

A STUDY ON ROLE CONFLICT IN POLYTECHNIC TEACHERS AND DESIGNING STRATEGIES TO MINIMISE ROLE CONFLICT

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1. RATIONALE :

The National Policy on Education, 1986 has underlined the need for re-organising the technical and management education system to effectively deal with the changes in economy, social environment, production and management process, rapid expansion of knowledge and advances in science and technology. It has laid special emphasis on quantitative and qualitative development of technical education system. The teacher will be required to play multiple role including teaching, research, consultancy, extension work, development of instructional resources and management of institution including planning and development function.

The growing unemployment among the polytechnic passouts, the thrust from the industries for the development of quality products, budgetary constraints, time pressure and other works not related to polytechnics process i.e. law and order duty, election work and

other such works assigned by the Government are putting pressure on the polytechnic teachers causing serious stresses. Teachers in earlier days had limited role to perform but the scenario has completely changed. In addition to his normal work of academics, the teacher has to fulfil role expectations of different dimension in various areas. The expectations from the community, industry, parents, students, directorate, sister institutions and other stake holders are mounting high. The teacher is required to develop appropriate rural technologies and transfer them to improve the socio-economic conditions of the rural masses, educating people towards the development of science and technology. Within the framework of his developmental role he/she has to undertake curriculum development work, designing methodology of teaching - learning, designing and developing instructional resources, generation of revenue etc. All these demands enhance

role of teacher in varied dimensions and the teachers encounter many challenges and conflicting role situations. Teacher finds himself/herself unable to fulfill these expectations due to various constraints i.e. lack of budgetary provisions, lack of training, ambiguity of roles, compatibility of roles etc.

Stresses develop in the polytechnic teachers which are detrimental to the individual and the organisation he/she serves. The individual suffers from mental tension and anxiety which result in health hazards. The interest motivation, job satisfaction, interpersonal relation, effectiveness, performance, etc. of the person are adversely affected which in turn affects the performance of the organisation to a large extent.

In this study an attempt has been made to analyse the role conflicting situations to which a polytechnic teacher is subjected. An indepth study of the conflicting situation would help in solving out its adverse effect on the individual and the organisation. Efforts have been made to frame guidelines for designing strategies to minimise the effects of the different role conflict.

In the context of the present study the following working definition of terms are used :

- a) **Role** : Role is set of functions which an individual performs in response to the expectations of significant members of a social system, and his own expectations about the position that he occupies in it.
- b) **Role Conflict** : It is the simultaneous occurrence of two or more sets of pressures such that the com-

pliance with one would make compliance with other more difficult. Role conflict here includes the following situation :

- i) **Self-Role Distance** : Conflict of one's values and self concepts with the requirements of the organizational role.
- ii) **Inter-Role Distance** : conflict between the organizational role and other roles e.g. an executive not being able to share his time between work demands and family demands.
- iii) **Role Isolation** : lack of linkages of one's role with other roles in the organization.
- iv) **Role Ambiguity** : Lack of clarity about expectations of others from the role, or lack of feedback on how performance is regarded by others.
- v) **Role expectation conflict** : Conflicting demands made on the role by different persons in the organization.
- vi) **Role Inadequacy** : Non availability of resources needed for effective role performance.
- vii) **Personal Inadequacy** : Lack of knowledge skills or adequate preparation to be effective in a particular role.
- viii) **Role stagnation** : Few opportunities for learning and growth in the role.
- ix) **Role Erosion** : A feeling that some important functions a role occupant would like to perform has been given to some other roles, or a feeling that there is not much challenge

in functions given to the role.

- x) **Role Overload** : A feeling that too much is expected from the role than what the occupant can cope with.
- c) **Polytechnic** : Technical institutions conducting programmes in engineering disciplines leading to a diploma.

2. NEED AND IMPORTANCE OF THE STUDY :

Systematic study on role conflict has not been conducted in technical education system so far. This study will be helpful for the educational managers to analyse the nature of stresses that develop in polytechnic teachers due to role conflict. The stresses thus develop due to the conflicting role situations seriously affect the physical and behavioural aspects of the person. Performance of the organisation to which the individual is attached also gets adversely affected. Analysis of the behavioural effect on individual and organisation has been made in this study which will help in isolating these adverse effect and adopting means to improve upon them.

Though it is not possible to eliminate the adverse effects of role conflict entirely but in this study efforts have been made to develop strategies to minimise those effects. This will help the educational managers and administrators to improve the role efficacy of polytechnic teachers.

3. OBJECTIVES :

The objectives of these study were as follows :

1. To analyse the role conflict which

exists / develop in polytechnic teachers.

2. To analyse the implication of the identified role conflict on the behaviour of the individual.
3. To analyse the implication of the identified role conflict on the behaviour of the organisation.
4. To design strategies to minimise the role conflict in polytechnic teachers.

4. DELIMITATIONS OF THE STUDY :

Keeping in mind the time and resources available, the study was limited to

- a) Polytechnic of the Bihar state having more than ten faculty members.
- b) Regular faculty members of the polytechnic.

5. REVIEW OF LITERATURE :

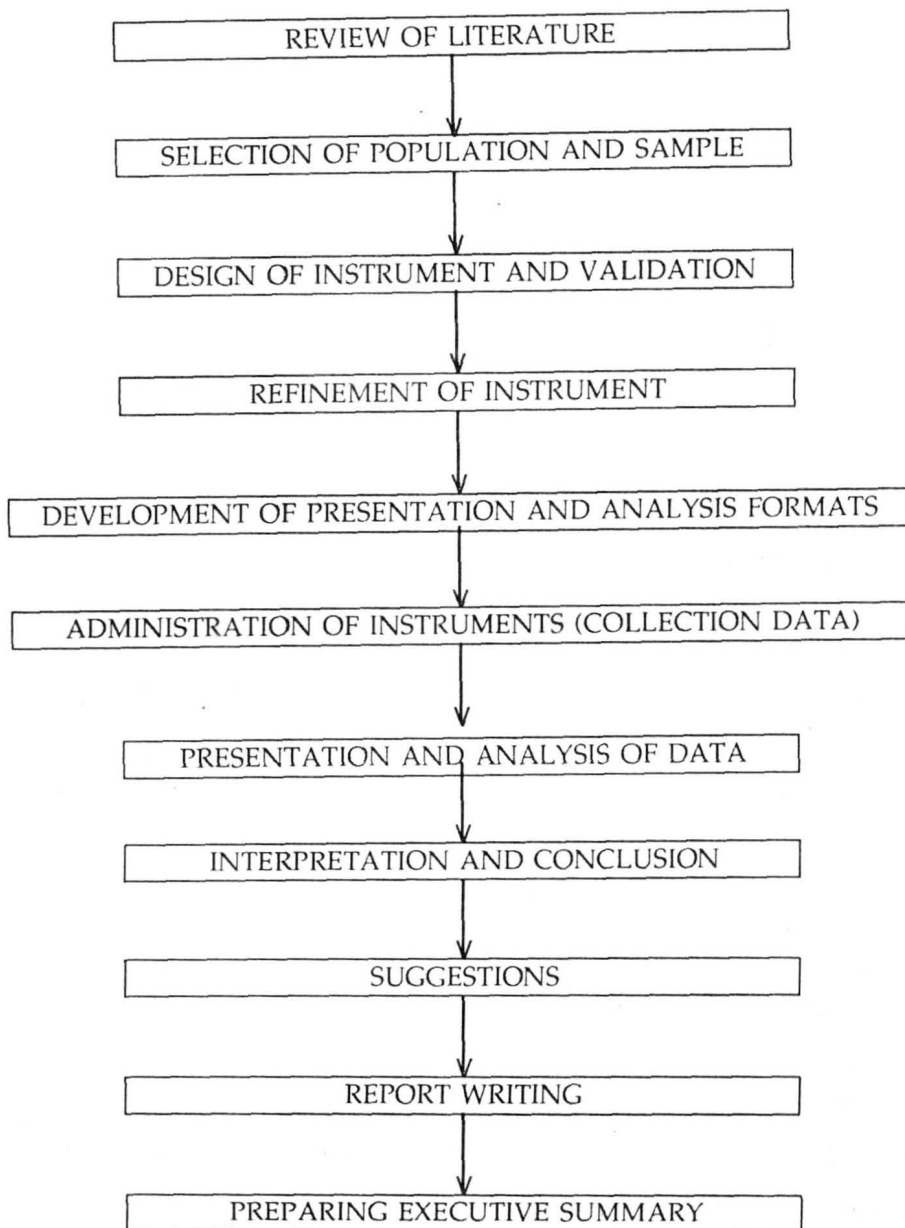
The comprehensive review of literature which includes seminar papers, research studies were made. The important findings of these literature were helpful in designing and completing this study.

6. TYPE OF STUDY :

This study was designed to collect information regarding role conflict in polytechnic teachers through opinionnaire and interview schedule. The study was a descriptive type of research, the final outcome of which was in the form of strategies for minimising role conflict in polytechnic teachers.

7. METHOD OF STUDY :

The schematic layout of the methodology is diagrammatically shown below :



8. DESIGN OF THE INSTRUMENT :

Proper design and / or selection of instrument was done as the findings of the study mainly depends on the quality and precision of research student/

Instrument 1 - It was a standard instrument developed by Udai Pareek, a pioneer in management studies. It was adopted for Objective No. 1.

Instrument 2, 3 & 4 - These instruments were made by the researcher for Objectives No. 2, 3 and 4 respectively. These instruments were tried on the M. Tech. Ed. Xth Batch participants and modified as per their feedback.

9. SELECTION OF POLYTECHNIC :

Selection of Polytechnic were made as per the delimitations. 13 polytechnics were selected for the study.

10. POPULATION :

The population of the study was the teachers working in the selected polytechnics. The number of teachers in these polytechnics is 220.

11. SAMPLING :

Respondents for objective 1 and 2 were the HODs, Senior Lecturers, Lecturers who were selected randomly. The sample size was 100.

The respondents for objective 3 were the Principals and Senior HODs of the selected polytechnics. The sample size was 20.

The respondents of objective four were the experts in the field of management, Principals of Polytechnics, Professors and HODs of Engineering Colleges, Officers of Curriculum Development Centre, State Project Implementation

Unit (World Bank Project).

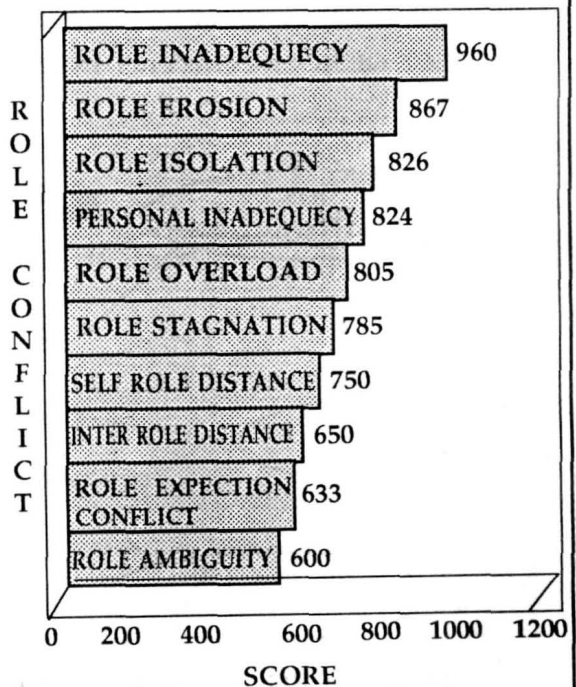
12. METHOD OF DATA COLLECTION :

The researcher visited the selected polytechnic for study and administered the instrument 1, 2 and 3 on the selected respondents. The data were obtained immediately. Personal interview were conducted on the selected sample for instrument No. 4.

13. FINDINGS AND CONCLUSIONS :

Objective 1 - On the basis of analysis of data on instrument No. 1, it was revealed that the polytechnic teachers suffer from role conflict. The nature and gravity of role conflict are shown in the diagram below.

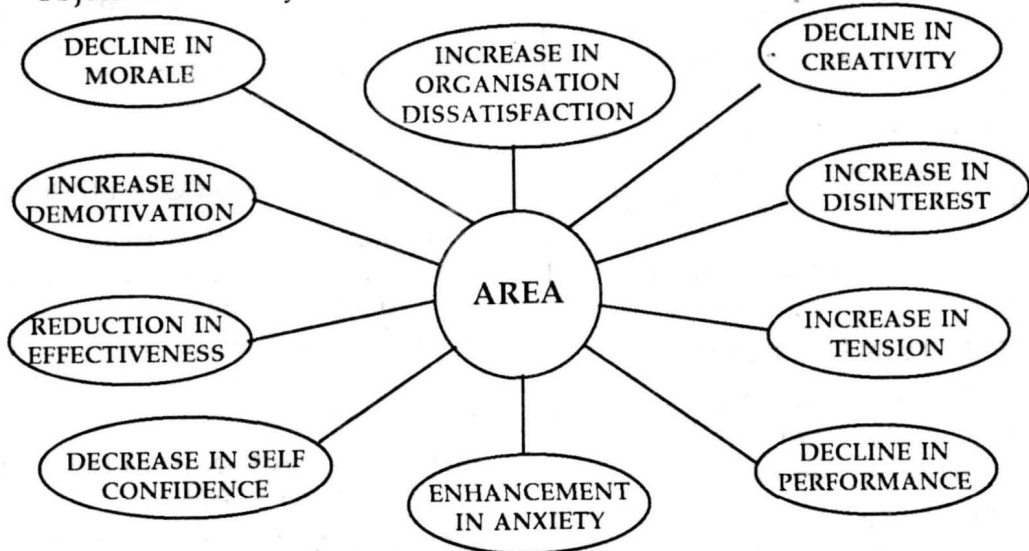
ROLE CONFLICT IN POLYTECHNIC TEACHERS



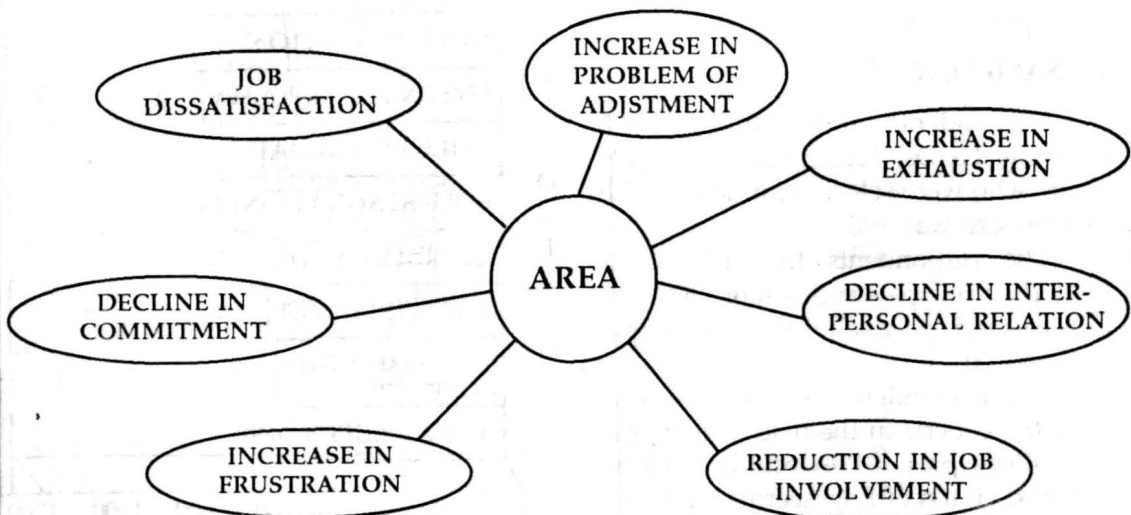
Conclusion : It is evident from the bar diagram from the previous page that the polytechnic teachers experienced high degree of the role conflict which need attention for resolution.

instrument 2 led to infer that the level of effect of role conflict on various areas of individual behaviour was very high, high and average. The adverse consequences of role conflict in the areas are shown below.

Objective 2 - Analysis of data on



EFFECT OF ROLE CONFLICT IN INDIVIDUAL BEHAVIOUR - VERY HIGH



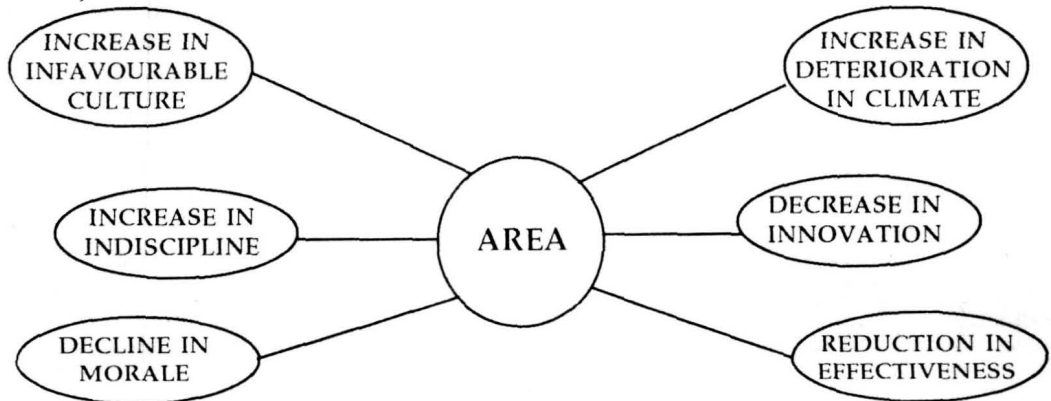
EFFECT OF ROLE CONFLICT IN INDIVIDUAL BEHAVIOUR - HIGH

Conclusion : The areas in which the level of role conflict were very high needed careful attention and all efforts should be made to reduce the illeffect through conflict resolution. Areas in which the effect was average it was felt that the effect was not very serious but efforts should also be made to minimise them.

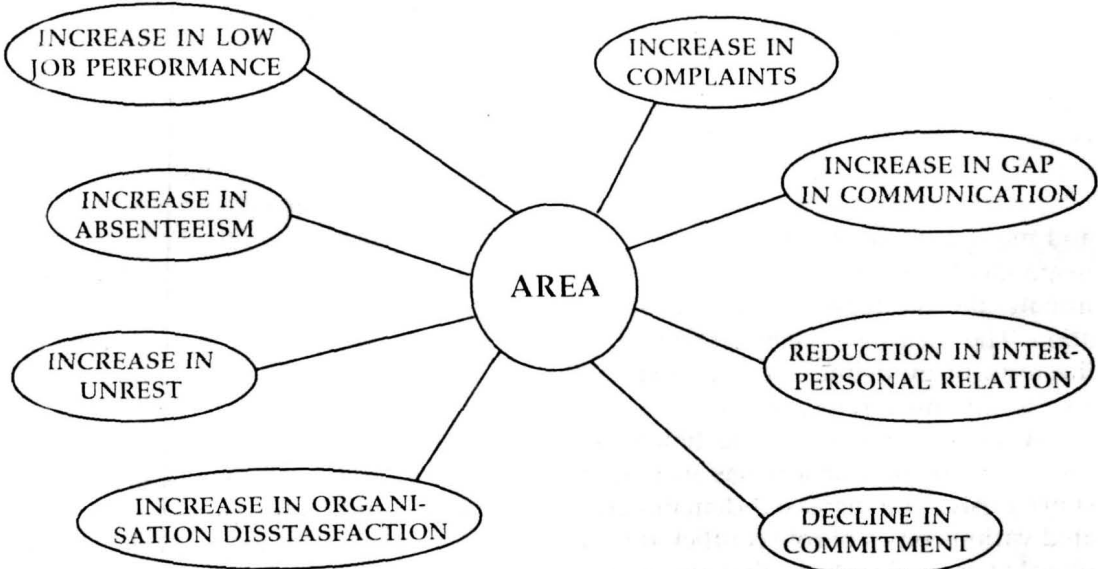
Objective 3 - The adverse conse-

quences of role conflict on the various areas of organisation behaviour are shown in the diagram below.

Conclusion : The areas in which the effect of role conflict on the organisation behaviour on the high side needed to be minimised by resolving conflicts. Attempts should also be made to those areas in which the effect was moderate.



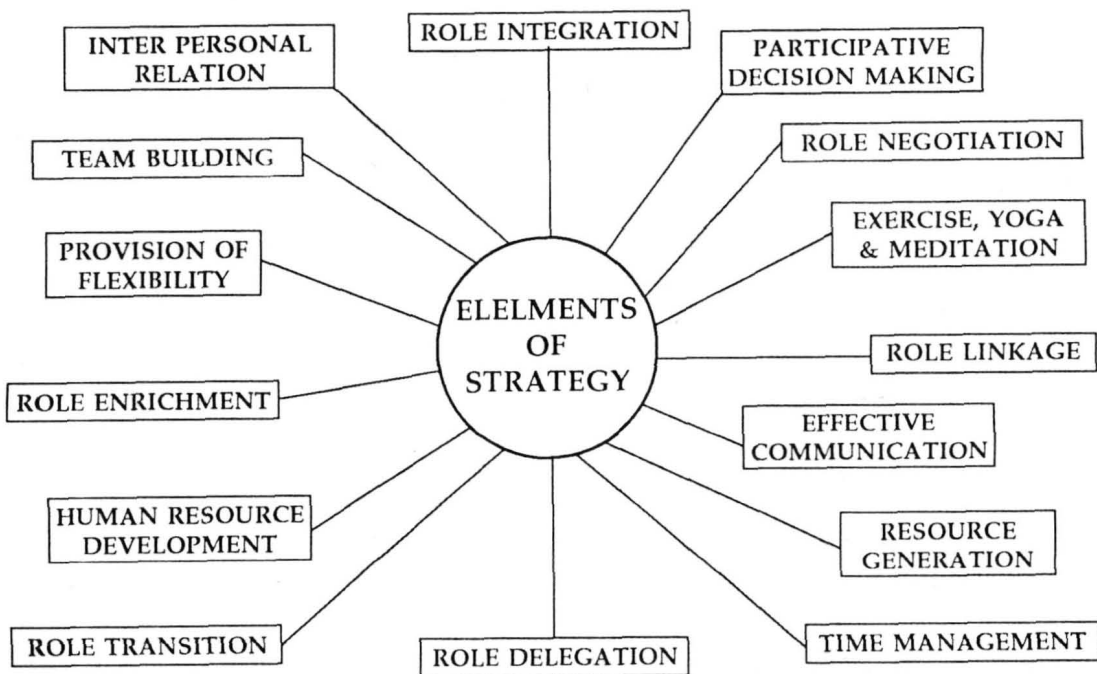
EFFECT OF ROLE CONFLICT ON ORGANISATION BEHAVIOUR - VERY HIGH



EFFECT OF ROLE CONFLICT ON ORGANISATION BEHAVIOUR - HIGH

Objective 4 - On the basis of the conclusion of Objectives 1, 2 & 3 it was realised that the role conflict if unresolved and allowed to go unabated

or the other. The physical and mental health of the teacher as well as the performance were adversely affected by these conflicting role situations. The



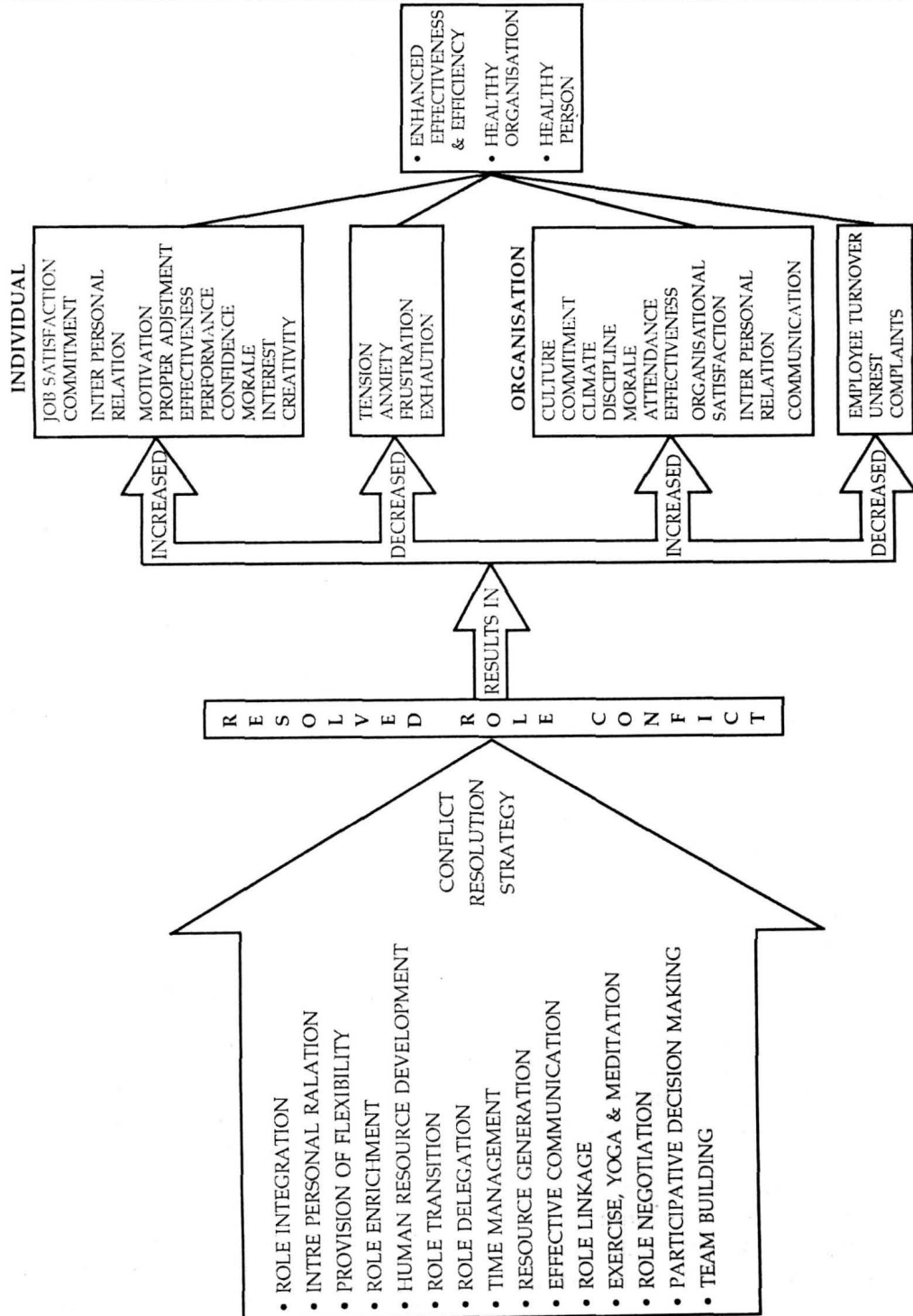
ELELMENTS OF ROLE CONFLICT MINIMISING STRATEGY

would produce detrimental effect on the health and behaviour of the individual and the organisation. Some strategies were needed to be designed to prevent and minimise role conflict. Responses of respondents of instrument 4 led to formulate the strategies under consideration. The idea have been integrated in the form of guidelines to design strategies to minimise role conflict.

Conclusion - In Polytechnics the role demand for teachers has increased enormously. The increased demand created various types of role conflict. It was revealed from the study that the teachers were facing one type of role conflict

organisation, in turn, suffered.

A model for resolving role conflict is given on the next page. This model describes the elements of role conflict resolution strategy on the basis of which the educational managers, administrators, leaders can design the strategy and apply it in the actual role conflicting situation. The use of such strategy would result in enhanced effectiveness and efficiency of the individual and the organisation as well. Application of the strategy would also prevent role conflicting situation in future which would promote healthy climate in the institution.



MODEL OF RP/LE CONFLICT RESOLUTION