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Locus of Control and Gender as the Main Determinants of Role Conflict among Secondary School Teachers

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Abstract

The present study was undertaken to examine the role conflict of secondary school teachers in relation to locus of control and gender. Role conflict was treated as dependent variable whereas locus of control (internal and external) and gender (male and female) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 350 teachers was taken using multi-stage random sampling technique. Teachers Role Conflict Scale by Gupta and Nain (2016) and Teachers Locus of Control Scale by Gupta and Nain (2016) were used to collect the data. Two-Way ANOVA with 2x2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. Main effect of locus of control on role conflict of secondary school teachers was found to be not significant whereas the main effect of gender on role conflict of secondary school teachers was found to be significant. A significant interaction effect of locus of control and gender was reported on role conflict of secondary school teachers. The findings of the present study further revealed that the male teachers having external locus of control have high role conflict than the male teachers having internal locus of control; and the male teachers have high role conflict than the female teachers.

Keywords: *Gender, Locus of Control, Role Conflict, Secondary School Teachers*

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INTRODUCTION

Education is universally recognized as the foremost key to ethical, artistic, socio-economic and political elaboration of a country. Nations, which have taken major initiatives, made revolutionary advances and performed miracles in the last two decades. No doubt, this great achievement is based on their effective educational system (Ahmad, 2001)[1]. It is considered that educational system of any country can provide the vouch of success and prosperity for their nations. The achievement of a comprehensive and effective educational system is necessary for the survival of nation (Saeed, 2001)[18]. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of education with an explicit aim of providing "quality education for all." Across the world, education, a vital process in human development, refines and preserves the collective values embedded in the culture of the society.

Change is the law of nature. According to transformation, change in education is very important and due to the change, many problems occur in nowadays. To solve them problems, teachers have to play many roles. The conflict which is due to playing different roles it called role conflict. The teachers have to face this problem every day. This problem has taken a terrible look nowadays. Every individual in a social system plays multi-faceted 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[13]; Sage, 1987[19]). Role conflict refers to the times when a person deals with the difficulties while playing multiple roles to fulfill the demands. It occurs when expectations are perceived as incompatible for multiple roles or positions in society (Decker, 1986[3] and Millslagle & Morley, 2004[11]). It is found that experience creates conflict while playing different roles inside and outside the institution because of the incompatible nature of these roles. There are the moments when an individual has to wear two hats at a same time; and role abandonment is a label used to describe when a person dismisses the responsibilities associated with his role. The word 'Role' signifies a set of expectations and obligations analogous to a specific status within a group or social situation. Several terms are used to describe how these roles can lead to

tension in the lives of people. There are three types of problems that people may have in meeting these expectations i.e. role strain, role conflict and role abandonment. Helen and Marilyn (2000)[8] reported that the female secondary school teachers have greater role conflict than their counterparts. Upadhayay and Singh (2001)[22] found that the higher secondary school teachers showed significantly higher level of stress than the college professors on the factors related to role conflict and role ambiguity etc. Roa and Ramasundaram (2008) [16] revealed that married women were subjected to more role conflict than unmarried/single women. Douglas (2008)[4] investigated that male and female teachers were followed by role uncertainty and role conflict. Stressors naturally foster to be very powerful for women than their counterparts. The role conflict and attitude towards teaching profession were significant predictors of success in teaching among secondary school women teachers (Sumangala and Devi 2009)[21]. Benni (2011)[2] revealed that role conflict decreased with the increase of age, education, length service and income. Jena (2011)[9] found no significant difference in role conflict and work motivation among secondary school male and female tribal teachers and also reported no significant relationship between the role conflict and work motivation among secondary school male and female tribal teachers. Sareen and Kumari (2011)[20] investigated that male teachers were found to have less role conflict than female teachers.

Locus of control is a well-known cognitive-behavioural psychological attribute that describes an individual's specific way of perceiving the world. Rotter (1966)[17] pioneered the concept of the locus of control and defined it as a person's generalized belief that he can or cannot control his own destiny or his perspective on the events whether he is able to control or not. Myers and Booth (1999)[13] described it as the extent to which one perceives that one's action has little influence on the life conditions that one faces and the extent to which one believes that one's circumstances and rewards are influenced by fate, luck, and chance, instead of believing that one's circumstances and rewards are influenced by one's own actions. (Organ and Greene 1974)[15] reported that locus of control was significantly related to both role ambiguity & work satisfaction. There exists positive correlation between locus of control, organizational commitment role conflict and job

satisfaction (Wade, 2014)[23]. Gupta and Nain (2016)[7] revealed that externally controlled teacher educators faced higher degree of role conflict than their counterparts.

A very few researches which focus on role conflict among secondary school teachers are available in Indian context. However hardly any research has been done to know the main effect and interaction effect of locus of control and gender on role conflict of secondary school teachers. The lack of researches in the present area motivated the investigators to study the locus of control and gender as the main determinants of role conflict among secondary school teachers.

VARIABLES USED

- Dependent Variable: Role Conflict
- Independent Variables: Locus of Control and Gender

OBJECTIVES OF THE STUDY

1. To find out the effect of (a) locus of control; and (b) gender on role conflict of secondary school teachers.
2. To find out the interaction effect of locus of control and gender on role conflict of secondary school teachers.

HYPOTHESES OF THE STUDY

H_{01} There exists no significant effect of (a) locus of control; and (b) gender on role conflict of secondary school teachers.

H_{02} There exists no significant interaction effect of locus of control and gender on role conflict of secondary school teachers.

DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The 2x2 factorial randomized group design was used to analyze the data.

SAMPLE

A sample of 350 secondary school teachers was taken using multi-stage stratified random sampling technique. The sample of 350 teachers was also stratified on the basis of locus of control (internal/external) and gender (male/ female). 90 teachers (36 male and 54 female) who scored 75 and below were considered as teachers having

internal locus of control and 95 teachers (39 male and 56 female) who scored 92 and above were considered as teachers having external locus of control. 165 teachers (scored between76 to 91) having average locus of control were not considered in the present study. A schematic layout of the sample for the study of role conflict on the basis of locus of control and gender of secondary school teachers depicted below:

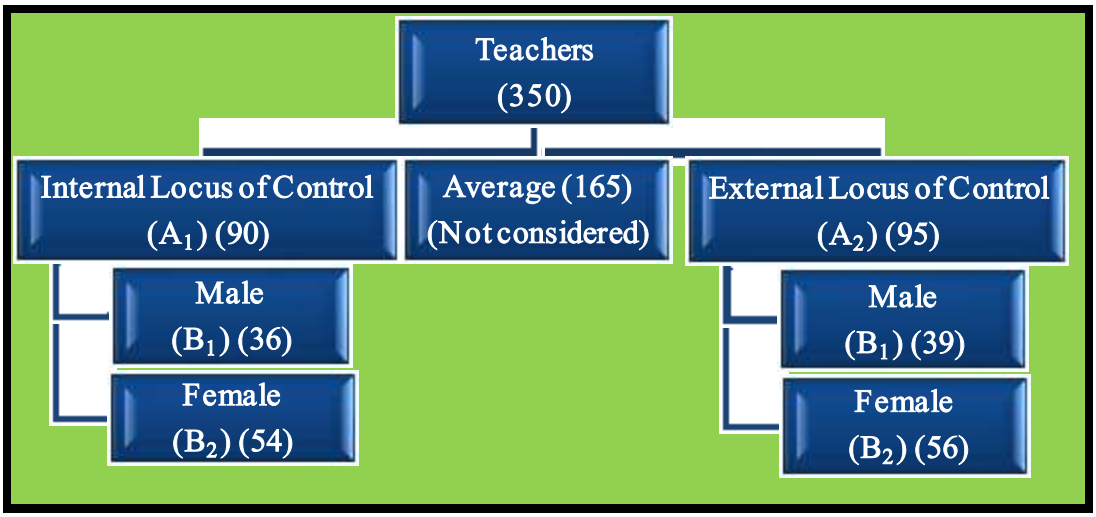

Fig: 1 Schematic Layout of the Sample for the study of Role Conflict on the basis of Locus of Control and Gender of Secondary School Teachers

TOOLS USED

- **Teacher's Role Conflict Scale (TRCS)** developed by Gupta and Nain (2016)[7] was used to assess the role conflict among secondary school teachers. This scale contains 28 items. The reliability of the test was 0.748. The validity of the scale determined by calculating correlation coefficients between the dimensions of TRCS ranged from 0.523 to 0.797.
- **Teachers Locus of Control Scale** developed by Gupta and Nain (2016)[6] was used to analysis the locus of control among secondary school teachers. The scale contains 25 items. The reliability of the scale was 0.742. The construct validity (0.762 and 0.921) of the scale was calculated by using correlation coefficient of different sub scales scores with the total teacher's locus of control scales scores.
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STATISTICAL TECHNIQUES USED

The data was analyzed using descriptive as well as inferential statistics. The Two - Way Analysis of Variance (ANOVA) with 2×2 factorial design was computed to study the main effect and interaction effect of the variables i.e. locus of control, and gender on role conflict of secondary school teachers. The Levene's Test of Equality of Error Variance was used to test the assumption of homogeneity of variance before applying Two-Way ANOVA. Wherever F-value was found significant, 't' test was applied for further investigation.

DATA ANALYSIS AND DISCUSSION

To study the main and interaction effect of locus of control and gender on role conflict of secondary school teachers, data were subjected to Analysis of Variance of 2x2 factorial study with a randomized group design. In the present study, the first independent variable i.e. locus of control coded as (A) was varied at three levels i.e. internal locus of control (A_1), average locus of control (not considered) and external locus of control (A_2). The second independent variable i.e. gender coded as (B) and was varied at two levels i.e. male (B_1) and female (B_2). Levene's test of equality of variance has been applied on the data to test the assumption of homogeneity of variance as Two Way ANOVA with 2×2 factorial design is quite sensitive to heterogeneity of variance. It has been presented in the Table-1.The means and S.Ds of different sub samples have been presented in the Table-2. Mean role conflict scores of secondary school teachers in relation to locus of control and gender have been presented graphically through 3-D histograms in fig: 2. The summary of ANOVA (2x2) has been further, presented in the Table-3 which is analyzed in terms of main and interaction effect of independent variables i.e. locus of control and gender on role conflict of secondary school teachers.

Levene's Test for Homogeneity of Variance

Table-1

Levene's Test for Homogeneity of Variance

Variable	F-value	df_1	df_2	p- value
Role Conflict	0.685	3	181	0.562

Table-1 shows that $F_{(Levene)}$ is 0.685 with degree of freedom 3 and 181 (p-value= 0.562) which does not fall in the critical region. Therefore, the null hypothesis H_0 (no difference) for the assumption of homogeneity of variance has been retained. So it can be concluded that there is no significant difference between the four group's variances ($\sigma^2A=\sigma^2B=\sigma^2C=\sigma^2D$)". Therefore, it is reasonable to believe that the variances of four groups are homogenous i.e. groups are assumed to have similar or equal variances.

Table-2

Means and S.Ds of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Locus of Control and Gender

Locus of Control	N	Gender	Means	S.Ds
Internal Locus of Control	36	Male	71.97	20.546
	54	Female	73.81	25.150
External Locus of Control	39	Male	85.02	24.11
	56	Female	66.17	22.865
Total	185		73.50	24.162

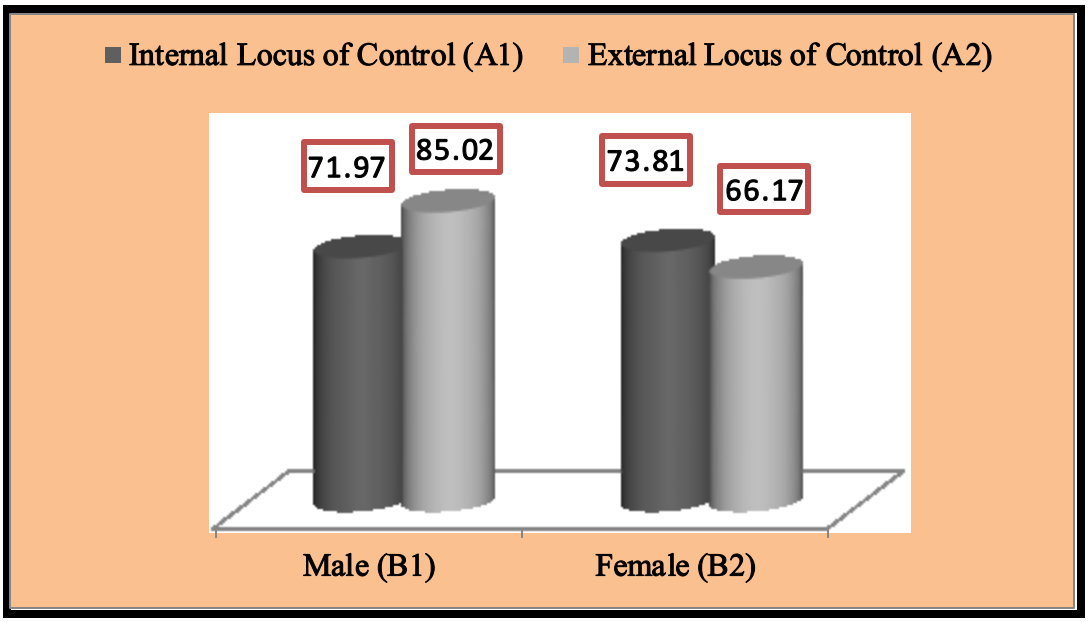

Fig: 2 Mean scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers With respect to Locus of Control and Gender

Table-3

Summary of Two Way ANOVA (2X2 Factorial Design) for Role Conflict of Secondary School Teachers With respect to Locus of Control and Gender

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-values
Locus of Control (A)	1	326.811	326.811	0.597(NS)
Gender (B)	1	3220.157	3220.157	5.878*
Locus of Control x Gender (A x B)	1	4767.133	4767.133	8.702**
Between Cells	3	8271.929	----------	----------
Within Cells	181	99150.309	547.792	----------
Total	184	107422.238	----------	----------

NS =Not Significant *Significant at 0.05 level **Significant at 0.01 level

Main Effect of Locus of Control (A) and Gender (B) on Role Conflict of Secondary School Teachers.

Locus of Control

It is depicted in the Table-3 that f-value (0.597) for the main effect of locus of control on role conflict of secondary school teachers is found to be not significant at 0.01 level which leads to the conclusion that locus of control has no significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis $H_{01,}$ (a) "There exists no significant effect of locus of control on role conflict of secondary school teachers" is accepted. It shows that there is not significant effect of locus of control on role conflict of secondary school teachers. This finding is in contrast with the finding of Gupta & Nain (2016)[7] who reported a significant effect of locus of control on role conflict of teacher educators working in B.Ed. colleges.

Gender

F-value(5.878) vide Table-3 for the main effect of gender on role conflict of secondary school teachers is significant at 0.05 level which leads to the conclusion that gender has a significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis $H_{01,}$ (b) "There exists no significant effect of gender on role conflict of secondary school teachers" is rejected. It reveals that there is significant effect of gender on role conflict of secondary school teachers. The result is in contrast with the results of Helen and Marilyn (2000) [8] who reported that the female secondary school teachers have greater role conflict than their counterparts. For further, explanation the 't'-value has been computed and presented in Table- 4.

Table-4

't'-value for Mean scores of Role Conflict of Secondary School Teachers with respect to Gender

Groups	N	Means	S.Ds	t-value
Male	75	78.76	23.26	2.47*
Female	110	69.92	24.20	

*** Significant at 0.05 Level**

Table-(4) illustrates that the 't'-value (2.47)for the mean scores of role conflict between the male and female secondary school teachers is significant at 0.05 level. In the context of mean scores, role conflict of male teachers (78.76) is higher than female teachers (69.92). Therefore, it may be concluded that the male teachers have higher role conflict than female teachers. The result is in contrast with the results of Helen and Marilyn (2000) [8] who reported that the female secondary school teachers have

greater role conflict than their counterparts. The mean scores for the effect of gender on role conflict of secondary school teachers have been presented in Fig: 3.

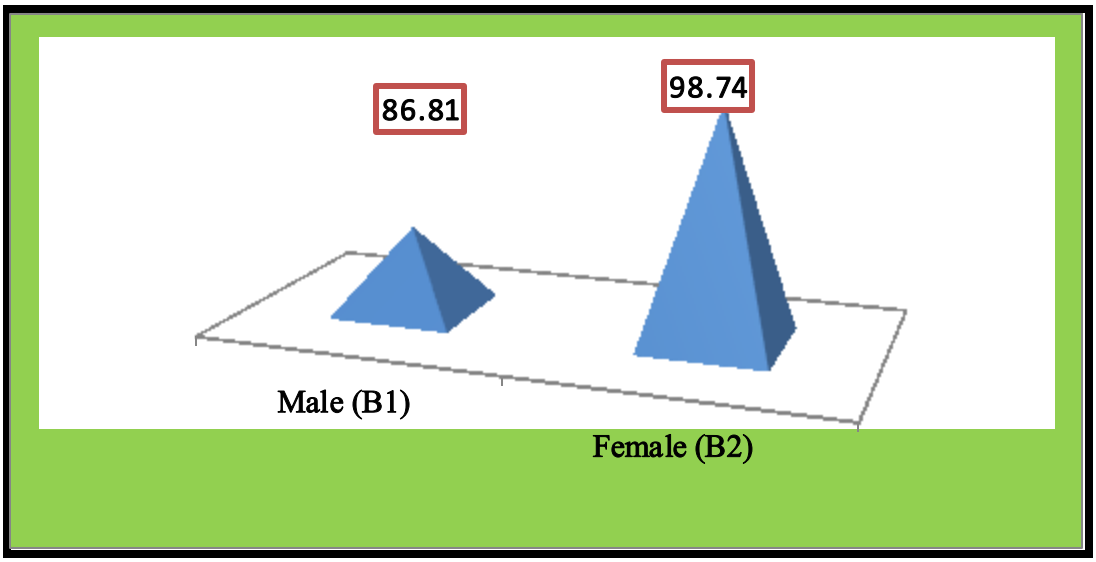

Fig: 3 Mean Scores of sub samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Gender

Double Interaction Effect of Locus of Control (A) and Gender (B) on Role Conflict of Secondary School Teachers

It is evident from the Table-3 that F-value (8.702) for double interaction between locus of control and gender on role conflict of secondary school teachers is significant at 0.01 level which leads to the inference that locus of control and gender interact with each other. Therefore, the null hypothesis H_{02} "There exists no significant interaction effect of locus of control and gender on role conflict of secondary school teachers" is rejected. Thus, it is concluded that there is a significant interaction effect of locus of control and gender on role conflict of secondary school teachers. For further investigation 't' test was applied to find out the significant difference in mean scores of role conflict for different groups. The results for the same have been presented in the Table-5. The mean scores for role conflict of different groups for locus of control and gender have also been illustrated graphically in Fig: 4.

Table-5

't'-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Locus of Control (A) and Gender (B)

Groups	N		Means		S.Ds		t-values
$A_1 B_1$ vs $A_2 B_1$	36	39	71.97	85.02	20.54	24.11	2.51*
$A_1 B_2$ vs $A_2 B_2$	54	56	73.81	66.17	25.15	22.86	1.66 (NS)
$A_1 B_1$ vs $A_2 B_2$	36	56	71.97	66.17	20.54	22.86	1.23(NS)
$A_1 B_2$ vs $A_2 B_1$	54	39	73.81	85.02	25.15	24.11	2.15*
$A_1 B_1$ vs $A_1 B_2$	36	54	71.97	73.81	20.54	25.15	0.36 (NS)
$A_2 B_1$ vs $A_2 B_2$	39	56	85.02	66.17	24.11	22.86	3.86**

* Significant at 0.05 Level ** Significant at 0.01 Level (NS) Not Significant

A_1: Teachers having Internal Locus of Control B_1: Male Teachers
A_2: Teachers having External Locus of Control B_2: Female Teachers

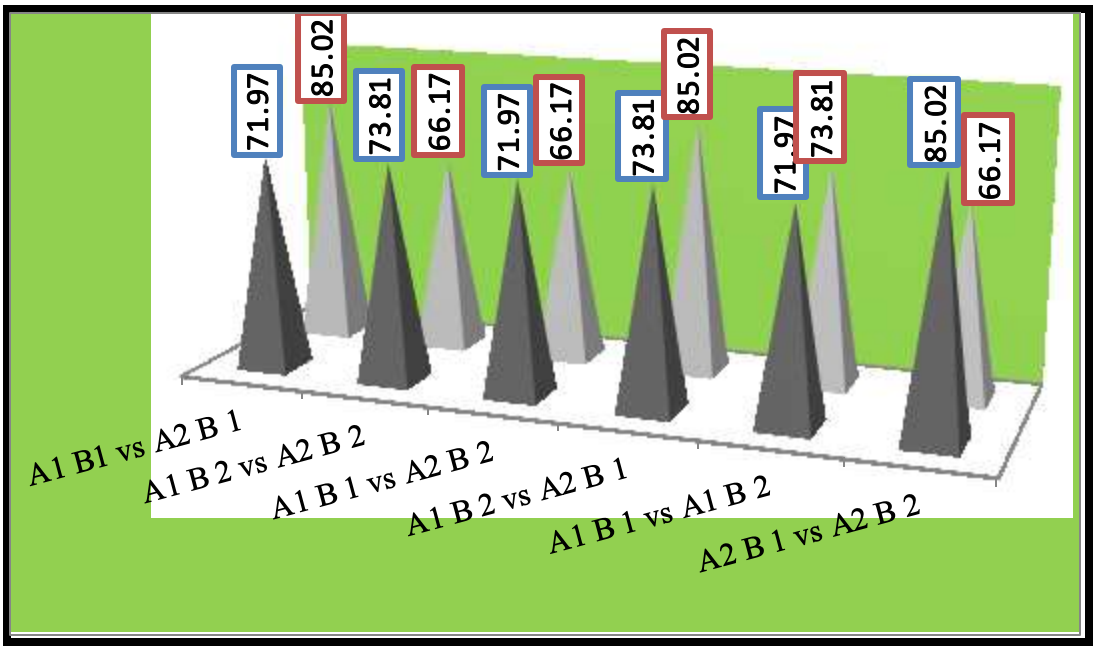

Fig: 4 Mean scores for Interaction Effect of Locus of Control and Gender on Role Conflict of Secondary School Teachers

As seen in the Table-5 the 't'-value (2.51) for male teachers having internal locus of control (A_1B_1) and for male teachers having external locus of control (A_2B_1) is significant at 0.05 level. Further, it can be inferred that "the mean scores of male

teachers having internal locus of control (71.97) is lower than male teachers having external locus of control (85.02). It may be concluded that male teachers having internal locus of control have significantly lower role conflict than the male teachers having external locus of control. Further, it is shown in the Table-5 shows that the 't'-value (1.66) for female teachers having internal locus of control (A_1B_2) and for female teachers having external locus of control (A_2B_2) is not found to be significant at 0.05 level. Further, it can be inferred that the mean scores of female teachers having internal locus of control (73.81) is higher than female teachers having external locus of control (66.17) but it is not significant. It depicts that these two groups do not differ significantly with respect to their role conflict. The Table-5 shows that the 't'-value (1.23) for male teachers having internal locus of control (A_1B_1) and female teachers having external locus of control (A_2B_2) is not found to be significant at 0.05 level further, it can be inferred that the mean scores of male teachers having internal locus of control (71.97) is higher than female teachers having external locus of control (66.17) but not significant. It depicts that these two groups do not differ significantly with respect to their role conflict. As seen in the Table-5 the 't'-value (2.15) for female teachers having internal locus of control (A_1B_2) and for male teachers having external locus of control (A_2B_1) is significant at 0.05 level. Further, it can be inferred that the mean scores of female teachers having internal locus of control (73.81) is lower than male teachers having external locus of control (85.02). Therefore, it may be concluded that female teachers having internal locus of control have significantly lower role conflict than the male teachers having external locus of control. As seen in the Table-5 the 't'-value (0.36) for male teachers having internal locus of control (A_1B_1) and female teachers having internal locus of control (A_1B_2) is not found to be significant at 0.05 level. It is depicted that the mean scores of male teachers having internal locus of control (71.97) which is lower than female teachers having internal locus of control is (73.81) but it is not significant difference. It may be concluded that the teachers of these two groups do not differ significantly with respect to their role conflict". As seen in the Table-5 the 't'-value (3.86) for male teachers having external locus of control (A_2B_1) and for female teachers having external locus of control (A_2B_2) is significant at 0.01 level. The mean scores of male teachers having external locus of control (85.02) is higher than female teachers having external locus of control (66.17) that

leads to the inference that male teachers having external locus of control have significantly higher role conflict than the female teachers having external locus of control.

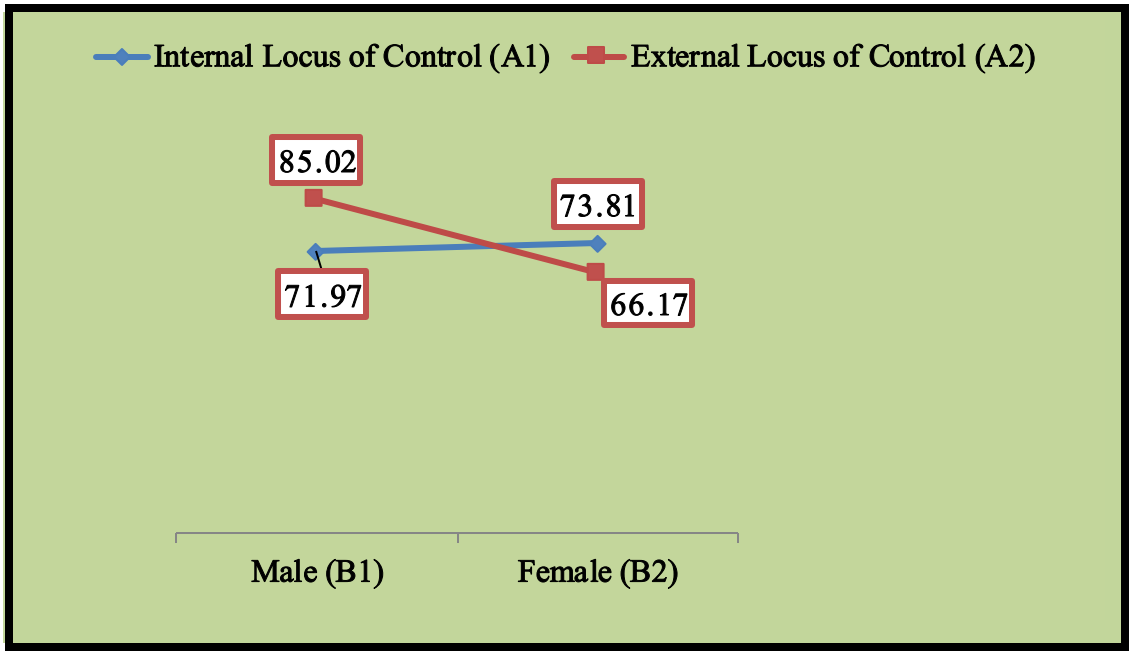

Fig: 5 Interaction Effect of Locus of Control (A) and Gender (B) on Role Conflict of Secondary School Teachers

The interaction effect of locus of control (A) and gender (B) on role conflict of secondary school teachers have been presented in form of line graph in Fig.5 which exhibits a significant interaction effect of locus of control (A) and gender (B) on role conflict of secondary school teachers. The figure showed that locus of control (A) and gender (B) intersect at a point. Therefore, this line graph supports the inference interaction effect between locus of control (A) and gender (B) is found highly significant.

CONCLUSION

Any research work can only be considered effective when the amount of knowledge generated through it can be implied to improve the present practices of the education. The present study reveals that the male teachers having external locus of control faced higher degree of role conflict than the male teachers having internal locus of control; and female teachers having internal locus of control did not differ significantly on their role conflict than the female teachers having internal locus of control. This may

be resolved by organizing counselling sessions for them; and providing them ample opportunities to show their capabilities for taking decisions so that they may feel themselves capable of doing things independently and start believing themselves. To prevent the teachers from facing role conflict, it is further suggested that many programmes and workshops should be organized frequently in various teacher training institutes. Since teachers are a valuable resources to educational institutes, management must invest significant resources in the assessment of their working environment both mental and physical, to maximize the quality of service delivery.

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