

Job Involvement and Role Conflict among Primary School Teachers

NipuntaKaur¹

Dr. AmitaKaistha²

Abstract

The study aims to find out the level of job involvement and role conflict among primary school teachers of Punjab. The sample of the study consists of 72 primary school teachers. The data was collected using job involvement scale and role conflict scale. The study found that job involvement of teachers does not differ in relation to gender whereas role conflict among teachers differs significantly. The positive relation was found between the job involvement and role conflict.

Keywords: Job Involvement, Role Conflict, Primary School teachers

Introduction

Education aims at the development of human beings and human resources. It provides a base for the development of values, skills, knowledge, attitudes and capabilities which give strength and flexibility to individuals to adapt to the changing scenario (Narayanaswamy and Rao, 2014). Education as an institution has been designed by the society to encourage the social, cognitive and behavioural development of the child. Society has given the responsibility to the teacher to shape and provide direction to the child. He is the one who plays a significant role in the lives of students in the initial years of development (Khan, 2017).

Job Involvement

Involvement refers to the engagement of an individual with its work. The construct of job involvement was put forth by Lodahl and Kejner in 1965. It is the psychological identification of a worker with his work or the importance of work in the total self-image (Brown, 1996). Job involvement is defined as the extent, to which an individual introduces himself to his job, passionately took part in it, and acknowledges his job performance valuable to his dignity (Pathak, 1983). It is the intensity to which a worker is cognitively pre-occupied with, involved in and concerned with one's current job (Selvam, 2013). It is also taken as an extent to which a person regards his job as introduction, knows his work as praise and honour for his credibility, and performs his job with honesty, cooperation, responsibility, and ready to make more efforts to achieve

¹Research Scholar, Department of Education and Community Service, Punjabi University, Patiala, Punjab. M: +91-9463412118, e-mail Id: nipunta1007@gmail.com

²Assistant Professor, Department of Distance Education, Punjabi University, Patiala.

the goals (Shalmazari, 2015). An individual who is intrinsically motivated will definitely feel attached to one's work which will propel a person towards commitment to his/her work while fulfilling the organizational demands (Singh, 2009). Thus, job involvement is association of an individual with his job to attain maximum self-satisfaction and to produce maximum efficient results.

Selvam (2013) found that male and female, less experienced and more experienced teachers were found to have similar level of job involvement. Sethi and Mittal (2016) found that male and female, government and private teachers respectively had similar job involvement. Venkateswaran et al., (2015) revealed that less than 5 years, 5 years and above 5 years experienced teachers differs in job involvement. Less than 5 years experienced teachers were more involved in their job than 5 years and above. Dehal and Kumar (2017) revealed that male and female, urban and rural college teachers differ in the job involvement respectively and mean values indicated that male and rural teachers were more involved in their job than their respective counterparts.

Role conflict

Teacher faces different challenges during his job which sometimes affects the quality of his professional life. A teacher plays a varied role like friend, guide or instructor etc. inside as well as outside the classroom. Sometimes he gets stuck between the different roles because of the expectations of his perceived roles and enacted roles. Role conflict is defined as "the extent to which a person experiences pressure within one role that are incompatible with the pressures that arise within another role" (Kopelman et al., 1983). Role conflict is a disagreement between differing role expectations. When an individual occupies two or more than two roles at the same time but the role expectations of the two roles are contrary to each other then the role conflict arises. The role conflict is not only caused by the expectations of other's but it is also caused by self-expectations which causes stress especially when they are not compatible with the achievement (Kumar and Kumari, 2016). It refers to the inconsistency between different role expectations. This inconsistency may take place when work expectations are different and it is difficult for the employee to fulfil one's expectations without denying another or when the distinctive roles of individuals are not consistent with each other (Vatharkar, 2017). Thus, role conflict can be understood as inconsistency in role performance of worker either due to multiple role expectations or unsuitable requests received from role sender in doing job related responsibilities or contrary roles played by the incumbent (Beena, 1999).

Jena (2011) revealed that male and female school teachers do not differ in role conflict. There is no significant relationship between role conflict and work motivation of teachers in relation to gender. Kaur (2014) found that there exists positive relationship between role conflict and work motivation of teachers. It was further revealed that male, female, private and government teachers differ significantly on work motivation and role conflict. Widyani and Sugianingrat (2015) found that multiple role conflict was positively related with the stress. Roleconflict had negative effect on job satisfaction. Gupta and Nain (2016) revealed that male and female teacher educators differ significantly in role conflict. Gupta and Kumari (2018) found that male and female secondary school teachers were found to be similar on role conflict. Mean score of role conflict between male and female teachers revealed that male teachers had low role conflict than female teachers.

Significance of the study

School education plays a significant role in one's life, as an individual receives a major part of education there and the teacher is the one who is solely responsible for the education of a child. Teacher plays a crucial role in the generation, transfer and application of knowledge. Teaching is a profession which is meaningful only when a teacher involves himself fully in the teaching-learning process (Pan and Ghua, 2018). Thus, the present study aims to study the level of job involvement and role conflict among primary school teachers of Punjab.

Objectives of the study

1. To study the job involvement and role conflict of primary school teachers with respect to gender.
2. To study the job involvement and role conflict of primary school teachers with respect to teaching experience.
3. To study the relationship between job involvement and role conflict among primary school teachers.

Hypotheses of the study

1. There is no significant difference between male and female primary school teachers in job involvement.
2. There is no significant difference between male and female primary school teachers in role conflict.

3. There is no significant difference between the primary school teachers having less than five years and six and more years of teaching experience in their job involvement.
4. There is no significant difference between the primary school teachers having less than five years and six and more years of teaching experience in their role conflict.
5. There is no significant relationship between job involvement and role conflict among primary school teachers.

Methodology

The descriptive survey method was used for the study. Mean, median, mode and standard deviation were used to study the level of job involvement and role conflict among primary school teachers. T-test was computed to study the significant differences among primary school teachers. The correlation analysis was used to study the relationship between job involvement and role conflict.

Sample

According to the purpose of the study total of 72 primary school teachers has been selected. There were 33 male and 39 regular primary teachers.

Tools used for the study

1. Teachers' role conflict inventory by Prasad and Bhushan (1991) was used to assess the role conflict among teachers.
2. Job involvement scale by Dhar et al., (2011) was used for collection of data.

Analysis and interpretation of data

Hypothesis-1 There is no significant difference between male and female primary school teachers in job involvement.

Table 1
Mean difference in job involvement of male and female primary school teachers

Gender	N	Mean	SD	Calculated 't'-value	Remark at 5% level
Male	33	47.87	2.11	1.27	NS
Female	39	46.89	4.2		

The table 1, shows that the calculated t-value is 1.27 which is not significant at 0.05 level of significance and so the null hypothesis is accepted. It is concluded that there is no

significant difference between male and female primary school teachers in job involvement.

Hypothesis-2 There is no significant difference between male and female primary school teachers in role conflict.

Table 2

Mean difference in role conflict of male and female primary school teachers

Gender	N	Mean	SD	Calculated 't'-value	Remark at 5% level
Male	33	37.84	15.33	2.192	S
Female	39	29.97	15.01		

The table 2 shows that the calculated t-value 2.19 which is significant at 0.05 level and so the null hypothesis is rejected. It is concluded that there is a significant difference between male and female primary school teachers in role conflict. The mean score of male teachers 37.84 is greater than that of female teachers which is 29.97. It is concluded that male primary school teachers have more role conflict.

Hypothesis-3 There is no significant difference between the primary school teachers having less than five years and six and more years of teaching experience in their job involvement.

Table 3

Mean difference in job involvement among primary school teachers with respect to teaching experience

Teaching Experience	N	Mean	SD	Calculated 't'-value	Remark at 5% level
More than 5 years	27	29.25	8.85	2.171	S
Less than five years	45	30.17	18.06		

The table 3, shows that the calculated t-value 2.171 which is significant at 0.05 level and so the null hypothesis is rejected. The mean score of teachers having more than 5 years of experience is less than that of the teachers having less than five years of experience and so it is concluded that primary school teachers differ significantly on job involvement with respect to teaching experience. Less experienced teachers are found to be more involved in their jobs than their counterparts.

Hypothesis-4 There is no significant difference between the primary school teachers having less than five years and six and more years of teaching experience in their role conflict.

Table 4
Mean difference in role conflict among primary school teachers with respect to teaching experience

Teaching Experience	N	Mean	SD	Calculated 't'-value	Remark at 5% level
More than 5 years	27	46.51	4.43	1.417	NS
Less than five years	45	47.84	2.57		

The table 4, shows that the calculated t-value 1.417 which is not significant at 0.05 level and so the null hypothesis is accepted. so it is concluded that primary school teachers do not differ significantly on role conflict with respect to teaching experience. Hypothesis 5: There is no significant relationship between job involvement and role conflict of primary school teachers.

Table 5
Relationship between job involvement and role conflict of primary school teachers

Variable	N	r-value	Remark at 5% level
Job involvement	72	0.017	S
Role conflict	72		

Table 5 shows that the calculated correlation value 0.017 is less than the table value lies within the range of 0.23 and so it is concluded that there is no significant relationship between job involvement and role conflict of primary school teachers.

Conclusion

The present study aims to study the job involvement and role conflict among primary school teachers. The results of the study found that male and female teachers have similar level of job involvement is in line with the previous studies of Selvam (2013) and Sethi and Mittal (2016). Male and female teachers differ significantly on role conflict is supported by Kaur (2014), Gupta and Nain (2016) and Gupta and Kumari (2018). Male teachers were found to have more conflict than female counterparts. The result also indicates that teaching experience has significant effect on the job

involvement but no significant effect on role conflict among teachers. The study further found that job involvement is positively correlated with role conflict among primary school teachers. Highly involved teachers had more conflict than the counterparts.

Educational Implications

Teachers' job involvement and conflict in their jobs go together. Job involvement is significant factor which plays a crucial role in their work life. The study has shown with the increase in job involvement, the conflict among teachers also increases. Teachers should be given ample opportunities in terms of conducting workshops and seminars, attending conferences, workshops, seminars and counselling etc. so that the degree of role conflict can be minimized and involvement in job can be enhanced.

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