Role Conflict Among Secondary School Tribal Teachers In Relation To Their Work Motivation

Dr. Prakash Chandra Jena
Lovely Faculty Of Education, Lovely Professional University, Punjab, India

Abstract

The present study is a descriptive one and has been conducted in Kalahandi district, which is nominated as one of the tribal districts of Odisha. The objective of the study is to find out the difference in role conflict among secondary school tribal teachers in relation to their work motivation. The investigator has taken 200 secondary school teachers (100 male and 100 female) from 20 government secondary schools as sample for his research investigation by using simple random sampling technique. For collection of data the investigator has also used Teachers’ Role Conflict Inventory by Dr. Promila Prasad and Work Motivation Questionnaire by K.G. Aggarwal. For analysis and interpretation of data the investigator has applied t-test and Correlation method.

Key Words: Work Motivation, Role Conflict and Tribal Teacher

Introduction

The teacher plays a pivotal role in any educational system and can significantly influences physical, intellectual, emotional, social, moral, cultural and spiritual development of the students. The teachers’ role is regarded as an important one not only in moulding the personality of child but also in shaping the society. Teachers work motivation naturally has to do with teachers’ attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. Therefore, the aim of the educational institutions should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for school improvement. It is crucial to note that motivation does not directly influence work performance. Instead, motivation leads us to use our knowledge and skills and apply them effectively to work tasks. It is the force that initiates, starts, energizes and continues the application of our experience and expertise. Successful performance always involves the cooperation of motivation and knowledge in supportive work environments. Without adequate knowledge, motivation alone does not increase useful performance. It has to do with teachers’ interest in student discipline and control particularly in the classroom. A teacher has to play different role to manage the task effectively which sometimes creates different problems like stress leads to role conflict. Role conflict is essentially a discrepancy between differing expectations of a role. If two teachers have different expectations for what the other's teachers role should be, then role conflict is likely to ensue. Role conflict comes from the way we see each other on a daily basis, and what role we assign to one another within the context of work, family life and interpersonal relationships. In educational premises teachers often suffer from role conflict, not just when they try to take on roles society does not consider suitable, but also when they try to overcome their own biases and prejudices regarding what certain types of teachers can do or not do. Odisha is considered as one of the economically poor states in India consisting of 30 districts. Out of which12 districts are constitutionally nominated as tribal districts. If we compare the educational development of tribal
school students with the non tribal school students the academic performance of tribal students is comparatively poor. Both central as well as state governments have been appointing so many commissions and committees from time to time and implementing so many plans and programmes for the educational development of the tribal people. It has been proved that the role of teacher is very important for improving and providing quality concerned of secondary education in tribal area. But the teacher has to play different roles which may create obstacles on the way of work motivation. In order to find out the difference in role conflict and work motivation among tribal secondary school teachers the present study is justified. Moreover, the investigator himself served as a teacher and he faced a lot of problems in this regard so that the investigator has special interest for the present piece of research.

Review of related literature

Sasidhar (2008) examined the factors of role conflict among livestock extension professionals in Andhra Pradesh, India. Four types of role conflicts were examined that are intra-role conflict, intra-sender conflict, inter-role conflict, and conflicting expectations. Most of the variation was found to be governed by job experience, physical facilities, trainings undergone, participativeness, and work motivation and persistence disposition. Persistence disposition, job satisfaction and work motivation were the channels for indirect effects of other variables on role conflict. If higher levels of role conflict and factors influencing role conflict are not properly coped, it affects the performance in a dysfunctional style. He found with the knowledge on factors of role conflict, performance of the staff can be improved by addressing the related factors.

Peter (2009) examined four sets of work design variables with respect to their relationship with role conflict and role ambiguity in elementary and secondary schools. The findings suggest that managerial strategies appropriate for minimizing role conflict are not necessarily those appropriate for minimizing role ambiguity, and that the determinants of role stress in elementary schools are somewhat different from the determinants of role stress in secondary schools. The findings also suggest that, in contrast with some of the assumptions of recent school restructuring efforts, in elementary and secondary school organizations, managerial strategies that reflect professional ethos may have no impact on teacher-reported role conflict and role ambiguity. Indeed, the findings suggest that in secondary schools, certain managerial strategies which run counter to professional ethos may in fact reduce organizational role conflict and ambiguity.

Domenica (2009) concluded that to what extent job satisfaction could be considered characteristics that involved in the course of the individuals working life. It also explored the relationship between perception of change, job satisfaction work motivation and organisational commitment out of the web of interaction that tie together those variables some support was found for argument that there was a relationship between work motivation dimensions and changes in work environment.

Sydney (2009) examined the work and problems of teachers. Finally, it offers a review of strategies for enhancing the motivation of teachers, such as praising and providing feedback. It concludes that administrators should accept teachers as partners in a collective pursuit. They should seek to ease the frustrations of teaching and encourage teachers' effectiveness and achievement of psychic rewards.

Objectives

- To study the difference in role conflict among secondary school male and female tribal teachers.
- To study the difference in work motivation among secondary school male and female tribal teachers.
- To find out the relationship between role conflict and work motivation among secondary school tribal male teachers.
- To find out the relationship between role conflict and work motivation among secondary school tribal female teachers.
- To find out the relationship between role conflict and work motivation among secondary school tribal male and female teachers.

Hypotheses

- There exists no significant difference in the role conflict among secondary school male and female tribal teachers.
- There exists no significant difference in the work motivation among secondary school male and female tribal teachers.
There exists no significant relationship between role conflict and work motivation among secondary school male tribal teachers.

There exists no significant relationship between the role conflict and work motivation among secondary school female teachers.

There exists no significant relationship between the role conflict and work motivation among secondary school male and female tribal teachers.

Method of Research
Keeping in view the objectives of the study descriptive survey method has been used by the investigator.

Population and Sample
The Kalahandi district of Odisha constitutes the population for present research investigation. The sampling frame comprises all secondary school teachers working in this district. The investigator has taken 200 teachers (100 male and 100 female) from 20 government secondary by using simple random sampling technique.

Tools Used
Following tools has been used by the investigator for collection of data:
- Teachers’ Role Conflict Inventory by Dr. Promila Prasad and L.I. Bhusan.
- Work Motivation Questionnaire by K.G. Aggarwal.

Statistical Techniques used
For analysis and interpretation of data the investigator has used Quartile Deviation and t-test.

RESULT AND DISCUSSION
Result Pertaining to the Difference in Role Conflict among Secondary School Female and Female Tribal Teachers
To find out the difference in role conflict among secondary school tribal male and female teachers, t-ratio has been calculated and the result is presented in table no. I

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t- ratio</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>100</td>
<td>26.29</td>
<td>12.14</td>
<td>198</td>
<td>0.22</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>100</td>
<td>25.28</td>
<td>13.43</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of significance 0.05 = 1.97, Level of significance 0.01 = 2.60

The table no. I depicts that the obtained t-ratio is 0.22 which is found to be not significant at the both levels. Therefore, it can be interpreted that there exists no significant difference in role conflict among secondary school tribal male and female teachers. Thus, the purpose null gets accepted.

Result Pertaining to the Difference in Work Motivation among Secondary School Male and Female Tribal Teachers
To find out the difference in levels of work motivation among secondary school tribal male and female teachers t-ratio has been calculated and result is presented in table no. II
Table No: II

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t- ratio</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>100</td>
<td>26.00</td>
<td>10.11</td>
<td>198</td>
<td>0.29</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>100</td>
<td>25.87</td>
<td>14.39</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of significance 0.05 = 1.97, Level of significance 0.01 = 2.60

It is observed from the table no. II that the obtained t-ratio 0.29 which is found to be not significant at the both levels. Therefore, it can be interpreted that there exists no significant difference in the levels of work motivation among secondary school tribal male and female teachers. Thus, the propose null hypothesis gets accepted.

Result Pertaining to the relationship between Role Conflict and Work Motivation among Secondary School Tribal Male Teachers

To find out the relationship between role conflict and work motivation among secondary school tribal male teachers Product moment correlation coefficient has been computed and result is presented in table no.III

Table No. III

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>df</th>
<th>R</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Motivation</td>
<td>Male Teachers</td>
<td>100</td>
<td>198</td>
<td>0.10</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>Male Teachers</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table no.III depicts that the obtained coefficient of correlation is 0.10 which is found to be insignificant at the both levels. Therefore, it can be interpreted that there exists no significant relationship between role conflict and work motivation among secondary school male tribal teachers. Thus, the propose null hypothesis gets accepted.

Result pertaining to the relationship between Role Conflict and Work Motivation among Secondary School Tribal Female Teachers

To find out the relationship of role conflict and work motivation among secondary school tribal female teachers Product moment correlation coefficient has been calculated and result is presented in table no. IV
Table No. IV

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Motivation</td>
<td>Female Teachers</td>
<td>100</td>
<td></td>
<td>0.07</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>Female Teachers</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is observed from the table no.4 that the obtained coefficient of correlation is .07 which is found to be insignificant at the both levels. Therefore, it can be interpreted that there exists no significant relationship between role conflict and work motivation among secondary school male tribal teachers. Thus, the propose null hypothesis gets accepted.

Result Pertaining to the relationship between Role Conflict and Work Motivation among Secondary School Tribal Male and Female Teachers

To find out the relationship of role conflict and work motivation among secondary school tribal and female teachers Product moment correlation coefficient has been calculated and result is presented in table no. V

Table No. V

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Motivation</td>
<td>Male Teachers</td>
<td>100</td>
<td></td>
<td>0.02</td>
<td>Insignificant</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>Female Teachers</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is observed from the table no.V that the obtained coefficient of correlation is .02 which is found to be insignificant at the both levels. Therefore, it can be interpreted that there exists no significant relationship between role conflict and work motivation among secondary school male tribal teachers. Thus, the propose null hypothesis gets accepted.

Main Finding and Conclusion

- There exists no significant difference in role conflict among secondary school male and female tribal teachers. The reasons may be mutual co-operation and proper understanding among the male and female teachers. Moreover, we may say that there is little bit deviation in their thinking process.
There exists no significant difference in work motivation among secondary school male and female tribal teachers. The reasons may be better relation, zeal to teach and collectively solve the present existing problems.

There exists no significant relationship between role conflict and work motivation among secondary school male tribal teachers because of their active participation in different educational activities.

There exists no significant relationship between the role conflict and work motivation among secondary school female teachers because of their active participation in different educational activities irrespective of their gender difference.

There exists no significant relationship between the role conflict and work motivation among secondary school male and female tribal teachers. The reason behind that both teachers possess enthusiastic characterises to solve every academic problems irrespective of their gender difference.

Suggestions for further research
- The present study was conducted on secondary school tribal teachers. Similar research can be conducted on Principals, administrators keeping in view the educational problems.
- It may be replicated on large population for greater validation.
- The present study was confined to Kalahandi district which is nominated as one of the tribal districts. The sampling area of the study can be increased or change for further research keeping in view the educational problems of other tribal districts.

Recommendations
- The researcher recommends to the future researchers that they should conduct a research on role conflict and find out the reasons of low work motivation of the secondary school teachers.
- The research motivates the future researchers to discover the reasons of role conflict among male teachers with their jobs as compared to female teachers.
- Teachers should be provided with proper guidance and counselling in the organization so that they will be aware of their duties, working conditions in the schools. By knowing this can adjust with the school conditions effectively.
- To reduce role conflict, the authorities should provide clear cut guidelines, so that they will be aware of their roles and there will be no ambiguity in understanding of what he or she is to do.
- Administration creates a supportive organizational climate will help to reduce role conflict and thereby improve work motivation among teachers. By providing better working conditions, teachers will be more satisfied to work in the institution they are working.
- The present study makes an important contribution to the role conflict literature. Our results highlight the importance of individuals perceptions of their role combinations and the value of directly assessing these perceptions.
- Nonetheless, we believe that the present study provides a solid foundation on which to build and points to a new direction for future research on role conflict and work motivation of teachers.

References


Pramila Prasad and L. I. Bhusan. Teacher’s Role Conflict Inventory : Published by National Psychological Corporation Kacheri Ghat, Agra-282004.