

Role Conflict Among College of Teacher Educator

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Abstract:-

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is a power, which makes a man "a man". Every man possesses some inner potentialities to draw out of their potentiality teacher play an apex role. Teacher Educators are the nuclear part of the total teacher training system. The role of the teacher educators will have to shape in the light of changing demands in teaching learning process for schools through the teacher trainees. "Teacher training institution without a teacher educators is just like body without soul, skeleton without flesh and blood shadow substance" The teacher educator is an important constituent to make more effective instructional process among teacher trainees. Teacher educators are expected to perform various roles as an organizer, a transmitter of necessary knowledge and skill, a demonstrator, a planner, an evaluator for the purpose of realizing educational goals. All these are the responsibilities of a teacher educators and the major part is to frame the all round development of the teachers trainees. Better learning environment is a result of cooperation of teacher's educators with other component of teacher training institution and learning system.

When teacher educators faces incompatible and contradictory expectations from different primary reference groups of the college of teacher education as well as from different sections of society it interferes with the satisfactory performance of his role. A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations. Each social role is a set of rights, duties, expectations, norms and behavior a person has to face and to fulfill. In this conceptual /theoretical paper the researcher highlights on Concept of Role conflicts, types of role conflict, consequence of role conflict and managing role conflicts among college of teacher educators.

Key words:- Role conflict, Inter-role conflict, Intra-role conflict, strategies etc.

Introduction:-

Role conflict arises when various directions are pulling, as individual try to respond to many statuses which we have to hold. The conflict arises because of some human desires and to achieve success. 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. There are two types of role conflict intra role conflict and intra role conflict. This conflict arises at the same time when a person has to play more than one role like of a teacher and father. It occurs when the different roles played by the same

person give rise to conflicting situations, for example, role of an individual as a husband and a father. There is a contradiction of two or more roles which an individual is attempting to fulfill simultaneously. Intra role conflict it results from conflicting role expectations from a single individual. It occurs when a single superior presents a subordinate with an in compatible set or orders of expectations. In other words contradictory expectations may occur within a single reference group defining a given role.

Concept Of Role Conflict

Sociologists use the term "role" (as do others outside of the field) to describe a set of expected behaviors and obligations a person has based on his or her position in life and relative to others. All of us have multiple roles and responsibilities in our lives, that run the gamut from

son or daughter, sister or brother, mother or father, spouse or partner, to friend, and professional and community ones too.

Within sociology, role theory was developed by American sociologist Talcott Parsons through his work on social systems, along with German sociologist Ralf Dahrendorf, and by Erving Goffman, with his numerous studies and theories focused on how social life resembles theatrical performance. Role theory was a particularly prominent paradigm used to understand social behavior during the middle of the 20th century.

Conflict refers to the various motives of the character or any kind of force which may be involved. Conflict occurs internally as well as externally, it can occur in characters mind or within a character and some external forces. When there are more than two characters the conflict is visible. Conflict occurs with some natural forces within a character, such as an animal or a weather event, like a hurricane.

The meaning of the role is expectations and duties with a particular status in group, social situation, community and any organization. The behavior which is expected from occupant of a given position in society is called role. There are many roles which we have to play in our life the teacher has to play role of a parent at home. Role is considered as the expected mode of behavior, role changes if the behavior of an individual changes. The term "role" was first introduced on English in (1606) it came to us from French.

There are various types of roles, but the main types of roles are, the expected role, the perceived role, the enacted role: the expected role means that what other people are expecting from an individual, the perceived role means the behave and thinking of an individual for the fulfillment of his/her expected role, the enacted role means how an individual behave in any organization or community.

Types Of Role Conflict:

1. **Inter-role conflict:-** Inter-role conflict was a conflict between several roles for the same person and required different needs or behavioural incompatibilities or changes in behaviour as necessary in the situation (Kahn et al., 1964). This conflict occurred

against incumbent because he felt he had to perform more than one task in the role system which caused role overload.

2. **Intra-role conflict:-** Intra-role conflict was an incompatibility between anticipated expectations of incumbent and expectations related to his position (Gross et al., 1958). It was a conflict between standards or personal values of incumbent with himself alone in fulfilling his responsibility for a position or role. This involved only the incumbent and his ability to carry out duties given to him.
3. **Inter-sender conflict:-** Inter-sender conflict occurred when expectations and requests differed between role senders (Kahn et al., 1964). Gross et al. (1958) interpreted inter-sender conflict as situational conflict which happened when individual expectations and needs did not correlate with organizational needs.
4. **Intra-sender conflict:-** Kahn et al. (1964) illustrated intra-sender conflict as different and incompatible prescriptive from in-house role senders. Usually, intra-sender conflict materialized when demands or directives from the top leaders for something to be executed within limited time or sources were not able to be implemented by middle leaders.

Consequences Of Role Conflict Among Teacher Educators

Most workplace stressors include a component of uncertainty. Role conflict likely leads employees to feel uncertain about their ability to effectively satisfy their role requirements. This uncertainty leads to a number of negative consequences. Indeed, research has found that role conflict is associated with several indicators of mental and physical health. Some of the negative health consequences potentially produced by role conflict include depression, anxiety, burnout, and physical symptoms. In addition, role conflict is linked with a number of negative job attitudes and ineffective work behaviors in teacher training institution were predominated today as follow:

- Dissatisfaction with coworkers
- Dissatisfaction with pay

- Dissatisfaction with promotional opportunities
- Dissatisfaction with supervision
- Dissatisfaction with work tasks
- Low job involvement
- Low organizational commitment
- Overall job dissatisfaction
- Poor job performance
- Turnover intention

However, most of the research examining the causes and consequences of role conflict has used cross-sectional designs.

Managing / Controlling For Role Conflict Among College Of Teacher Educators.

Because role conflict is largely the result of ineffective leadership behaviors, many of the treatments for role conflict require the involvement of supervisors. Supervisors, for example, could be trained to identify behaviors that encourage role conflict and could be trained to modify those behaviors. Likewise, one form of role conflict occurs when employees receive incompatible demands from two or more supervisors. This type of conflict could be eliminated by requiring employees to report to only one supervisor.

Some forms of role conflict are the direct result of organizational policies. Not having the required training or equipment to effectively satisfy one’s role requirements, for example, might be the result of organizational policies. Changing such policies could eliminate these forms of role conflict. Some role conflict occurs because employees’ personal values are incompatible with the role requirements of their jobs. This type of conflict speaks to the importance of hiring only job applicants who have a good fit with the job requirements.

Five strategies for Role conflict management in teacher Education Institution are:

Avoiding: when conflicted parties show low levels of concern for others’ interests and a low level of concern for oneself. Strategy characterized by a low degree of assertiveness and a low degree of cooperation, where neither its interests nor those of its opponents are satisfied;

Compromising: represents the attempt to satisfy, moderately and partially, the interests of all those involved in the conflict, and shares commonalities with all of the other four strategies. Is a strategy that requires compromise and assignment? Compromising is an intermediate strategy on assertiveness and cooperation, which implies a compromise in the search for an acceptable intermediate position for everyone involved in the conflict.

Dominating: reflecting the attempt to satisfy one’s interests without consideration of the interests of the other. Characterized by a high assertiveness and lack of cooperation, in which the acquisition of objectives is viewed with supremacy over the interests of the other party. Furthermore, it is often considered an aggressive strategy;

Integrating: individuals who use this strategy manage conflicts directly and cooperatively, seeking to solve in collaboration with the other, is a strategy connected with problem-solving. The use of this involves openness, exchanging information, looking for alternatives, and examination of differences to reach an effective solution for everyone involved in the conflict. Is a strategy useful for effectively dealing with complex problems; and

Obliging: tends to be adopted by those individuals who attempt to play down the differences and emphasizes commonalities to satisfy the concerns of the other party. Represents a conflict management strategy where the cooperation is high and assertiveness is low.

Conclusion:

Roles not only lay out a blueprint to guide behavior, but they also delineate the goals to pursue, tasks to carry out, and how to perform for a particular scenario. Role theory posits that a large proportion of our outward day-to-day social behavior and interaction is defined by people carrying out their roles, just like actors do in the theater. Sociologists believe that role theory can predict behavior; if we understand the expectations for a particular role (such as father, baseball player, teacher educators), we can predict a large portion of the behavior of people in those roles. Roles not only guide behavior, but they also influence our beliefs as the theory holds that people will change their

attitudes to be in line with their roles. Role theory also posits that changing behavior requires changing roles.

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