Role Conflict Among Secondary School Teachers In Relation To School Organizational Climate

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ABSTRACT

This study was an attempt to examine the role conflict of secondary school teachers in relation to organizational climate. The design of the study was co-relational type of descriptive study. The stratified random sampling technique was employed for selecting 100 secondary school teachers. The standardized tools were used for the study 'The Role conflict Inventory' by Prasad (1991) and 'School Organizational Climate Description Questionnaire' by Sharma (1971). The collected data were stored in MS Excel followed by scoring and data were analyzed by SPSS (version: 20) software. Mean, Standard Deviation were employed for descriptive statistics and Chi-square test employed for testing of hypothesis in data-analysis. Results showed that a positive relationship had been found between role conflict of secondary teachers and organizational climate. In case of role conflict there was no statistically significant difference between old and young secondary teachers as well as government and private secondary school teachers. But statistically significance had been found between male and female secondary school teachers.

Key Words: **Role Conflict, Organizational Climate, Secondary School Teachers.**

INTRODUCTION

An organization is a dynamic entity and the organizational structures develop through the interaction of individuals performing various operating roles in the workgroups. Essentially an organization lays on the structure, process and attitude of

the people. Organizations came into existence to achieve certain objectives which can't be achieved by anyone individual (Hall, 1972). In other words, they are composed of individual and groups to come together to achieve defined goals through differentiated functions. The present day human beings can best be described as an organizational man or woman. We are all members of some informal organizations like the family, club etc. and also the members of one or the other formal organization (Kopelman et. al., 1983). Organization plays an important role in shaping individual and social life. The concept of role is vital for the integration of the individual with an organization. The individual and organization come together through a role (Neal et. al., 2000). Each individual occupies many roles defined by his/her group. To what extent he meets the expectations of his roles he meets with approval. To what extent he fails to meet these expectations, he is liable to social sanction. The conflicting expectancies associated with role lead to role conflict (Rao and Ramasundaram, 2008). If role conflict acts as a stimulus to the analysis of the problem and a motive force behind the programme of change and reforms the individual, the organization and the society will benefit from that role conflict (Fisher, 2002). On the other hand, it can also have several adverse effects. It can reduce satisfaction, qualitative teaching and confidence. Also, it can increase anxiety, frustration and strain of individual which in turn reduce organizational efficiency. People are interested in the psychological atmosphere or climate of the working places. Climate is also the result an accumulated effect of how the head of the organization interacts with others and the head of the departments. The interaction takes place within a sociological framework of the organization (Ross and Reskin, 1992). Thus, the organizational climate is indicative of a workgroup in its entire social system. An organizational climate describes the characteristics of the organization. The better organizational climate has a lesser role conflict in the educational system (Rao and Ramasundaram, 2008). If role conflict is not effectively coped it may lead to ineffectiveness.

NEED OF THE STUDY

Role conflict as a psychological construct is to operate in an atmosphere of free lines and an atmosphere not conducive to personal and social development (Fisher, 2002). The organizational climate of a school refers to many factors like disengagement, spirit, teacher-pupil interaction, pupil-pupil interaction etc. of a

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school. So, to examine the relationship between the organizational climate and role conflict of the teachers forms the backbone of the present study which provides to answer the following questions-

1.   Whether school and society in any way are the causes for creating role conflict in teachers?

2.   Is there any significant difference in the school climate of different schools under different managements?

3.   Is the school climate responsible for generating role conflict in teachers differently in relation to sex variation?

4.   Do the teachers display differential patterns of role conflict in teaching because of the different school climate?

LITERATURE REVIEW

Researchers reviewed many research studies to formulate the problem and hypotheses for the present study. While reviewing the earlier researches findings have been taken to highlight researches in the area of the problem in an orderly manner considering the study down the ages. Hall (1972) and Amarnath (1980) have studied on different types of organizational climate. Rizzo et.al (1970 studied on organization climate and teacher morale. Gupta and Murty (1984) have studied on teacher effectiveness and adjustment problems of the teachers. Ross and Reskin (1992) and Lathakumar (2000) have studied on role conflict of teachers. Upadhyay et al. (2001) have studied about behavior and feelings of teachers and students in relation to different school climate. Neal (2000) found out organizational role stress was negatively correlated with age and positively correlated with control climate. Jena (2011) has studied on school climate and its effects on High School teachers in different teaching categories. From the above studies, the researcher concludes that different organizational climates tend to create more or less role conflict in individuals while performing his role. As role conflict is a psychological stressor and induces stress and many strain reactions resulting in dis-functional outcomes (Upadhayay, 2001). Hence this has to be avoided by providing better organizational climates.

OBJECTIVES OF THE STUDY

(1) To explore the degree of association between the role conflict among secondary school teachers and organizational climate.

(2) To ascertain the role conflict among secondary school teachers in relation to government and private management schools.

(3) To assess the role conflict among secondary school teachers in relation to gender.

(4) To evaluate the role conflict among secondary school teachers in relation to teaching experience.

HYPOTHESES OF THE STUDY

(1) There is no association between the organizational climate of the schools and the role conflict of teachers.

(2) There is a statistically significant difference in the role conflict of teachers working in government and private management schools.

(3) There is no statistically significant difference in the role conflict of male and female teachers.

(4) There is no statistically significant difference in the role conflict of teachers working in government and private management schools.

METHODOLOGY

The design of the study is a descriptive study of co-relational type as the researcher is interested to find out the degree of association between the organizational climate of the schools and role conflict in the teachers. In this case, attempts have been made by the investigator to assess the role conflict of teachers towards teaching working in different organizational climate. Whether the organizational climate is a determinant in deciding the role conflict of teachers towards teaching would therefore be the main focus of the study, is purely descriptive. The relation between the organizational climate and role conflict in teaching has also been studied in addition to the assessment of the role conflict of teachers working in different sets of organizational climate under different interventions.

SAMPLE

The researchers selected the sample for the present study through a stratified random sampling procedure from West Bengal, India. The total sample was 100 secondary school teachers. Then the sample has been dichotomized according to sex, age and type of school variables.

Table.1. Distribution of the Sample according to age, gender and management.

Strata	Intra-Variable	No. of Teachers	Percentage
Gender	Female	46	46%
	Male	54	54%
Management	Govt.	50	50%
	Private	50	50%
Age	Young	48	48%
	Old	52	52%

TOOLS

In this study, there are two main variables one is role conflict and another is the organizational climate. For measuring these two variables, researchers used (1) "The Role Conflict Inventory" by Prasad (1991) (2) "School Organizational Climate Description Questionnaire" by Sharma (1971).

TECHNIQUES OF DATA ANALYSIS

For the collection of data, the questionnaire technique was adopted. To interpret the results, both descriptive and inferential statistical techniques were used by the researchers. For distribution of scores in to higher, average and lower group, mean and standard deviation were calculated. Then for the testing the hypothesis, chi-square was calculated differently for age, sex and management variables.

RESULTS AND INTERPRETATIONS

Analysis of Role Conflict Scores

As role conflict inventory is a 5 point scale, the scores were assigned as 4, 3, 2, 1, 0 and respectively and scaled as very often, often, can't say, seldom and never. As the inventory consists of 22 statements scores of 4, 3, 2, 1 and 0 were given to each alternative respectively. The scores obtained on the administration of TRCI were subjected to the test of normality for which mean and standard deviation were computed. The sample mean is 50.3 and S D is 10.04.

After calculating mean and SD we can divide role conflict scores based on normal distribution. The division of scores is represented in Table.2.

Table.2. Distribution of scores on teachers' role conflict inventory. (TRCI, Prasad, 1991)

Category of Teacher	Standard Mean	Range of Scores	Interpretation
Higher Group	+1 to +3	Above 60	High Perceived Role conflict
Average Group	-1 to +1	40 to 60	Middle perceived Role conflict
Lower Group	-1 to -3	Below 40	Low perceived Role Conflict

Analysis of Organizational Climate Questionnaire

The organizational climate questionnaire is consisting of 64 items. Each item is in a 4 point scale depicting the behavioral condition occurred in the school. The organizational climate scores of the respondents range from 64 to 256. The researchers divided the organizational climate scores on the basis of normal distribution after calculating the mean and standard deviation. The sample mean is 157.5 an S.D. is 31.3. The division of scores represented in Table-3.

Table-3. Distribution of scores on teachers based on the organizational climate (SOCDQ 1971)

Category of Teachers	Standard Scores	Range of Scores	Interpretation
Higher group	+1 to +3	Above 189	Very good climate
Average group	-1 to +1	126 to 189	Good climate
Lower group	-1 to -3	Below 126	Bad climate

Role Conflict Scores in Relation to Organizational Climate

The null hypothesis relating to the above is stated as: There does not exist any association between the organizational climate of the schools and the role conflict of teachers."

The school climate and role conflict can be known to us by higher, lower and average group scores. For testing the null hypothesis, it is therefore needed to test the independence of chi-square basing on role conflict and organizational climate. The calculation of chi-square independent scores has been presented in Table.4.

Table-4. Chi-square test of independence in contingency table showing the association between role conflict and school organizational climate.

	High	Average	Low	Total
High	4	4	3	11
Average	3	24	0	27
Low	2	7	3	12
Total	9	35	6	50

$$[X^2 = 13.24, df = 4]$$

In .01 level, the hypothesis is accepted. But in 0.05 level the hypothesis is rejected. So, the investigator desires to conclude that there does not exist a statistical difference in the role conflict of teacher and school organizational climate.

Role Conflict Scores in Relation to Sex

The null hypothesis is relating to the above is stated as "There does not exist statistically significant difference in the role conflict of male and female teachers towards teaching." For testing the null hypothesis, it is therefore needed to test the independence of chi-squares basing on role conflict and sex variable. The results of chi-square independent scores have been presented in Table.5.

Table-5. Chi-square tests of independence in contingency table showing the association between role conflict and sex.

	Male	Female	Total
High	6	5	11
Average	8	17	25
Low	12	2	14
Total	26	24	50

$[X^2 = 10.39, df = 2]$

In 0.01 level, the difference between role conflict of male and female teachers is significant and hypothesis is rejected. Hence the investigator desires to conclude that there exists difference in the role conflict between male and female teachers towards teaching.

Role Conflict Scores in Relation to Management

The null hypothesis relating to the above is stated as "There does not exist statistically significant difference in the role conflict of teachers working in government and private management schools". For testing the null hypothesis, it is therefore conflict and management area. The results of chi-square independent scores have been presented in the following table (Table.6.).

Table-6. Chi-square test of independence in contingency table showing the association between role conflict and management.

	Government	Private	Total
High	4	7	11
Average	17	10	27
Low	5	7	12
Total	26	24	50

$[X^2 = 2.88, df = 2]$

In both 0.01 and 0.05 levels, the difference between role conflict of government and private teachers is not significant and the hypothesis is accepted. Hence, the investigators desire to conclude that management does not play any role in discriminating secondary teachers according to the level and degree of role conflict pattern.

Role Conflict Scores in Relation to Age

The null hypothesis relating to the above is stated as: "There does not exist a statistically significant difference in the role conflict of teachers of different age level". For testing the null hypothesis, it is therefore needed to test the independence of chi-squares based on role conflict and age variable. The results of chi-square independent scores have been presented in Table.7.

Table-7. Chi-square tests of independence in contingency table showing the association between role conflict and age.

	Young	Old	Total
High	8	3	11
Average	11	16	27
Low	5	7	12
Total	24	26	50

$$[X^2 = 3.46, df = 2]$$

In both 0.01 and 0.05 level the difference between role conflict of young and old teachers is not significant and the hypothesis is accepted. Hence, the investigators desire to conclude that age does not play any role in discriminating secondary school teachers according to the level and degree of role conflict.

MAJOR FINDINGS

(1) There is a positive relationship between the role conflict and organizational climates among secondary teachers.

(2) There is no statistically significant difference in the role conflict between old and young teachers.

(3) There is no statistically significant difference in the role conflict between the government and private teachers.

(4) The difference in the role conflict between male and female teachers was found statistically significant.

CONCLUSION

The observations made and the actual course of action to be decided by different educational institutions will depend on its specific deficiencies in different areas. Immediate solutions have to be found out to prevent role conflict and its impact on organizational climate. So, it will be assisted to prevent maladjustment and increase students' achievement. This is considered necessary not only for stability and healthy growth but also to bit the more and more difficult challenging goals being set for educational institutions.

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