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Job Satisfaction as the Key Determinant of Role Conflict among Teachers: An Empirical Study

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Abstract
The aim of this study was to investigate the role conflict on the basis of job satisfaction and gender among secondary school teachers. Role conflict was treated as dependent variable whereas job satisfaction (high job satisfaction and low job satisfaction) and gender (male and female) were treated as independent variables. Descriptive survey method was employed for the present study. 350 teachers were selected as a sample by using multi-stage random sampling technique. Teachers Role Conflict Scale by Gupta and Nain (2016) and Teachers Job Satisfaction Questionnaire by Kumar and Mutha (2017) were used to collect the data. Two-Way ANOVA with 2x2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumptions of homogeneity of variance for ANOVA. There was found a significant main effect of job satisfaction; and gender on role conflict of secondary school teachers. A significant interaction effect of job satisfaction and gender was reported on role conflict of secondary school teachers. The findings of the present study suggested that the employers and administrators should supervise the institutions in such a way to keep the level of role conflict among teachers at minimum so that maximum productivity and effectiveness can be obtained from the teachers.
Keywords: *Gender, Job Satisfaction, Role Conflict, Secondary School Teachers*

INTRODUCTION

Teaching, a profession that creates all other profession, has been regarded as the most significant and noblest social service since centuries. Teaching profession has historically been perspectived as the label of affection and kindness. Nowadays, it has been transformed into a quite stressful occupation. Stress is a reality of teaching, which can be beneficial or harmful depending on how a person responds. Inability to cope with stress may make the individual incapable to maintain the motivation and commitment, he leads off the job and then the process of role conflict start Change is the law of nature. According to transformation, change in education is very important and due to the change, many problems occur in nowadays. To solve them problems, teachers have to play many roles. The conflict which is due to playing different roles it called role conflict. The teachers have to face this problem every day. This problem has taken a terrible look nowadays. Every individual in a social system plays multi-faceted roles and sometimes plays them simultaneously. The word 'Role' signifies a set of expectations and obligations analogous to a specific status within a group or social situation. Several terms are used to describe how these roles can lead to tension in the lives of

people. There are three types of problems that people may have in meeting these expectations i.e. role strain, role conflict and role abandonment. When the expectations for one role create conflict with another, role conflict occurs (Decker, 1986[3]; O'Connor & MacDonald, 2002[18]; Sage, 1987[20]). Role conflict refers to the times when a person deals with the difficulties while playing multiple roles to fulfill the demands. It occurs when expectations are perceived as incompatible for multiple roles or positions in society (Decker, 1986[3] and Millslagle & Morley, 2004[17]). It is found that experience creates conflict while playing different roles inside and outside the institution because of the incompatible nature of these roles. There are the moments when an individual has to wear two hats at a same time; and role abandonment is a label used to describe when a person dismisses the responsibilities associated with his role. Helen and Marilyn (2000)[10] reported that the female secondary school teachers have greater role conflict than their counterparts. Upadhayay and Singh (2001)[23] found that the higher secondary school teachers showed significantly higher level of stress than the college professors on the factors related to role conflict and role ambiguity etc. Roa and Ramasundaram (2008) [19] revealed that married women were subjected to more role conflict than unmarried/single women. Douglas (2008)[5] found that male and female teachers were followed by role uncertainty and role conflict. Stressors naturally foster to be very powerful for women than their counterparts. The role conflict and attitude towards teaching profession were significant predictors of success in teaching among secondary school women teachers (Sumangala and Devi 2009)[22]. Benni (2011)[2] revealed that role conflict decreased with the increase of age, education, length service and income. Jena (2011)[11] found no significant difference in role conflict and work motivation among secondary school male and female teachers. Gupta and Nain (2016)[8] revealed that externally controlled teacher educators faced higher degree of role conflict than their counterparts. Gupta and Kumari (2018)[6] revealed that male secondary school teachers were found to have higher on role conflict than the female secondary school teachers. While working in an organization, people develop a set of attitudes about the work, supervision, co-workers and working conditions. This set of attitudes is referred to as job satisfaction. According to Locke (1976)[16] job satisfaction may be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Therefore, job satisfaction is the extent to which a person derives pleasure from a job. Job satisfaction is typically defined as an employee level of positive effect towards his or her job or situation (Jex, 2002)[12]. Satisfaction with job has been found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school's effectiveness. Job satisfaction reflects an employee's overall assessment of their job particularly their emotions, behaviour and attitudes about their work experience. The happier the people are within their job the more satisfied they are said to be. Until and unless a teacher derives satisfaction he cannot initiate desirable outcomes to cater to the needs of the society as well as to live up to the expectations of the school also. A dissatisfied teacher spells disaster to the country's future. Dissatisfaction among the workers is undesirable and dangerous in any profession and it is suicidal if it occurs in the teaching profession. If teachers are the most important professionals for our nation's future, it is disturbing fact that teachers are found dissatisfied with their job and lacking in their commitment. The female teachers showed significantly higher job satisfaction than their counterparts. On the other hand, married teachers were found

to be significantly more satisfied with their job than unmarried teachers (Ali, Khan and Alam, 2005)[1]. The female teachers possessed higher degree of job satisfaction than their counterparts (Khaleque, 2007)[13]. A notable differences in job satisfaction between male and female teachers indicating that female teachers were more satisfied than their male teachers. On the other hand, it was found that more experienced teachers and teachers belonging to village areas had better job satisfaction than their counterparts (Gupta, Pasrija and Bansal, 2012) [9].

The previous studies examined different factors like working in long hours, low levels of recognition and reward, organizational justice and poorly management that are associated to dissatisfaction but the effects of role overload, role ambiguity and job satisfaction on role conflict have not been studied. Therefore, it is necessary to fill this gap in the literature. Hence, the present study was undertaken to investigate the effect of job satisfaction and gender on role conflict among secondary school teachers.

VARIABLES USED

- Dependent Variable: Role Conflict
- Independent Variables: Job Satisfaction and Gender

OBJECTIVES OF THE STUDY

1. To find out the effect of (a) job satisfaction; and (b) gender on role conflict of secondary school teachers.
2. To find out the interaction effect of job satisfaction and gender on role conflict of secondary school teachers.

HYPOTHESES OF THE STUDY

H_{01} There exists no significant effect of (a) job satisfaction; and (b) gender on role conflict of secondary school teachers.

H_{02} There exists no significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers.

DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The 2x2 factorial randomized group design was used to analyze the data.

SAMPLE

A sample of 350 secondary school teachers was taken using multi-stage stratified random sampling technique. The sample of 350 teachers was also stratified on the basis of job satisfaction (high/low) and gender (male/female). In the present study, , the first independent variable i.e. coded as (C) was varied at three levels; high job satisfaction (C_1), average job satisfaction (not considered) and low job satisfaction (C_2). The second independent variable i.e. gender coded as (D) was varied at two levels; male (D_I) and female (D_2). 100 teachers (41 male and 59 female) the teachers who scored 38 and above were considered as teachers having high level of job satisfaction and 109 teachers (45 male and 64 female) who scored 23 and below were considered as teachers having low level of job satisfaction. 141 teachers (scored between24 to 37) were not included as teachers having average level of job satisfaction in the current study. A schematic layout of the sample for the study of role conflict on the basis of job satisfaction and gender of secondary school teachers depicted below:

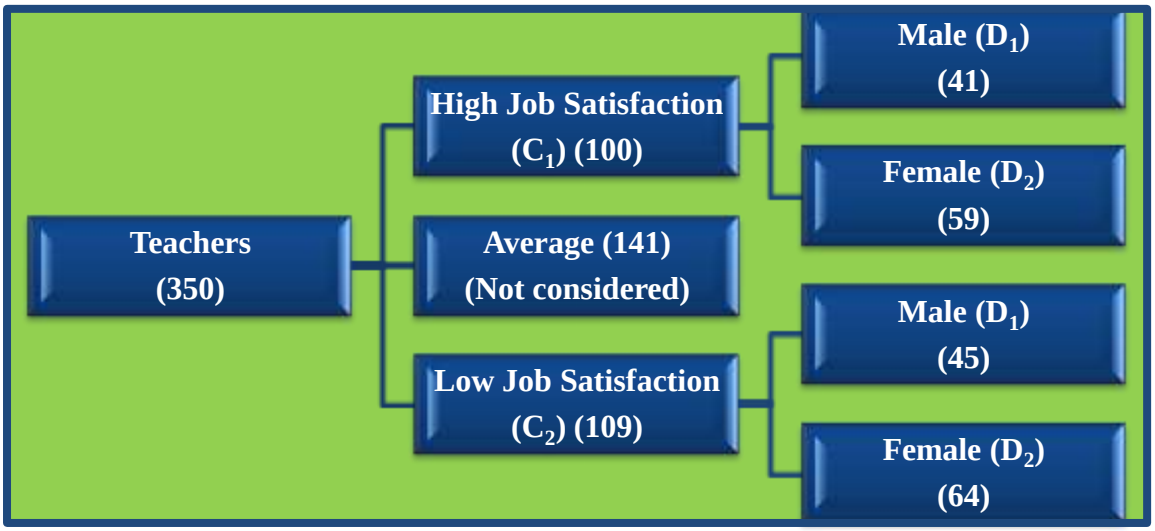


Fig: 1 Schematic Layout of the Sample for the study of Role Conflict on the basis of Job Satisfaction and Gender of Secondary School Teachers

TOOLS USED

- **Teacher's Role Conflict Scale (TRCS)**[7] developed by Gupta and Nain (2016)[7] was used to assess the role conflict among secondary school teachers. This scale contains 28 items. The reliability of the test was 0.748. The validity of the scale determined by calculating correlation coefficients between the dimensions of TRCS ranged from 0.523 to 0.797.
- **Teacher's Job Satisfaction Questionnaire (TJSQ)** was developed by Kumar and Mutha (2017)[15] to analysis the job satisfaction among secondary school teachers. The reliability of the scale was 0.85. The scale is found to be highly valid.

STATISTICAL TECHNIQUES USED

The data was analyzed using descriptive as well as inferential statistics. The Two-Way Analysis of Variance (ANOVA) with 2×2 factorial design was computed to study the main effect and interaction effect of the variables i.e. job satisfaction and gender on role conflict of secondary school teachers. The Levene's Test of Equality of Error Variance was used to test the assumption of homogeneity of variance before applying Two-Way ANOVA. Wherever F-value was found significant, 't' test was applied for further investigation.

DATA ANALYSIS AND DISCUSSION

To study the main and interaction effect of job satisfaction and gender on role conflict of secondary school teachers, data were subjected to Analysis of Variance of 2x2 factorial study with a randomized group design. Levene's test of equality of variance has been applied on the data to test the assumption of homogeneity of variance as Two Way ANOVA with 2×2 factorial design is quite sensitive to heterogeneity of variance. It has been presented in the Table-1.The means and S.Ds of different sub samples have been presented in the Table-2. Mean role conflict scores of secondary school teachers in relation to job satisfaction and gender have been presented graphically through 3-D histograms in fig: 2. The summary of ANOVA (2x2) has been further, presented in the Table-3 which is analyzed in terms of main and interaction effect of independent variables i.e. job satisfaction and gender on role conflict of secondary school teachers.

Levene's Test for Homogeneity of Variance

Table-1

Levene's Test for Homogeneity of Variance

Variable	F-value	df_1	df_2	p-value
Role Conflict	0.162	3	205	0.922

Table-1 indicates that $F_{(Levene)}$ is 0.162 with degree of freedom 3 and 205 (p=0.922) which does not fall in the critical region therefore, the investigator retains the null hypothesis H_0 (no difference) for the assumption of homogeneity of variance and conclude that there is no significant difference between the four group's variances ($\sigma^2A=\sigma^2B=\sigma^2C=\sigma^2D$). Therefore, it is reasonable to believe that the variances of four groups are homogenous i.e. groups are assumed to have similar or equal variances.

Table-2

Means and S.Ds of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Job Satisfaction and Gender

Job Satisfaction	N	Gender	Mean	S.D
High Job Satisfaction	41	Male	69.46	21.95
	59	Female	70.66	19.83
Low Job Satisfaction	45	Male	73.20	23.04
	64	Female	87.07	19.77
Total	209		76.00	22.11

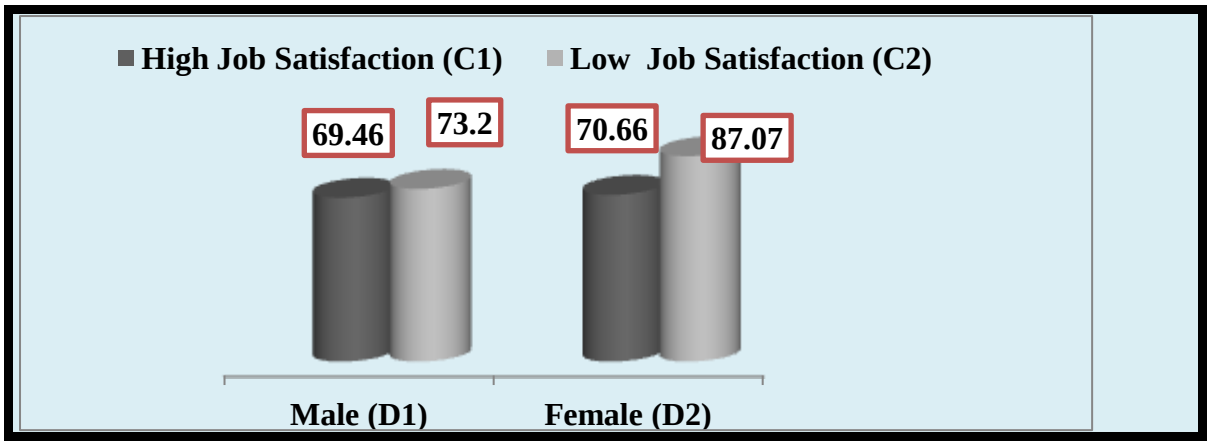


Fig: 2 Mean Scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Job Satisfaction and Gender

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Table-3

Summary of Two Way ANOVA (2X2 Factorial Design) for Role Conflict of Secondary School Teachers with respect to Job Satisfaction and Gender

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-Value
Job Satisfaction (C)	1	5129.293	5129.293	11.672**
Gender (D)	1	2870.151	2870.151	6.531*
Job Satisfaction x Gender (C x D)	1	2030.591	2030.591	4.621*
Between Cells	3	11640.775	---------	---------
Within Cells	205	90089.225	439.460	---------
Total	208	---------	---------	---------

***Significant at 0.05 level** ****Significant at 0.01 level**

Main Effect of Job Satisfaction (C) and Gender (D) on Role Conflict of Secondary School Teachers.

Job Satisfaction (C)

The Table-3 reports that F-value(11.672) for the effect of job satisfaction on role conflict of secondary school teachers is found to be significant at 0.01 level which reveals that job satisfaction has a significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis H_{01} (a) "There exists no significant effect of job satisfaction on role conflict of secondary school teachers" is rejected. It may be concluded that there is a significant effect of job satisfaction on role conflict of secondary school teachers. This finding is in agreement with the finding of Koustelios (2004)[14] who revealed that "the role conflict and role ambiguity were found to be significant forecaster of job satisfaction; and physical education teachers faced greater role conflict and role ambiguity revealed lesser degree of job satisfaction of them". So, it is concluded that job satisfaction has a significant effect on role conflict. It is further, subjected to the 't'-test computation to find out the difference in the mean scores for job satisfaction of different groups for role conflict have also been represented in Table-4.

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Table-4

't'-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Job Satisfaction

Groups	N	Mean	S.D	t-values
High Job Satisfaction	100	70.17	20.62	3.76**
Low Job Satisfaction	109	81.34	22.17	

**** Significant at 0.01 Level**

Table-4 illustrates that the 't'-value (3.76) for the mean scores of role conflict for the teachers having high job satisfaction and the teachers having low job satisfaction is significant at 0.01 level. The mean scores for role conflict of the teachers having high job satisfaction teachers (70.17) is lower than the teachers having low job satisfaction (81.34). The present finding is in agreement with the finding of Dhaifallah (2013)[4] who revealed that there was a negative relationship between role conflict and job satisfaction. Therefore, it is deduced that there is a significant difference between the high job satisfaction and low job satisfaction secondary school teachers each other on their role conflict. The mean scores for the effect of Job satisfaction on role conflict of secondary school teachers have been presented in Fig: 3.



Fig: 3 Mean Scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect Job Satisfaction

Gender (D)

The Table-3 depicts that the F-value (6.531) for the main effect of gender on role conflict of secondary school teachers is significant at 0.05 level leading to the inference that gender has significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis $H_{01,}$ (b) "There exists no significant effect of gender on role conflict of secondary school teachers" is rejected. Thus, it may be revealed that there is significant effect of gender on role

conflict of secondary school teachers. This finding is in agreement with the finding of Helen and Marilyn (2000)[10] who found that there is a significant effect of gender on role conflict the of secondary school teachers. The result is in tune with the result of Sareen and Sarita (2011)[21] who depicted that there was found a significant difference in role conflict of male and female teachers. Thus, it may be revealed that there is significant effect of gender on role conflict of secondary school teachers. It is further, subjected to the 't'-test computation to find out the difference in the mean scores for gender of different groups for role conflict have also been given in Table-5.

Table-5

't'-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Gender

Groups	N	Mean	S.D	t-values
Male	86	71.41	22.47	2.53*
Female	123	79.20	21.37	

***Significant at 0.05 Level**

It is apparent from the Table-5 that the 't'-value (2.53) for the mean scores of role conflict between the male and female secondary school teachers is significant at 0.05 level. In the context of mean scores, role conflict of male teachers is found (71.41) lower than female teachers (79.20). This finding is in agreement with the finding of Helen and Marilyn (2000) [10] who found that "the female secondary school teachers have greater role conflict than male secondary school teaches". Therefore, it may be concluded that the male teachers have low level of role conflict than the female secondary school teachers. The mean scores for the effect of gender on role conflict of secondary school teachers have been represented in Fig: 4.

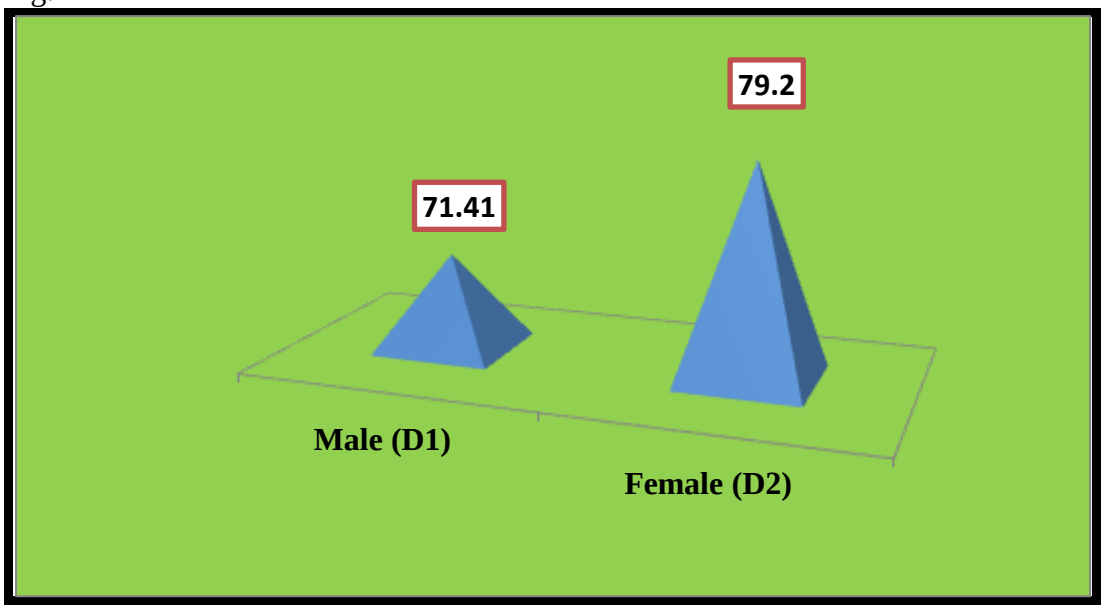


Fig: 4 Mean Scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Gender

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Double Interaction Effect of Job Satisfaction and Gender (C x D) on Role Conflict of Secondary School Teachers

As shown in the Table-3 that the F-value (4.621) for interaction effect between job satisfaction and gender on role conflict of secondary school teachers is significant at 0.05 levels. Further, it also reveals that job satisfaction and gender interact significantly with each other in relation to role conflict. Therefore, the null hypothesis H_{02} "There exists no significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers" is rejected. It is found that there is a significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. This finding is in contrast with the finding of Dhaifallah (2013)[4] who revealed that there was a negative relationship between role conflict and job satisfaction i.e. employees under least role conflict were found to be more satisfied with their jobs and vice versa. For further exploration, the 't' test was employed to find the difference of role conflict of different groups. The mean scores for role conflict of different groups for job satisfaction and gender have been shown through the Table-6 and presented graphically in Fig: 5.

Table-6

't'-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Job Satisfaction and Gender

Groups	N		Mean		S.D		t-values
C_1D_1 vs C_2D_1	41	45	69.46	73.20	21.95	23.04	0.76(NS)
C_1D_2 vs C_2D_2	59	64	70.66	87.07	19.83	19.77	4.59**
C_1D_1 vs C_2D_2	41	64	69.46	87.07	21.95	19.77	4.26**
C_1D_2 vs C_2D_1	59	45	70.66	73.20	19.83	23.04	0.60(NS)
C_1D_1 vs C_1D_2	41	59	69.46	70.66	21.95	19.83	0.28(NS)
C_2D_1 vs C_2D_2	45	64	73.20	87.07	23.04	19.77	3.36**

**** Significant at 0.01 Level** **(NS) Not Significant**

C_1: Teachers having High Job Satisfaction **D_1:** Male Teachers

C_2: Teachers having Low Job Satisfaction **D_2:** Female Teachers

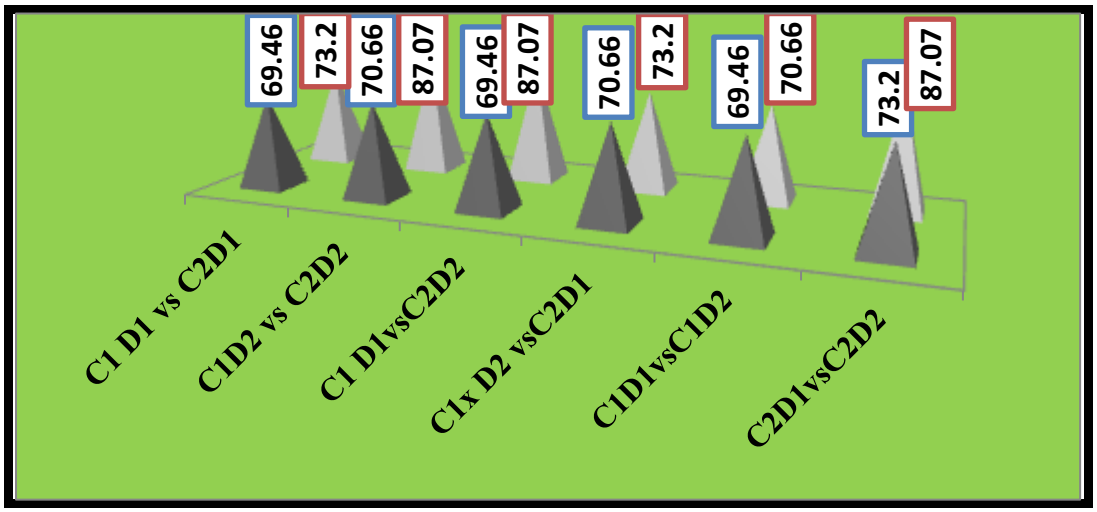


Fig: 5 Mean scores for Interaction Effect of Job Satisfaction and Gender on Role Conflict of Secondary School Teachers

An inspection of Table-6 indicates that the 't'-value (0.76) for male teachers having high job satisfaction (C_1D_1) and for male teachers having low job satisfaction (C_2D_1) is not significant at 0.05 level, which leads to the inference that there is no significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. Mean scores of male teachers having high job satisfaction (69.46) is lower than male teachers having low job satisfaction (73.20). Therefore, it may be concluded that male teachers having high job satisfaction and male teachers having low job satisfaction don't differ significantly with respect to their role conflict. A glance at the Table-6 exhibits that the't'-value of (4.59) for female teachers having high job satisfaction (C_1D_2) and for female teachers having low job satisfaction (C_2D_2) is found to be significant at 0.01 level, which leads to the inference that there is a significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. Mean scores of female teachers having high job satisfaction (70.66) is lower than female teachers having low job satisfaction (87.07). It may be concluded that the female teachers having high job satisfaction and female teachers having low job satisfaction differ significantly with respect to their role conflict.

It is palpable from the Table-6 indicates that the 't'-value (4.26) for male teachers having high job satisfaction (C_1D_1) and female teachers having low job satisfaction (C_2D_2) is significant at 0.01 level, which leads to the inference that there is a significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. Mean scores of male teachers having high job satisfaction (69.46) is lower than female teachers having low job satisfaction (87.07). It may be revealed that female teachers having low job satisfaction and male teachers having high job satisfaction differ significantly with respect to their role conflict. As evident from the Table-6 that the 't'-value (0.60) for female teachers having high job satisfaction (C_1D_2) and for male teachers having low job satisfaction (C_2D_1) is not significant at any levels of significant, which leads to the inference that there is no significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. Mean scores of female teachers having high job satisfaction (70.66) is lower than male teachers having low job satisfaction (73.20). It may be concluded that female teachers having high job satisfaction and male teachers having low job satisfaction don't differ significantly with respect to their role conflict. An inspection of the Table- 6 indicates that the't'-value (0.28) for male teachers having high job satisfaction (C_1D_1) and female teachers having high job satisfaction (C_1D_2) is found to be not significant at any levels of significant, which leads to the inference that there is no significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. Mean scores of male teachers having high job satisfaction (69.46) is lower than female teachers having high job satisfaction (70.66). Therefore, it may be concluded that the female teachers having high job satisfaction and male teachers having high job satisfaction don't differ significantly with respect to their role conflict. A close perusal of the Table-6 reveals that the 't'-value (3.36) for male teachers having low job satisfaction (C_2D_1) and for female teachers having low job satisfaction (C_2D_2) is significant at 0.01 level, which leads to the inference that there is a significant interaction effect of job satisfaction and gender on role conflict of secondary school teachers. Mean scores of male teachers having low job satisfaction (73.20) is lower than female teachers having low job satisfaction (87.07). Therefore, it may be concluded that male teachers having low job satisfaction and female teachers having low job satisfaction differ significantly with respect to their role conflict.

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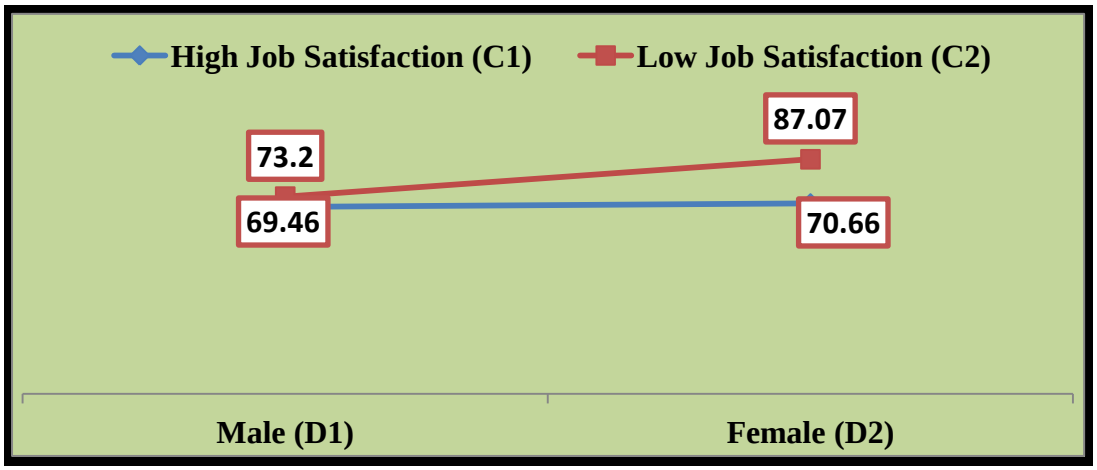


Fig: 6 Interaction Effect of Job Satisfaction (C) and Gender (D) on Role Conflict of Secondary School Teachers

The interaction effect of job satisfaction (C) and gender (D) on role conflict of secondary school teachers have been presented in form of line graph in Fig: 6 which exhibits a significant interaction effect of job satisfaction (C) and gender (D) on role conflict of secondary school teachers. The figure showed that job satisfaction (C) and gender (D) intersect at any point. Therefore, this line graph supports the inference interaction effect between job satisfaction (C) and gender (D) is found highly significant.

CONCLUSION

The present study found a significant main effect of job satisfaction; and gender on role conflict of secondary school teachers. A significant interaction effect of job satisfaction and gender was reported on role conflict of secondary school teachers. This may be resolved by organizing counselling sessions for them; and providing them ample opportunities to show their capabilities for taking decisions so that they may feel themselves capable of doing things independently and start believing themselves. To prevent the teachers from facing role conflict, it is further suggested that many programmes and workshops should be organized frequently in various teacher training institutes. Achieving a high level of job satisfaction from the teachers needs some simple strategies to be adopted by the principal. The teachers need to be empowered by giving autonomy. Therefore, the study of job satisfaction is of much value to administrators and policy makers, who frame policies, take decisions and create conditions in which teachers try to maximize their potential and thus derive greater job satisfaction. The findings of the present study suggested that the employers and administrators should supervise the institutions in such a way to keep the level of role conflict among teachers at minimum so that maximum productivity, effectiveness and job satisfaction can be obtained from the teachers.

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