

ROLE CONFLICT OF SENIOR SECONDARY SCHOOL TEACHERS OF SIKKIM

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ABSTRACT

A role or social role is a different set of societal responsibilities and expectations of behaviour based on situations which one encounters (O'Connor & Mac Donald, 2002). People fulfill numerous roles in their lives, which create conflict for them. These conflicts originate out from their role in family, religion, or personal beliefs. Role conflict can affect the teacher adversely and it often create a role conflict in them. (Millslagle & Morley, 2004). The pressure that full-time teachers/coaches face has frequently been researched in order to identify the underlying causes of stress between the two roles of teachers and coach (Ryan, 2008). The present investigator tried to examine the status of role conflict of teachers and to compare the status of role conflict of the male and female, experienced and inexperienced, trained and untrained teachers at the senior secondary schools in Sikkim. 103 teachers were randomly selected from Sikkim for the study. Role Conflict Test (RCT) developed by Prasad and Bhushan (1991) was used in the study. The present study showed that the status of role conflict of teachers was not equally distributed. No significant difference exists between male and female teachers, experienced and inexperienced teachers' status of role conflict. And it was also revealed that there exists significant difference between role conflict of trained and untrained teachers in senior secondary schools.

Keywords : Role Conflict, Senior Secondary Schools, Teachers.

INTRODUCTION

The primacy of the role of teachers in the educational process, their active participation at all levels of management, special measures for the teachers from the disadvantaged sections like women, SCs /STs, etc., provision of facilities similar to other government employees and fair and transparent working conditions and justice to them will be the guiding principles of any such POA. Efforts will also be made to ensure that the benefits of the existing schemes for women and other weaker sections are passed on to the teachers from these groups to the maximum extent possible (Ryan, 2008). Norms for accountability of teachers will be laid down with incentives for good performance and disincentives for non-performance. The NCERT will complete this task with respect to school education within one year. Assessment of teachers will be made on the basis of

their comprehensive performance appraisal and their continuous education and improvement. Responsible teachers' associations are necessary for the protection of the dignity and rights of teachers and also for ensuring proper professional conduct of teachers. Code of professional ethics should be evolved and adopted by all concerned within a year (Austell, 2010). A Role is a different set of responsibilities and exceptions of behaviour based on situation on encounters (Grace, 2012). O'Connor & Mac Donald (2002) mentioned that people fulfill numerous roles in their lives and many a time face conflicting demands. These conflicts arise from many aspects of personal lives and these role conflicts can be found often in teaching profession. Teaching is one potential cause of many role conflicts in a person's life. It can include multiple expectations or responsibilities for a role that may create stress or conflicts. But it is not always the other's expectations which cause role conflicts; rather self-expectations also result in role strain particularly when they are not in consistence with his performance. There are instances when one performs certain roles which he does not consider as desirable or proper. More the discrepancy between his role performance and self-role expectation, greater is the magnitude of role conflict. But the self-expectations are the results of internalization of social norms, values and attitudes. In short, one suffers from role conflict to the extent he perceives inconsistency in playing his various roles (Decker, 1986).

Role conflict is the term which has generally been used by sociologists and social psychologists to denote the problem situations which arise due to simultaneous occupancy of two positions by an actor. These situations may arise from a variety of circumstances and the contexts in which the role is performed. The terms, such as role strain or role stress are all concerned with problems for the individual which arise as result of role incompatibilities (Teasley, n.d.).

LITERATURE REVIEW

Various scholars in their study have discussed the issues of role conflict. Crane & Iwanicki (1986) revealed the positive relationship of role conflict and role ambiguity of teacher burnout among urban special education teachers (N = 443) after controlling for select personal and professional background variables in Connecticut, U.S.A. The study also examined the relationship between these background variables and teacher burnout. Results showed that role conflict and ambiguity explained a significant amount of variance in feelings of emotional exhaustion and depersonalization. The perceived burnout rate among the teachers was moderate, the level varied significantly with respect to age, experience, sex, and whether one taught in a resource room or a self-contained classroom. Millslagle and Morley (2004) in their study found that the role conflict negatively affected teachers in either of their roles. To relieve this conflict, some teachers may prioritize one role over others. Britta, K., Morris-Rothschild, and Marla, R.B. (2006) revealed that the school variances were small compared with teacher variances. CMEFF and years teaching had positive, significant effects on use of integrating and compromising

strategies, while avoidance had negative effects on the both and anxiety on integrating strategies. Ryan (2008) found that age would have a negative correlation with role conflict, younger teachers are experiencing more role conflict than their older counterparts. He also found that the teachers' larger schools were perceived to have less role conflict than those at smaller schools. Oboegbulem and Alfa (2013) revealed that the unnecessary interference with the administration of the school by the proprietors and arbitrary increase of school fees by the school management, among others, constitute major sources of conflict. Findings on strategies for resolving conflicts include: agreeing on the procedure taken for the resolution of conflicts, encouraging parties to work together, taking staff and students' comments and suggestions, and involvement of school disciplinary committee and public complaint commission, among others.

RATIONALE OF THE STUDY

Teaching is a challenging job, with many teachers often being required to teach five to six classes a day, preparing lesson plans and completing various assignments and duties in addition to their actual classroom responsibilities. While a lot has been said in the praise and regarding the position and responsibilities of a teacher, study of his problems and strains has suffered neglect. A modern teacher of our society cannot be expected to fit into the image of a prehistoric 'Guru' who lived the life of a sage in some forest. A teacher, being a member of the modern society, has to play diverse and dynamic roles to meet his various needs, obligations and expectations. In doing so, he often suffers from role strain or role-conflict particularly when he has to perform certain roles to meet his conflicting or incompatible expectations. Studies have shown that role conflict is associated with increased tension, reduced job satisfaction, and psychological withdrawal. The special position that a teacher occupies in the entire system of education, therefore, demands the study and solution of his role conflicts. However, the literature on teacher's role conflict is neither sufficient nor satisfactory. One important reason for this is dearth of satisfactory objective measure of teacher's role conflict and the present research is an effort to bridge the gap. Therefore, the problem was stated as "Role conflict of senior secondary school teachers of Sikkim."

OBJECTIVES OF THE STUDY

1. To study the status of role conflict of senior secondary school teachers.
2. To compare the status of role conflict of the male & female teachers, experienced & inexperienced teachers, and trained & untrained teachers in senior secondary school.

HYPOTHESES OF THE STUDY

H₀1 : There is no significant difference in role conflict of senior secondary school teachers in relation to gender (male & female) variation.

H₀2 : There is no significant difference in role conflict of senior secondary school teachers in relation to teaching experience (experienced & inexperienced) variation.

H₀3 : There is no significant difference in role conflict of senior secondary school teachers in relation to training status (trained & untrained) variation.

OPERATIONAL DEFINITIONS

Role conflict here refers to conflict among the roles corresponding to two or more statuses. We experience role conflict when we find ourselves pulled in various directions as we try to respond to the many statuses we hold. Role conflict can be something that can be for either a short period of time, or a long period of time, and it can also be connected to situational experiences (Prasad and Bhushan, 1991). Senior Secondary School teachers refer teachers teaching in senior secondary school level ranking from classes XI to XII. Experienced teachers refer those teachers have more than 5 years teaching experience and Inexperienced teachers refer those teachers have less than 5 years teaching experience. Trained teachers refer teachers with B.Ed. course and untrained teachers refer teachers without B.Ed. course.

DELIMITATION OF THE STUDY

The study was delimited to six senior secondary schools from East Sikkim. The samples were consisting of 100 teachers. The study is confined to find out role conflict of teachers of Sikkim in relation to gender, experience, and training status variations.

METHODOLOGY OF THE STUDY

Descriptive survey method was employed for the study. It is an ex-post facto type as the current status of phenomenon what exist at the present has been considered.

The population of the study includes all teachers of all the senior secondary schools of East Sikkim. 6 schools were selected randomly for the present study. From these schools 103 teachers were selected which 53 male and 50 female teachers.

The Role Conflict Test (RCT) (Prasad and Bhushan, 1991) was used for the present study. This tool contains 22 items on five point Likert Scale. The responses categories were provided namely Very Often, Often, Cannot say, Seldom and Never. The scores will be awarded 4,3,2,1 and 0. All are positive items; the reliability of the test was 0.55 and validity of the test was 0.56. In present study, reliability of the score was computed by using Cronbach's Alpha and was found to be 0.860 for RCT. This indicated that the data was highly reliable.

Quantitative data analysis procedure was followed for this study. The collected data were analyzed through SPSS and the significance of 't' values were tested at 0.05 level of significance. The statistical techniques such as mean, SD, Percentile, and t-test were used in this study.

RESULTS AND DISCUSSION

Testing Objective 1

To achieve this objective, data was analyzed, descriptive statistics and percentiles were calculated to identify and categorize the role conflict of teachers. The descriptive statistics of the scores on RCT is presented in the table 1.

Table 1 : Descriptive Statistics of the scores on Role Conflict of teachers

	N	Mean	Median	Std. Deviation	Skewness	Kurtosis
Role Conflict	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
	103	44.7	43.9	5.8	0.41	0.22

The status of role conflict of senior secondary school teachers

For study the status of role conflict of teachers was calculated percentiles and according to that total no of sample and percentage of sample has been divided into three groups in table 2 and graphically presented in a figure (i).

Table 2 : Teacher's status of Role Conflict in Senior Secondary School

Percentiles	Raw Scores	No of Sample	% of Samples	Status of Role Conflict
P ₇₅ & Above	51 & Above	29	28	High
P ₂₅ to P ₇₅	39 to 50	44	43	Average
P ₂₅ & Below	38 & Below	30	29	Low
Total		103	100	

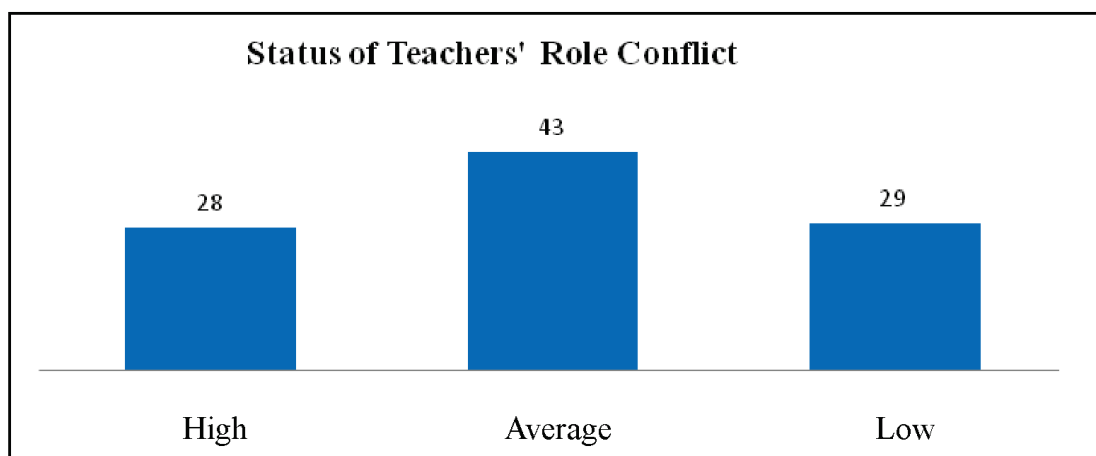


Figure (i) : Bar Graph showing Teachers' Status of Role Conflict

On the above table 2 and figure (i) shows that the 28% (29), 43% (44), and 29% (30) teachers' status of role conflict is high, average and low in senior secondary schools. The role conflict of teachers' percentages values are 28%, 43% and 29% as against 16%, 68% and 16% respectively. Hence, it can be said that the teachers' role conflict differential status were not normally distributed.

Testing Objective 2

To fulfill this objective, the following null hypotheses H_01 , H_02 , and H_03 were formulated and tested.

Testing H_01 , H_02 and H_03

Table 3 : Group Statistics of Role Conflict of Teachers - Gender, Experience & Training status

	Variations		N	Mean	SD	Std. Error Mean
ROLE CONFLICT OF TEACHERS	Gender	Male	53	44.6	6.05	1.08
		Female	50	45.7	5.6	0.80
	Experience	Experienced	25	45.64	6.1	0.98
		Inexperienced	78	44.3	5.75	0.87
	Training	Trained	64	43.4	5.35	0.79
	status	Untrained	39	46.1	6.1	0.99

From the table 3, it can be observed that variation wise there was some differences in the mean scores and standard deviation of each of the different variation. Therefore, the independent sample test was adopted to find out the 't' test for equality of means. The result was presented in below tables hypotheses wise.

Table 4 : Independent Samples Test of Role Conflict of Teachers (Malevs Female)

	t-test for Equality of Means			
ROLE CONFLICT	t	df	Sig. (2-tailed)	Not Significant
	0.95*	101	1.16	

*Not Significant at 0.05 level of significance

The analysis in table 4 shows that in case of comparing the role conflict between male ($M = 44.6$) and female ($M = 45.7$) teachers, the 't' value is 0.95 and the 'p' value is 1.16 ($p > 0.05$). Hence, H_01 is not rejected and it can be said that the groups are not significantly different from each other. Table 3 shows that the mean value of role conflict of female teacher (45.7) is higher than the role conflict of male teachers (44.6) in senior secondary schools. This finding was in

conformity with the findings of Crane & Iwanicki (1986) and Oboegbulem and Alfa (2013) who had shown that gender did not play significant role in role conflict of school teachers.

Table 5 : Independent Samples Test of Role Conflict of Teachers Experienced vs. Inexperienced

	t-test for Equality of Means			
ROLE CONFLICT	t	df	Sig. (2-tailed)	Not Significant
	0.83*	101	1.45	

*Not Significant at 0.05 level of significance

The analysis in table 5 shows that in case of comparing the role conflict between experienced ($M = 45.64$) and inexperienced ($M = 44.43$) teachers of senior secondary schools, the 't' value is 0.83 and the 'p' value is 1.45 ($p > 0.05$). Hence, H_{02} is not rejected and it can be said that the groups are not significantly different from each other. Table 3 exhibits that the mean value of role conflict of experienced teacher (45.64) is higher than the role conflict of inexperienced teachers (44.43) in senior secondary schools. This finding was in conformity with the findings of Millslagle & Morley (2004), and Ryan (2008) who said that teaching experience did not play significant role in role conflict of teachers.

Table 6 : Independent Samples Test of Role Conflict of Teachers Trained vs. Untrained

	t-test for Equality of Means			
ROLE CONFLICT	t	df	Sig. (2-tailed)	Significant
	2.27*	101	0.041	

*Not Significant at 0.05 level of significance

The analysis in table 6 shows that in case of comparing of role conflict between trained ($M = 43.4$) and untrained ($M = 46.1$) teachers of senior secondary schools, the 't' value is 2.27 and the 'p' value is 0.041 ($p < 0.05$). Hence, H_{03} is rejected and it can be said that the groups are significantly different from each other. Table 3 shows that the mean value of role conflict of untrained teachers (46.1) is higher than the role conflict of trained teachers (43.4) in senior secondary schools. The study was conformity with earlier studies given by Oboegbulem and Alfa (2013), which had shown that educational qualifications and training played significant role in role conflict of teachers.

MAJOR FINDINGS

- The status of role conflict of senior secondary school teachers was not normally distributed.
- Gender variation did not play significant role on role conflict of senior secondary school teachers.

- Teaching experience variation did not play significant role on role conflict of senior secondary school teachers.
- Training status variation influenced the role conflict of senior secondary school teachers.

CONCLUSION

There are several dimensions taken together in varying levels of degree that embody the effective teacher. Since, teacher range from pre-school through post senior secondary level and are unique people, no two teachers will have the same combination nor will all of them be present in excellent teacher. A teacher occupies an important and unique place in the system of education. He is the heart and soul of this system and leads the students from the darkness of ignorance to the light of knowledge and understanding. He acts as a pivot for the transmission of intellectual traditions and help to keep the lamp of civilization burning. Thus, the importance of a teacher for the community and educational system is very much evident. The present selection procedure for recruitment of teachers for college is done mostly on the basis of post academic record. It does not consider the candidate's traits and aspects which can make him component in the field of teaching. These result in selection of teachers probably in most of the cases misfit for the profession. Such professional misfit of the teaching profession further accelerates the deterioration of the system as whole. As much depends upon the efficiency of the teachers, the progress of the nation hampers due to ill equipped teachers. Hence, it becomes a prime fraction to attract more and more qualified and intelligent teachers towards teaching profession so that we can make this profession more attractive by providing different facilities and our citizen will be interested to serve as a teacher with a greater degree of favorable attitude towards teaching profession. We will try to reduce the role conflict among the teachers. In this context some of the recommendations have been made -

- i) For the purpose of defining educational policy and its objectives a close cooperation between competent, authorities, organization of teachers, employers and workers and of parents as well as cultured organization and institution of learning and research.
- ii) Authorities should establish and regularly use recognized means of consultation with teacher's organizations on educational policy and organization, upon new developments in the education service and upon the effects of administrative requirements on the work of teachers.
- iii) Teacher's organizations should be entitled to participate in making policy and in developing standards related to teaching and to enter into the profession.
- iv) Better promotional venues and incentives may be provided at all levels to all the teachers without any prejudices.

- v) In service training and counseling programme should be given to the teachers from time to time. Various seminars, symposium and meetings must be conducted for the benefits of the teachers.
- vi) Teachers need proper rest room and other physical facilities, up to date teaching equipment and instructional materials in the schools in which they serve.
- vii) They should be provided with recruitment benefits like death cum retirement of gratuity persons or of gratuity depending on the length of service.
- viii) Salary of the school teachers need to be increased keeping in view the rise in price index.

SUGGESTIONS FOR FURTHER RESEARCH

There is always scope for further research in the same area. The present study was conducted on probability sampling of 103 teachers from six Senior Secondary Schools. Further study can be conducted on the following problems :

- Study can be replicated on a larger sample by including more Districts so as present a clear picture of the Role Conflict of teachers in Sikkim.
- Similar studies can be conducted on Elementary school, Secondary School, College, and Universities.

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