

## **Type of Institution, Academic Stream and Locus of Control as Indicators of Role Conflict among Teacher Educators: An Empirical Study**

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### **Abstract**

The present study was undertaken to explore the main and interaction effects of type of institution, academic stream and locus of control on the role conflict of teacher educators working in B.Ed. colleges. Role conflict was treated as dependent variable and type of institution (govt./govt. aided & self-financing); academic stream (science & arts); and locus of control (internal & external) as independent variables. Normative survey method was employed for the investigation. Multi-stage stratified random sampling technique was used to select the sample of 300 teacher educators working in B.Ed. colleges for the present study. Teacher's Role Conflict Scale and Teacher's Locus of Control Scale were developed by Gupta and Nain for collecting data. Balanced Three Way ANOVA with 2×2×2 factorial design was used for the purpose of data analysis and Hartley's Test of Homogeneity of Variance was applied to test the assumption of homogeneity of variance for ANOVA. The findings of the study revealed that main effects of all the three independent variables i.e. type of institution, academic stream and locus of control on role conflict of teacher educators were found to be significant. Significant double interaction effects of type of institution and academic stream; type of institution and locus of control on the role conflict of teacher educators were reported whereas no significant double interaction effect of academic stream and locus of control on the role conflict among teacher educators was observed. No significant triple interaction effect of type of institution, academic stream and locus of control on the role conflict of teacher educators was found.

**Key Words:** Role Conflict, Type of Institution, Academic Stream, Locus of Control

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## Introduction

Teaching is challenging but very rewarding profession. In this era, teachers are reported of having poor quality of work life (Bharathi et al., 2011[3] and Emardzadeh et al., 2012[7]). They are exhausted from their workload and responsibilities as they have their own families, financial and life stresses that challenge them for survival. So, they play many roles inside and outside the institution i.e. role of father/mother, employee, friend, and social worker etc. that cause conflicts while performing these roles. In reality, every individual in the social system plays several roles and sometimes plays them simultaneously. Often the expectations of these roles are incompatible, inconsistent, contradictory or even mutually exclusive. The individual finds difficulty in conforming to these expectations and he is forced to choose one of the several alternatives by abandoning one role and changing to the other or compromising between the roles or withdraw the roles either physically or psychologically. These all lead to role conflict. Role conflict is the term which has generally been used by sociologists and social-psychologists to refer the problematic situations which arises due to simultaneous roles. So, role conflict is an important area of study for both researchers and practitioners, as more and more employees are struggling while playing multiple roles i.e. employee, parent, student, caretaker of elderly parents etc. Researches till date suggest that role conflict leads to dysfunctional outcomes for the individual (i.e. dissatisfaction, anxiety, depression, poor health), for relationships (i.e. increased interpersonal conflict, divorce), and for the organization (i.e. absenteeism, tardiness, loss of talented employee).

The traditional image of teacher is no longer applicable today as the role of teacher has become extended with new tasks and multiple challenges. He has to perform the role of nurturer, appeaser, and counsellor as well as an academic teacher to booster the confidence of students. Thus, teacher plays an important role in establishing the overall tone of the educational institutions to meet the expectations of students, parents, society as well as nation. Hence, entire edifice of education is shaky if teacher is under high level of conflict. It is felt that the teacher experiences greater conflict between his family roles and job roles because of the antagonistic nature of the roles. So, he faces problems both at home and at his work place. When he is at home, he has to discharge responsibilities for his child, wife and other family members. He faces so many problems while performing these roles. Malhotra and Sachdeva (2005)[9] studied the effect of different professions and multiplicity of social roles on the role conflict of working women and role conflict was found to be maximum in case of lecturers and nurses who were married and mother. Benni (2011)[2] revealed that as the age, education, length of service and income increased, the level of

role conflict decreased. Sareen and Kumari (2011)[11] found that female teachers were likely to be found having more role conflict than male teachers.

Locus of control refers to person's belief on controlling his life. Rotter was the first who used this concept and defined it as a well-known cognitive-behavioural psychological attribute describing a person's characteristic way of perceiving the world. Rotter (1966)[10] further defined locus of control as a generalized expectancy that rewards or outcomes in life are controlled either by one's own actions (internality) or by other forces (externality). He believed that people have different degrees of internality and externality. Internals believe that rewards they receive are as a result of their own behaviour and confident that they can control their lives. Externals are just the opposite as they believe that rewards are not dependent upon their actions and that the events happen to them as a result of some external factors such as luck or other influences (Gan, Shang & Zhang, 2007)[8]. Teachers' Locus of control was defined as their perceptions of controlling the performance of students; whether they see students' achievement as a consequence of their own actions or not. Czubaj (1996)[6] concluded that internal Locus of control tended to reduce teacher's stress and enhance motivation. Bulus (2011)[4] found that prospective teachers' high level of internal Locus of control plays a significant role in mastery over goal orientation (goals to improve teaching competency and teaching task) and academic achievement. Cheng (1994)[5] identified Locus of control as a powerful indicator of teachers' job attitudes in terms of organizational commitment, intrinsic satisfaction, extrinsic satisfaction, social satisfaction, role clarity, and feeling of job challenge.

### **Variables Involved**

- Dependent Variable
  - ❖ Role Conflict
- Independent Variables
  - ❖ Type of Institution
  - ❖ Academic Stream
  - ❖ Locus of Control

### **Objectives of the Study**

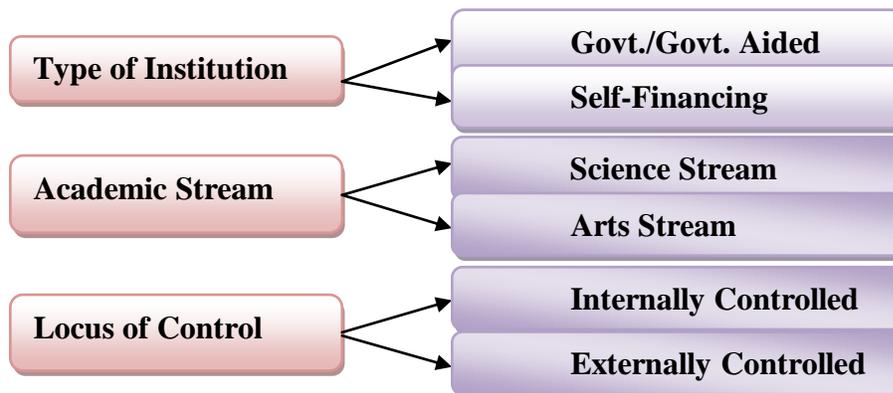
To study the main effects and interaction effects of type of institution, academic stream, locus of control on role conflict of teacher educators working in B.Ed. colleges.

### Hypotheses of the Study

- Ho<sub>1</sub> There exists no significant effect of a) type of institution; b) academic stream; c) locus of control; on role conflict of teacher educators working in B.Ed. colleges.
- Ho<sub>2</sub> There exists no significant interaction effect of a) type of institution and academic stream; b) academic stream and locus of control; c) type of institution and locus of control; on role conflict of teacher educators working in B.Ed. colleges.
- Ho<sub>3</sub> There exists no significant interaction effect of type of institution, academic stream and locus of control on role conflict of teacher educators working in B.Ed. colleges.

### Design and Methodology

The present study employed descriptive survey method. The 2×2×2 factorial randomized group design was used to analyze the data. Each of the independent variables was varied at two levels as:



### Sample

Multi-stage stratified random sampling technique was employed to select the sample of 300 teacher educators working in B.Ed. colleges of Haryana state. These were further stratified on the basis of type of institution, academic stream and locus of control. The teacher educators who scored 56 and below were considered as internally controlled and those who scored 70 and above were considered as externally controlled. In this way, the final sample comprised 120 teacher educators as per the requirement of the 2x2x2 cells (15 in each cell) of the paradigm was chosen.

### Tools Used

- Teacher's Role Conflict Scale (TRCS-GMNI) developed and standardized by Gupta & Nain to assess the level of role conflict. The scale consists of 28 items and reliability coefficient of .748 was an indicator of stability.
- Teacher's Locus of Control Scale (TLOC-GMNI) developed and standardized by Gupta & Nain to assess teacher's internal and external locus of control. The scale consists of 25 items having reliability .742.

### Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviation was used. The Balanced Three Way Analysis of Variance (ANOVA) with  $2 \times 2 \times 2$  Factorial Design was computed to study the main effects and interaction effects of the independent variables i.e. type of institution, academic stream and locus of control on the dependent variable i.e. role conflict. 't'-test was employed for further investigation wherever F-value was found to be significant. For testing the assumption of homogeneity of variance for ANOVA, the Hartley's Test was applied

### Interpretation & Discussion of Data

The objectives of the study were to find the main and interaction effects of type of institution, academic stream and locus of control on the role conflict of teacher educators working in B.Ed. colleges of Haryana. The variables i.e. type of institution, academic stream and locus of control were coded as A, B, C respectively and were varied into two ways as: govt./govt. aided( $A_1$ ) and self-financing( $A_2$ ); science( $B_1$ ) and arts( $B_2$ ); and internal locus of control( $C_1$ ) and external locus of control( $C_2$ ). The means and S.D's of different sub-samples have been presented in the Table 1 and Fig.1. The summary of ANOVA ( $2 \times 2 \times 2$ ) has also been presented in Table 2, which is analyzed in terms of main effects and interaction effects.

Table 1

Means and S.D's of Sub Samples of 2×2×2 Design for Role Conflict of Teacher Educators with respect to Type of Institution, Academic Stream and Locus of Control

Type of institution (A)	Academic Stream (B)	Internal Locus of Control (C <sub>1</sub> )	External Locus of Control (C <sub>2</sub> )
Govt./Govt. Aided B.Ed. Colleges (A <sub>1</sub> )	Science (B <sub>1</sub> )	Mean=46.53 S.D.= 10.69 N= 15	Mean=51.27 S.D.= 7.67 N=15
	Arts (B <sub>2</sub> )	Mean=56.53 S.D.= 8.919 N=15	Mean=61.47 S.D.= 7.77 N=15
Self Financing B.Ed. Colleges (A <sub>2</sub> )	Science (B <sub>1</sub> )	Mean=59.00 S.D.= 8.701 N=15	Mean=74.80 S.D.= 6.77 N=15
	Arts (B <sub>2</sub> )	Mean=58.93 S.D.= 10.21 N=15	Mean=72.20 S.D.= 6.69 N=15

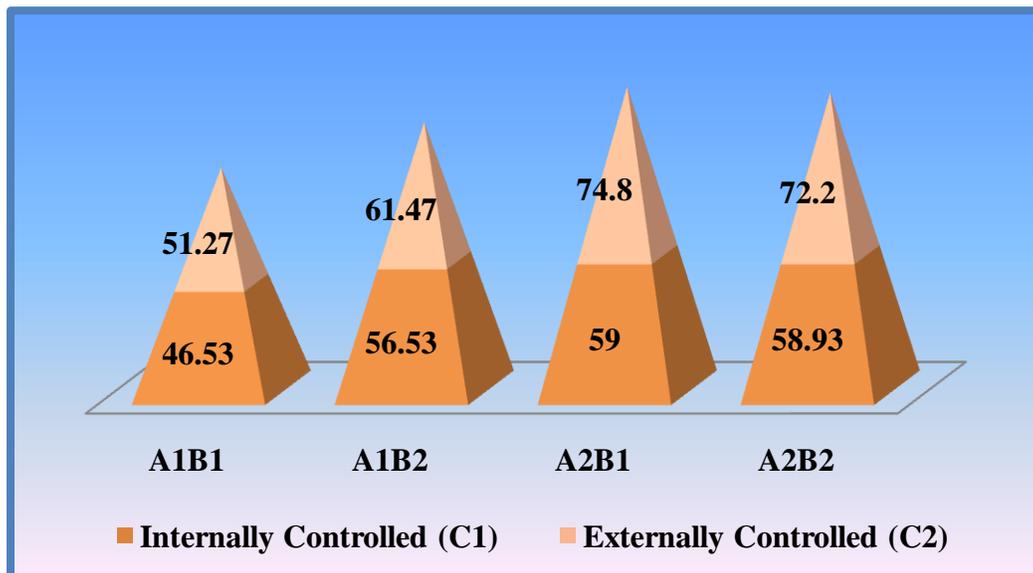


Fig. 1: Mean Scores of Sub Samples of 2×2×2 Design for Role Conflict of Teacher Educators with respect to Type of Institution, Academic Stream and Locus of Control

**Table 2**

**Summary of Three Way ANOVA (2×2×2 Factorial Design) for Role Conflict of Teacher Educators with respect to Type of Institution, Academic Stream and Locus of Control**

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F- ratio
A (Type of Institution)	1	4440.83	4440.83	55.994**
B (Academic Stream)	1	546.13	546.13	6.886**
C (Locus of Control)	1	2881.2	2881.2	36.329**
A×B Interaction	1	1020.83	1020.83	12.872**
B×C Interaction	1	6.53	6.53	0.082 (NS)
A×C Interaction	1	740.03	740.03	9.331**
A×B×C Interaction	1	9.63	9.63	0.121 (NS)
Between Cells	7	9645.2		
Within Cells	112	8882.67		
Total	119	18527.86		

\*\* Significant at 0.01 level

NS = Not Significant

### **Main Effects of Type of Institution, Academic Stream and Locus of Control on Role Conflict of Teacher Educators**

#### **Type of Institution (A)**

It can be interpreted from the Table-2 that F-ratios (55.994; 6.886; and 36.329) for the main effects of type of institution; academic stream; and locus of control on role conflict are found to be significant at 0.01 level which indicates that type of institution; academic stream; and locus of control have shown their significant effects on role conflict of teacher educators working B.Ed. colleges. Therefore, the null hypothesis  $H_{01}$  is rejected. The role conflict of teachers educators working in self-financing B.Ed. colleges is found higher than the teacher educators working in government/government aided B.Ed. colleges. But Aslam et al. (2011)[1] found both public and private sector employees are neutral regarding work-family conflict and family-work conflict. Further depicted in the Table-2, teacher educators belonging to arts stream face higher role conflict

than teacher educators belonging to science stream; and externally controlled teacher educators face higher role conflict than internally controlled teacher educators.

### Double Interaction Effects of Type of Institution, Academic Stream and Locus of Control on Role Conflict of Teacher Educators

#### Type of Institution (A) × Academic Stream (B)

As evident from Table 2, the F-ratio (12.872) for interaction between type of institution and academic stream on role conflict of teacher educators is found to be significant at 0.01 level which leads to the inference that type of institution and academic stream do interact with each other. Therefore, the null hypothesis  $H_{02(a)}$  is rejected. It may, therefore, be concluded that there is a significant interaction effect of type of institution and academic stream on role conflict of teacher educators working in B.Ed. colleges. For further investigation, 't'-test was employed to find out the significant difference in the mean scores of role conflict for different groups and the results have been presented in the Table 3 and also shown graphically in Fig. 2.

**Table 3**

#### 't'-values for Mean Scores of Role Conflict of Teacher Educators for Different Groups of Type of Institution (A) × Academic Stream (B)

Group	N		Mean		S.D.		t-values
A <sub>1</sub> B <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub>	30	30	48.9	59	10.36	8.59	4.11**
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub>	30	30	48.9	66.9	10.36	11.1	6.49**
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	30	30	48.9	65.33	10.36	11.28	5.876**
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub>	30	30	59	66.9	8.59	11.1	3.08**
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub>	30	30	59	65.33	8.59	11.28	2.446*
A <sub>2</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	30	30	66.9	65.33	11.1	11.28	0.542 (NS)

\*\*= Significant at 0.01 level

\*= Significant at 0.05 level

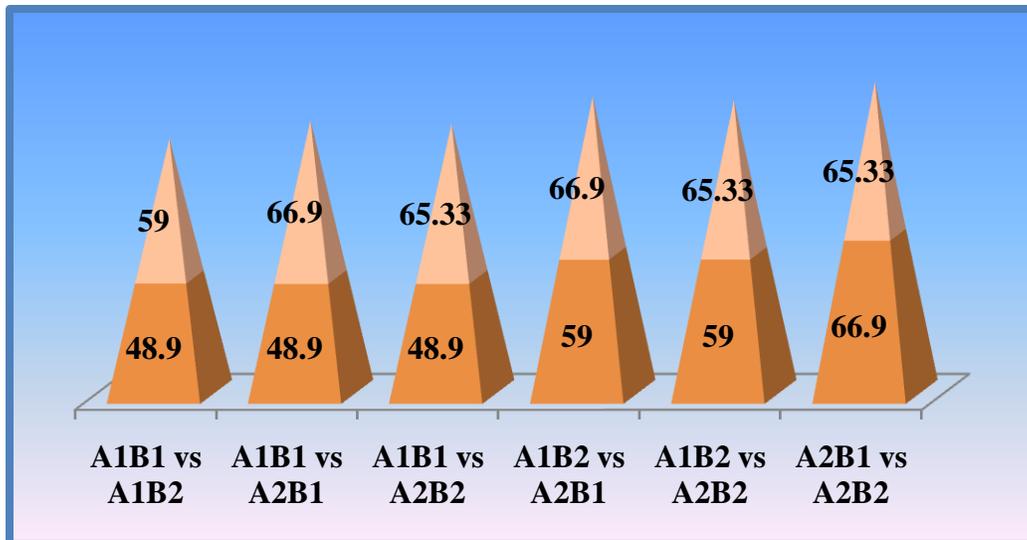
NS= Not Significant

A<sub>1</sub>= Govt./Govt. Aided Teacher Educators

B<sub>1</sub>= Science Group

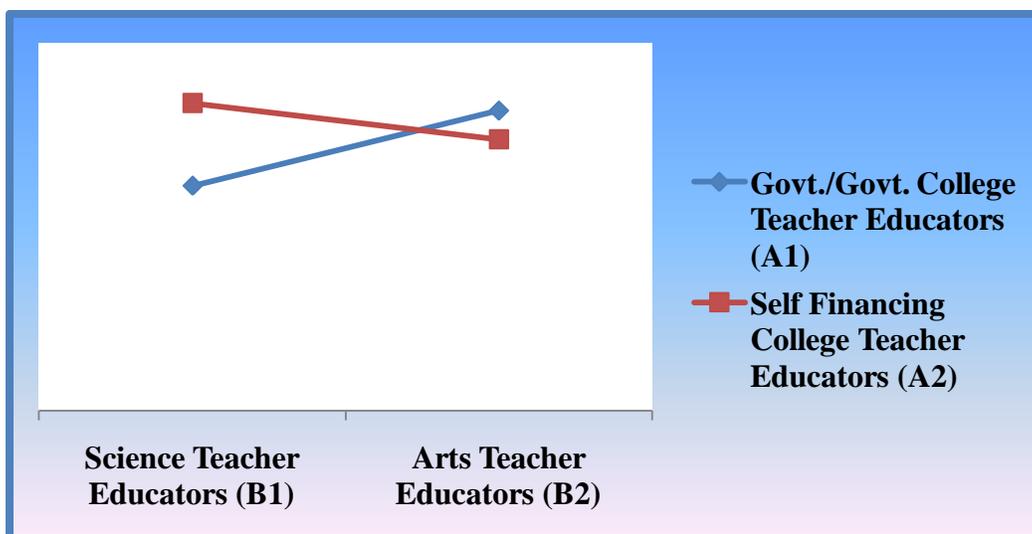
A<sub>2</sub>=Self-Financed Teacher Educators

B<sub>2</sub>= Arts Group



**Fig. 2: Mean Scores for Interaction Effect of Type of Institution and Academic Stream on Role Conflict of Teacher Educators**

As seen in the Table 3, t-values for all the groups are found to be significant at 0.01 level and 0.05 level except the group  $A_2B_1$  vs  $A_2B_2$  which is found to be insignificant with respect to their role conflict leading to the inference that the mean scores of this group of role conflict do not differ significantly. The interaction effect of type of institution and academic stream on role conflict has been presented in form of line graph in Fig. 3 which exhibits a significant interaction effect of type of institution and academic stream on role conflict.



**Fig. 3: Interaction Effect between Type of Institution (A) × Academic Stream (B) on Role Conflict of Teacher Educators**

**Academic Stream (B) × Locus of Control (C)**

It can be shown from the Table 2 that the F-ratio (0.082) for interaction between academic stream and locus of control is not found to be significant at 0.01 level which leads to the inference that academic stream and locus of control do not interact with each other. Therefore, the null hypothesis  $H_{02(b)}$  is retained. It is concluded that there is no significant interaction effect of academic stream and locus of control on role conflict of teacher educators working in B.Ed. colleges.

**Type of Institution (A) × Locus of Control (C)**

As shown in the Table 2, the F-ratio (9.331) for interaction between type of institution and locus of control is found significant at 0.01 level which leads to the inference that type of institution and locus of control interact with each other. Therefore, the null hypothesis  $H_{02(c)}$  is rejected. 't'-test was further employed to find out the significance of difference in mean scores of role conflict for different groups and the results have been presented in the Table 4 and illustrated graphically in Fig. 4.

**Table 4****'t'-values for Mean Scores of Role Conflict of Teacher Educators for Different Groups of Type of Institution (A) × Locus of Control (C)**

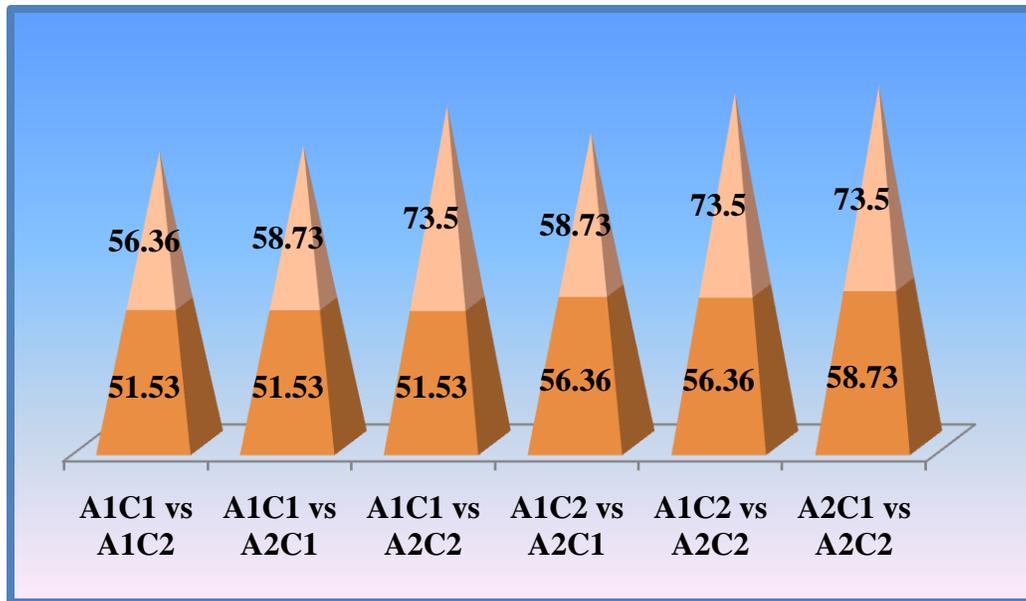
Group	N		Mean		S.D.		t-values
A <sub>1</sub> C <sub>1</sub> vs A <sub>1</sub> C <sub>2</sub>	30	30	51.53	56.36	11.72	9.189	1.77 (NS)
A <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> C <sub>1</sub>	30	30	51.53	58.73	11.72	9.97	2.56*
A <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> C <sub>2</sub>	30	30	51.53	73.5	11.72	6.29	9.04**
A <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> C <sub>1</sub>	30	30	56.36	58.73	9.189	9.97	0.95 (NS)
A <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> C <sub>2</sub>	30	30	56.36	73.5	9.189	6.29	8.426**
A <sub>2</sub> C <sub>1</sub> vs A <sub>2</sub> C <sub>2</sub>	30	30	58.73	73.5	9.97	6.29	6.859**

\*\*= Significant at 0.01 level

\*= Significant at 0.05 level

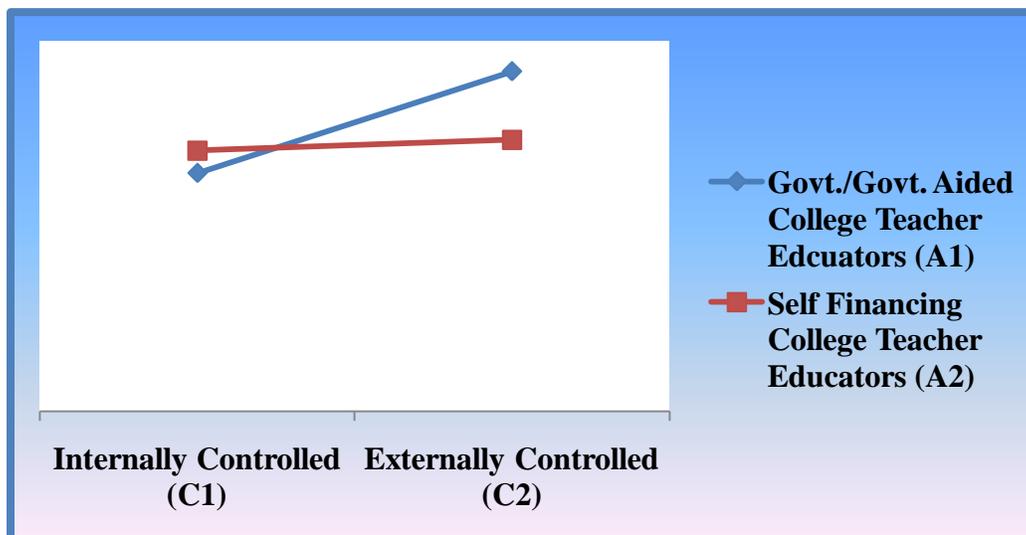
NS= Not Significant

A<sub>1</sub>= Govt./Govt. Aided Teacher EducatorsC<sub>1</sub>= Internally ControlledA<sub>2</sub>=Self Financing Teacher EducatorsC<sub>2</sub>= Externally Controlled



**Fig. 4: Mean Scores for Interaction Effect of Type of Institution and Locus of Control on Role Conflict of Teacher Educators**

As depicted in the Table 4, t-values for all the groups are found to be significant at 0.01 level and 0.05 level except the groups  $A_1C_1$  vs  $A_1C_2$  and  $A_1C_2$  vs  $A_2C_1$  which are found to be insignificant with respect to their role conflict. The interaction effect of type of institution and locus of control on role conflict has been presented in form of line graph in Fig. 5 which exhibits a significant interaction effect of type of institution and locus of control on role conflict.



**Fig. 5: Interaction Effect between Type of Institution (A) × Locus of Control (C) on Role Conflict of Teacher Educators**

### **Triple Interaction Effect of Type of Institution, Academic Stream and Locus of Control on Role Conflict of Teacher Educators**

#### **Type of Institution (A) × Academic Stream (B) × Locus of Control (C)**

The Table 2 indicates that the F-ratio (0.121) for interaction between type of institution, academic stream and locus of control is not found to be significant at 0.01 level which leads to the inference that type of institution, academic stream and locus of control do not interact with one other. Thus hypothesis  $H_{03}$  “There exists no significant interaction effect of type of institution, academic stream and locus of control on role conflict of teacher educators” is retained. It is inferred that there is no significant interaction effect of type of institution, academic stream and locus of control on role conflict of teacher educators.

#### **Findings of the Study**

- ❖ A significant difference was found in role conflict between of teacher educators working govt./govt. aided and self-financing B.Ed. colleges. The role conflict among teachers educators working in self financing B.Ed. colleges was found higher than those working in govt./govt. aided B.Ed. colleges.
- ❖ Academic stream was found to have a significant effect in role conflict among teacher educators. It was revealed that teacher educators belonging to arts stream faced higher degree of role conflict than teacher educators belonging to science stream.
- ❖ The study revealed that locus of control had significant effect on role control of teacher educators working in B.Ed. colleges. It was concluded that externally controlled teacher educators faced higher degree of role conflict than internally controlled teacher educators.
- ❖ A significant interaction effect of type of institution and academic stream on role conflict of teacher educators working in B.Ed. colleges was reported.
- ❖ No significant interaction effect of academic stream and locus of control on role conflict of teacher educators working in B.Ed. colleges was found.
- ❖ The study revealed that there was significant interaction effect of type of institution and locus of control on role conflict of teacher educators working in B.Ed. colleges.
- ❖ There was found insignificant interaction effect of type of institution, academic stream and locus of control on role conflict of teacher educators.

### **Educational Implications**

Teacher educator is considered to be an essential agent who influences the quality of education. The teacher educator has to perform many responsibilities such as responsibility as teacher, friend, social worker, mother/father and wife/husband etc. that produce role conflict in their mind. Every training institution has to adopt work-life balance practices for the teachers to help them reducing the level of role conflict that further help them to lead a balanced life. The present study showed that teacher educators working in self financing colleges faced higher degree of role conflict than those who worked for govt./govt. aided colleges so, the management of self financing colleges should focus on the reasons behind that and further take necessary measures to reduce the problem of role conflict among them such as the management should give a decent salary as per Haryana Government norms besides providing other facilities to them so that their economic problem may be solved; extra workload should be reduced for making them enable to concentrate on their further study and devote valuable time to their family.

It was revealed that the teacher educators belonging to arts group showed higher role conflict than the teacher educators belonging to science group. It may be due to the fact the science group teachers have scientific attitude that helps them to manage things and make plans. So, it becomes important for the policy makers and the management of colleges to focus on enhancing scientific attitude among teacher educators by providing them counselling and arranging workshops for them. Further, the findings revealed that the externally controlled teacher educators faced higher degree of role conflict than the internally controlled teacher educators. This may be resolved by arranging counselling session for them and give them ample opportunities to present their capabilities for taking decisions so that they may feel themselves capable of doing things independently and start believing themselves.

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