



Influence Of Role-Conflict On The Professional Development Among Teacher Educators

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Abstract:

Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. This may have significant negative influence on teaching profession. In this backdrop, present study is aimed to find out how role conflict in various dimensions affects professional development of teacher educators. Researcher randomly selected a total of 360 teacher educators from various teacher training institutes Under Bangalore and Mysore University. They were administered role conflict and professional development scales. The data were analyzed through product moment correlation and step-wise multiple regression. Pearson's product moment correlation coefficients revealed Total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores. Family related conflict, self-conflict, work related conflict, professional growth related conflict, health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%.

Key Words

Role conflict, Professional Development, Teacher educators.

Introduction:

Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. Mostly such studies have focused on norms, and most authors have interpreted their findings as indications of role conflict. Several forms of role conflict have been suggested in the literature related to teacher behavior. According to role theory, role conflict results from two or more sets of incompatible demands involving work-related issues (Kahn et al., 1964; Katz and Kahn, 1978).

According to Farr and Ford (1990), stress produces routine behavioral patterns and generally interferes with novel or creative responses.

Professional development training courses are not only applicable to people in business or management, but are also important for professionals such as teachers, technicians, nurses and engineers. Some of these professional courses are officially recognized and certify the candidates, on completion. This recognition is an added advantage of being trained at professional development (Narayana, Alagukanna&Suganya, 2015).Kaushal (2017) opines that the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system and this consequently depends upon the professional development opportunities to the teachers. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is a huge and challenging one. The developments and changes over the last two decades require a fresh look at the professional development of teachers.

Studies have revealed that role conflict in one or another form has significant influence over professional development. Latha kumar (2000) 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) 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) revealed that married women were subjected to more role conflict than unmarried/single women. However, Jena (2011) 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 women.

In the present study an attempt is made to find out how role conflict influences the professional development among teacher educators, as the studies are very scanty on the influence of role conflict on professional development of teacher educators. It is hypothesized that role conflict of teacher educators on various dimensions does have significant influence over professional development.

Method

Sample: A total of 360 teacher educators (both male and female) were selected randomly from various teacher training institutes under Bengaluru and Mysuru University. They were administered organizational climate and professional development scales.

Teacher role conflict scale:

Teacher's role conflict scale was a self-reporting five point scale. Items of the scale were in statement form followed by five alternatives. The teacher educators had to tick one alternative against each statement. To score the scale the responses were credited 5, 4,3,2,1. In the final form of the scale, the total number of significant items was 21. The final draft of the scale consisted of 21 items under six dimensions i.e. Family Related Conflicts, Work related Conflicts, Professional growth related conflicts, Self conflicts, and Health related conflicts, Social related conflicts. The reliability coefficients calculated using Cronbach alpha for the dimensions -Family Related Conflicts, Work related Conflicts, Professional growth related conflicts, Self conflicts, and Health related conflicts, Social related conflicts were found to be .703, .651, .606, .644, .710 and .762 respectively. The reliability coefficient for the total scale was found to be .883.

Professional development tool: The tool for professional development was developed by the first author in consultation with the experts in the field. The final version of the tool consisted of 36 items, under eleven dimensions i.e. Planning For Training & Learning, Commitment & accountability, Impact of Academic support on class room, Impact of ICT on Professional Development, Personal Effectiveness, Self Upgrading & Extend Activities, Impact of training on Professional Development, Avenues Of Professional Development, Suggestion To improve Professional Development, General self-efficacy, Problems in Professional Development. There were 3, 5, 2, 3, 4, 3, 2, 4, 5 and 2 items for Planning For Training & Learning, Commitment & accountability, Impact of Academic support on class room, Impact of ICT on Professional Development, Personal Effectiveness, Self Upgrading & Extend Activities, Impact of training on Professional Development, Avenues Of Professional Development, Suggestion to improve Professional Development, General self-efficacy, Problems in Professional Development respectively. The answering options varied from strongly agree to strongly disagree on a 5 point Likert scale the reliability coefficients obtained through Cronbach Alpha ranged from .542 to .719 for the individual dimensions, and for the total scale the reliability coefficient was found to be .939 which was found to be highly significant. In other words, the tool employed for the study was reliable.

Procedure:

The data for the study were collected by administering the questionnaires personally by the investigator. It was found that administering the questionnaire personally gave the investigator an opportunity to literally visit all the colleges under study, establish rapport with the respondents, and also gave the investigator an opportunity to answer to all doubts of the respondents. The researcher administered two scales for collecting the desirable set of information from the selected sample of study. These were Professional Development, and role conflict questionnaires. Before administration of the tool, the respondents were made aware about the purpose of study. They were requested to be free, frank, honest and sincere in answering the test items. After collecting the desirable data, the test items were scored very carefully with the help of respective scoring keys.

Once the data were collected and scores, they were subjected to statistical analysis. To find out the relationship between dimensions of role conflict and dimensions of professional development, Pearson's product moment correlations were employed. To find out the role conflict dimensions contributing to professional development, step-wise multiple regression was employed. Table 1 presents the results of the Pearson's product moment correlations between dimensions of role conflict and professional development and table 2 presents Results of stepwise multiple regression (DV- professional development scores;; IV- dimensions of role conflict).

RESULTS

Table 1

Results of the Pearson's product moment correlations between dimensions of professional development and role conflict

Dimensions of PD		Dimensions of Role conflict						
		Family related	Work related	Professional growth related	Self	Health related	Social related	Total RC
Planning For Tg&Lg	cor	-.050	-.045	-.098	-.095	-.012	.034	-.112
	Sig.	.347	.399	.063	.071	.813	.516	.034
Commitment & account.	cor	-.234	-.070	-.066	-.087	-.053	-.022	-.218
	Sig.	.001	.185	.212	.098	.319	.671	.001
Impact of Aca. support on class room	cor	-.071	-.125	-.089	-.058	-.043	.021	-.154
	Sig.	.180	.017	.092	.269	.421	.689	.003
Impact of ICT on PD	cor	.008	-.093	-.185	-.073	-.019	-.020	-.150
	Sig.	.881	.079	.001	.168	.720	.706	.004
Personal Effectiveness	cor	-.087	-.131	-.071	-.105	-.032	.043	-.168
	Sig.	.100	.013	.180	.046	.544	.413	.001
Self-Upgrading & Extend Act.	cor	-.043	-.110	-.019	-.109	-.029	-.066	-.157
	Sig.	.418	.037	.713	.038	.590	.214	.003
Impact of training on PD	cor	-.114	-.100	-.049	-.047	-.049	-.057	-.168
	Sig.	.031	.058	.350	.376	.353	.283	.001
Avenues Of PD	cor	-.021	-.032	-.093	-.164	.018	-.070	-.147
	Sig.	.693	.542	.077	.002	.729	.183	.005
Suggestion To improve PD	cor	-.165	-.122	-.268	-.184	-.113	-.069	-.358
	Sig.	.002	.020	.001	.001	.033	.192	.001
General self Efficacy	cor	-.326	-.184	-.208	-.238	-.158	-.120	-.489
	Sig.	.001	.001	.001	.001	.003	.023	.001

Problems in PD	cor	-.091	-.055	-.044	-.130	-.087	-.035	-.174
	Sig.	.085	.302	.408	.013	.097	.509	.001
Total PD	cor	-.431	-.328	-.404	-.409	-.209	-.138	-.769
	Sig.	.001	.001	.001	.001	.001	.009	.001

Note: Cor-Correlation coefficient; sig-Significance; df=358

Family related conflict dimension of the role conflict was significantly and negatively related to commitment and accountability ($r=-.234$; $p=.001$), impact of training on PD ($r=-.114$; $p=.031$), suggestions to improve PD ($r=-.165$; $p=.002$), general self-efficacy ($r=-.326$; $p=.001$), and total professional development scores ($r=-.431$; $p=.001$). Work related conflict dimension of role conflict was significantly and positively related to impact of academic support from class room ($r=-.125$; $p=.017$), personal effectiveness ($r=-.131$; $p=.013$), self-upgrading and extended activities ($r=-.110$; $p=.037$), suggestions to improve PD ($r=-.122$; $p=.020$), general self-efficacy ($r=-.184$; $p=.001$), and total professional development scores ($r=-.328$; $p=.001$). Professional growth related conflict dimension of role conflict was significantly and negatively related to impact of ICT on PD ($r=-.185$; $p=.001$), suggestions to improve PD ($r=-.268$; $p=.001$), general self-efficacy ($r=-.208$; $p=.001$), and total professional development scores ($r=-.404$; $p=.001$). Self-conflict dimension of the role conflict was significantly and negatively related to personal effectiveness ($r=-.105$; $p=.046$), self-upgrading and extended activities ($r=-.109$; $p=.038$), avenues of PD ($r=-.164$; $p=.002$), suggestions to improve PD ($r=-.184$; $p=.001$), general self-efficacy ($r=-.238$; $p=.001$), problems in PD ($r=-.130$; $p=.013$) and total professional development scores ($r=-.409$; $p=.001$). Health related conflict dimension of the role conflict was significantly and negatively related to suggestions to improve PD ($r=-.113$; $p=.033$), general self-efficacy ($r=-.158$; $p=.001$), and total professional development scores ($r=-.209$; $p=.001$). Social related conflict dimension of the role conflict was significantly and negatively related to general self-efficacy ($r=-.120$; $p=.023$), and total professional development scores ($r=-.138$; $p=.009$). Lastly, total role conflict scores were significantly and negatively related to planning for training and learning ($r=-.112$; $p=.034$), commitment and accountability ($r=-.218$; $p=.001$), impact of academic support on classroom ($r=-.154$; $p=.003$), impact of ICT on PD ($r=-.150$; $p=.004$), personal effectiveness ($r=-.168$; $p=.001$), self-upgrading and extended activities ($r=-.157$; $p=.003$), impact of training on PD ($r=-.168$; $p=.001$), avenues of PD ($r=-.147$; $p=.005$), suggestions to improve PD ($r=-.358$; $p=.001$), general self-efficacy ($r=-.489$; $p=.001$), problems in PD ($r=-.174$; $p=.001$) and total professional development scores ($r=-.769$; $p=.001$).

It is evident that wherever significant relationships observed between dimensions of role conflict and dimensions of professional development, all those correlation coefficients were found to be negative. In other words as the role conflict increased, professional development decreased linearly and significantly.

Table 2

Prediction of professional development by role conflict: Results of stepwise multiple regression (DV- professional development scores;; IV- dimensions of role conflict)

Model	Variables entered (Role Conflict)	R	R Square	Adjusted R ²
1	Family related	.431	.186	.183
2	Self	.598	.358	.354
3	Work related	.695	.483	.478
4	Professional growth related	.776	.603	.598
5	Health related	.800	.641	.635
6	Social related	.803	.645	.639

Note: Stepwise (Criteria: Probability-of-F-to-enter \leq .050, Probability-of-F-to-remove \geq .100).

Of the 6 dimensions of role climate were regressed on professional development scores, using stepwise multiple regression, following results were observed. The first variable to enter into the equation to predict the professional development was 'family related conflict' with the correlation coefficient of .431 and squared R value of .186. The adjusted R value was found to be .183. The second variable along with the first variable to enter into the equation was 'self-conflict' with the combined correlation coefficient of .598 and squared R value of .358, the adjusted R value was found to be .354. The third variable along with the first two variables to enter into the equation was 'work related conflict' with the combined correlation coefficient of .695 and squared R value of .483, the adjusted R value was found to be .478. The fourth variable along with the first three variables to enter into the equation was 'professional growth related conflict' with the combined correlation coefficient of .776 and squared R value of .603, the adjusted R value was found to be .598. The fifth variable along with the first four variables to enter into the equation was 'health related conflict' with the combined correlation coefficient of .800 and squared R value of .641, the adjusted R value was found to be .635. The last variable along with the first five variables to enter into the equation was 'social related conflict' with the combined correlation coefficient of .803 and squared R value of .645, the adjusted R value was found to be .639. All together, these six dimensions of role conflict contributed to 63.9% of the professional development.

DISCUSSION

MAJOR FINDINGS OF THE STUDY

- Family related conflict dimension of role conflict was significantly and negatively related to commitment and accountability, impact of training on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores
- Work related conflict dimension of role conflict was significantly and negatively related to impact of academic support on classroom, personal effectiveness, self-upgrading and extended activities, suggestions to improve professional development, general self-efficacy and total professional development score
- Professional growth related conflict was significantly and negatively related to impact of ICT on professional development, suggestions to improve professional development, general self-efficacy and total professional development scores
- Self-conflict was significantly and negatively related to personal effectiveness, self-upgrading and extended activities, avenues of professional development, suggestions to improve professional development, general self-efficacy, problems in professional development and total professional development scores
- Health related conflict was significantly and negatively related to suggestions to improve professional development, general self-efficacy, and total professional development scores
- Social related conflict was significantly and negatively related to general self-efficacy, and total professional development scores
- Total role conflict scores were significantly and negatively related to all the dimensions of professional development including and total professional development scores
- Family related conflict, self-conflict, work related conflict, professional growth related conflict, health related conflict and social related conflict variables majorly predicted the professional development of teacher educators to an extent of 63.9%

The results of the present study are in agreement with the studies done previously. Ahmed, K. et al. (2014) in his study found that relationship conflict, task conflict and role conflict had significant impact on employees' performance, (b) High correlations among relationship conflict, task conflict and role conflict on teachers' performance were found, (c) There were inverse relationships between relationship and role conflict with employees' performance and a positive correlation was found between task conflict and the employees' performance. Findings of the study by Chandra (2012) revealed positive and significant relationship between occupational stress and self-emotional management among teachers of private, government and aided B.Ed. colleges. There existed significant positive relationships between occupational stress and role conflict among teachers of private, government and aided B.Ed. colleges. Also, significant relationship between emotional management

and role conflict among teachers of private, government and aided B.Ed. colleges was observed. Deka(2019) in her study on primary female teachers are suffering from a lot of academics, economic, social as well as family related problems, which adversely effect on their professional career along with the quality of student-learning-outcomes; definitely contributed negatively to the prosperity of our nation, because primary education is the backbone of our national development.

In the present study it was clear that role conflict did have negative influence on the professional development of teacher educators. From the study it was found that Family related conflict, self-conflict, work related conflict, professional growth related conflict, and health related conflict and social related conflict variables majorly predicted the professional development. The social, economic, and political developments in the rapidly changing globe are a major cause of the teacher's role conflict. Open dialogue and ongoing study in this area should be conducted, nevertheless, since they might be useful to verify. The time has come for organizational and educational transformation. Every training facility must implement work-life balance policies for its instructors in order to assist them in lowering the level of role conflict and further assisting them in leading a balanced existence. For reducing the level of role conflict, they should be given plenty of opportunity to conduct workshops and seminars, attend conferences, workshops, seminars, and counseling, among other things.

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