work-self conflict and work-health conflict was observed.
- Role conflict and its dimensions among teachers having internal and external locus of control were found to be significant.

Educational Implications

The teacher's role conflict is largely the consequence of social, economic and political changes in the world that is contently developing. However, there should be done open discussion and continuous research in this field that may be helpful to check. Educational and organisational change is the need of the hour. Every training institution has to adopt work-life balance practices for their teachers to help them reducing the level of role conflict that further help them to lead a balanced life. They should be provided ample opportunities in terms of conducting workshops and seminars, attending conferences, workshops, seminars and counselling etc. for minimizing the degree of role conflict.

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