

TOPIC; A STUDY OF JOB ANXIETY AND ROLE CONFLICT OF SECONDARY SCHOOL TEACHERS OF CHAMARAJANAGAR DISTRICT.

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ABSTRACT: -

Education has always been a symbol of civilization and has been instrumental in the evaluation of mankind from Stone Age to this Computer Age, committed and effective teacher can work out wonders and in fact, the source of the entire educational system of a nation depends on him. To study the level of Job Anxiety, and role conflict of secondary School Teachers working in Govt and Private aided secondary Schools of Chamarajanagar district. Descriptive study done on 250 school teachers of government and private schools of Chamarajanagar district using a pretested and validated questionnaire. In present study there was a statistically significant difference in mean job anxiety between government and private aided school teachers(i.e, $p = 0.006$), and there was a statistically significant difference in mean role conflict score between government and aided school teachers(i.e, $p = 0.001$).

Key words: - job anxiety ,role conflict, secondary School teachers.

Introduction: -

Education has always been a symbol of civilization and has been instrumental in the evaluation of mankind from Stone Age to this Computer Age. A lot of competition in education to improve the quality of teaching level and complexities of work life has made job anxiety a problem both for individuals and institution. Along with anxiety Satisfaction play a key role in education in education system. Whereas the Role conflicts occur when a teacher occupies two or more positions simultaneously and when the role expectation of one is incompatible with the role expectations of the other hence this attempt has been made to evaluate Job Anxiety, and role conflict of Govt and Private Secondary School Teachers of Chamarajanagar district.

METHODOLOGY: -

Aim & objectives of the study:

The present study aims to

- A. To study the level of Job Anxiety, and role conflict of secondary School Teachers working in Govt and Private aided secondary Schools of Chamarajanagar district.
- B. To study the correlation between Variables i.e. Job Anxiety, and role conflict of secondary School Teachers working in Govt and Private aided secondary Schools teachers Chamarajanagar district.
- C. To study the effect of Socio Demographic factors like, Gender, Age, Job Experience, Domicile and Marital Status on Job Anxiety, and role conflict School Teachers working in Govt and Private aided secondary Schools of Chamarajanagar district.

Inclusive criteria:

1. The present study includes only teachers working on permanent basis of Government and Private aided schools of Chamarajanagar district.

Exclusive criteria:

1. The present study is not included primary school, college teachers and teachers working in unaided school.
2. The present study responds having less than 3 years Job experience and having 50 years and above age is excluded.

Study design and study population;

Descriptive study comprised of 250 respondents from Chamarajanagar district. It includes, 25 government and 28 private aided schools from Chamarajanagar district.

Study tool: -

The study tools are a pre tested and pre validated standardised tool, it is a questionnaire consist of four parts:

- (i) Respondents' background information on age, gender, qualification, teaching experience, types of school, location, and marital status.
- (ii) Job Anxiety Scale is developed by Srivastav.A.K (1986), consists of 49 items, where a respondent has to make his / her agreement with each item on a dichotomous scale (yes/no). All these items are given a score of 1 and 2. Score 1 represents "no" and score 2 represent yes, The sum of these values gives the job anxiety scores for the subject.
- (iii) Role conflicts scale by Dr. Ashok Kumar Pandey consists of 30 items; it consists of items, where a respondent has to make his / her agreement with each item on five point scale. All these items are given a score from 5 to 1 i.e. strongly agree to strongly disagree. The sum of these values gives the role conflicts scores for the subject.

Procedure of data collection

The collection of data was spread over a period of 40 days. The researcher and field investigator personally visited the selected schools. The researcher took the permission from the apriority authority. On the schedule date the field investigator met the teachers and made clear to them the purpose of administration. The field investigator sought their cooperation, the instructions were explained by the field investigator and the doubts were clarified, They were assured that their response will be used for research purpose only and will be kept confidential, they were suggested to give free frank and honest responses without any hesitation, and informed written consent will be obtained from the study participants The scales were administered to the teachers, the filled tools were collected only after they were responded by the subject, after collecting back the filled study tool the field investigator conveyed his/her gratitude and thanks to the teacher and heads of the school for their kind cooperation.

Statistical techniques used:

Statistically analysis was done using SPSS 20 software and Microsoft excel 2007 software.

Statistical techniques used were descriptive statistics, unpaired t-test & Pearson's correlation.

Results

In present study there was a statistically significant difference in mean job anxiety between government and private aided school teachers (i.e, $p = 0.006$), and there was a statistically significant difference in mean role conflict score between government and aided school teachers(i.e, $p = 0.001$).

Results showed a statistically significant difference in mean job anxiety between male and female school teachers (i.e, $p < 0.001$). and a statistically significant difference in mean role conflict score between male and female school teachers(i.e, $p = 0.001$). Results showed a statistically significant difference in mean job anxiety between Under Graduate and Post Graduate school teachers (i.e, $p = 0.009$), and there was no statistically significant difference in mean role conflict score between UG and PG school teachers(i.e, $p = 0.0058$). Results showed a statistically significant difference in mean job anxiety between rural and urban school teachers(i.e, $p = 0.008$ and a statistically significant difference in mean role conflict score between rural and urban school teachers(i.e, $p = 0.013$). Results showed a statistically significant difference in mean job anxiety between married and unmarried school teachers(i.e, $p = 0.032$), and a statistically significant difference in mean role conflict score between married and unmarried school teachers (i.e, $p = 0.004$). In present study experience and job anxiety was having positive correlation with the correlation coefficient of 0.703 suggestive of high positive correlation and the correlation was found to be statistically significant ($p < 0.001$), experience and role conflict was having positive correlation with the correlation coefficient of 0.691 suggestive of moderate positive correlation and the correlation was found to be statistically significant ($p < 0.001$). In present study job anxiety and job anxiety and role conflict was having positive correlation with the correlation coefficient of 0.895 suggestive of high positive correlation and the correlation was found to be statistically significant ($p < 0.001$). In present study role conflict In present study results showed that there was a statistically significant difference in mean job anxiety between government and private aided school teachers(i.e, $p = 0.011$),

Results showed that there was a statistically significant difference in mean job anxiety between male and female school teachers(i.e, $p < 0.001$ and a statistically significant difference in mean role conflict score between male and female school teachers(i.e, $p < 0.001$).

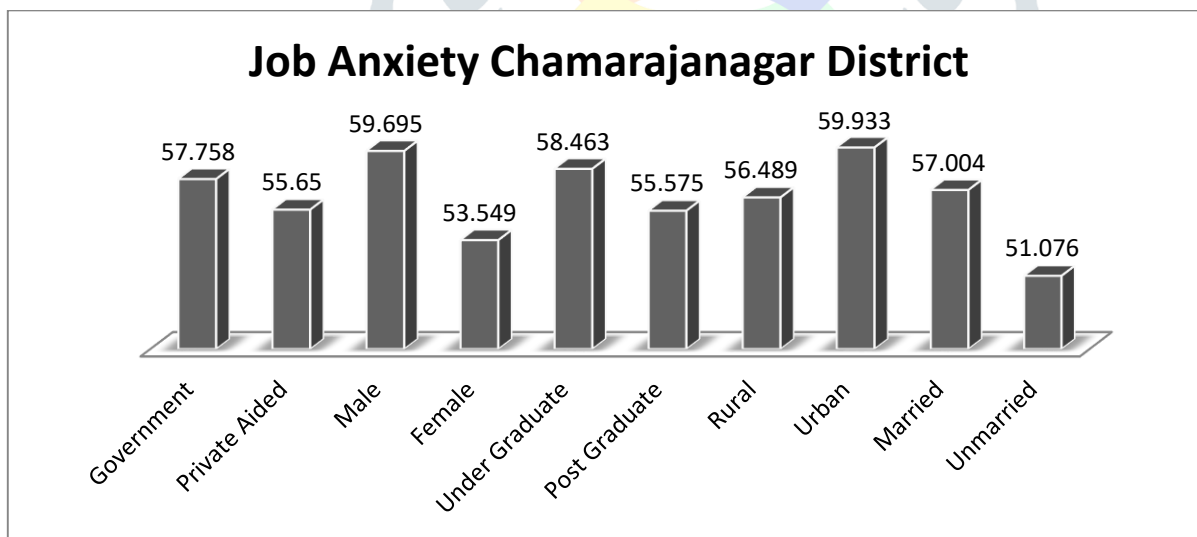
Result showed that there was a statistically significant difference in mean job anxiety between Under Graduate and Post Graduate school teachers (i.e, $p = 0.001$), and there was no statistically significant difference in mean role conflict score between UG and PG school teachers (i.e, $p = 0.016$).

Results showed that there was a statistically significant difference in mean job anxiety between rural and urban school teachers(i.e, $p = 0.049$). and a statistically significant difference in mean role conflict score between rural and urban school teachers(i.e, $p = 0.015$). Result showed that there was a statistically significant difference in mean job anxiety between married and unmarried school teachers(i.e, $p = 0.001$), a statistically significant difference in mean role conflict score between married and unmarried school teachers (i.e, $p < 0.001$). In present study age and job anxiety was having positive correlation with the correlation coefficient of 0.849 suggestive of high positive correlation and the correlation was found to be statistically significant ($p < 0.001$), age age and role conflict was having positive correlation with the correlation coefficient of 0.684 suggestive of moderate positive correlation and the correlation was found to be statistically significant ($p < 0.001$)

In present study experience and job anxiety was having positive correlation with the correlation coefficient of 0.707 suggestive of high positive correlation and the correlation was found to be statistically significant ($p < 0.001$), experience and role conflict was having positive correlation with the correlation coefficient of 0.604 suggestive of moderate positive correlation and the correlation was found to be statistically significant ($p < 0.001$). In present study job anxiety and role conflict was having positive correlation with the correlation coefficient of 0.833 suggestive of high positive correlation and the correlation was found to be statistically significant ($p < 0.001$). In present study role conflict and job satisfaction was having negative correlation with the correlation coefficient of -0.798 suggestive of high negative correlation and the correlation was found to be statistically significant ($p < 0.001$).

Table : - 3 Showing mean job anxiety and role conflicts score between different variables among graduate secondary school teachers in Chamarajanagar district.

Unpaired t test							
	Type of School	N	Mean	SD	t	df	p
Job Anxiety	Government	124	57.758	5.984	2.567	248	0.011
	Private Aided	126	55.650	6.951			
	Private Aided	126	79.007	13.109			
	SEX	N	Mean	SD	t	df	p
Job Anxiety	Male	128	59.695	6.358	8.365	248	<0.001
	Female	122	53.549	5.165			
	Female	122	73.729	8.994			
	EDUCATION	N	Mean	SD	t	df	p
Job Anxiety	Under Graduate	97	58.463	7.644	3.466	248	0.001
	Post Graduate	153	55.575	5.511			
Role Conflict	Under Graduate	97	84.381	14.199	2.428	248	0.016
	Post Graduate	153	80.026	13.576			
	Location	N	Mean	SD	t	df	p
Job Anxiety	Rural	235	56.489	6.685	-1.982	248	0.049
	Urban	15	59.933	2.631			
Role Conflict	Rural	235	81.174	14.180	-2.453	248	0.015
	Urban	15	90.200	4.616			
	Marital Status	N	Mean	SD	t	df	P
Job Anxiety	Married	237	57.004	6.571	3.230	248	0.001
	Unmarried	13	51.076	2.841			
Role Conflict	Married	237	82.519	13.546	4.000	248	<0.001
	Unmarried	13	67.076	13.708			



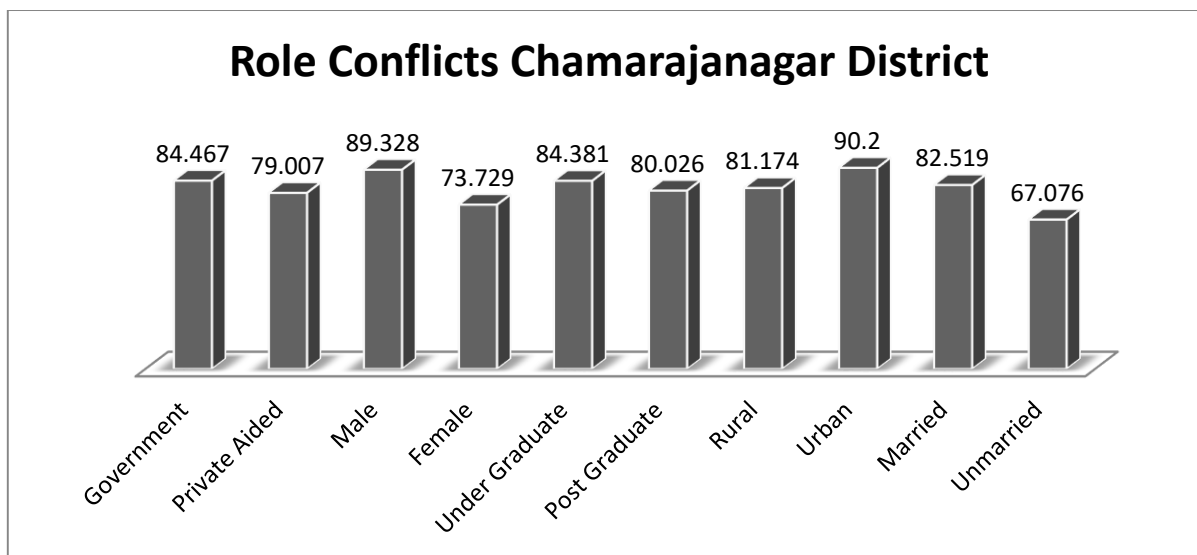


Table: - 4 Showing correlation between age, experience, job anxiety and role conflicts among secondary school teachers of Chamarajanagar district.

		Age	Experience	Job Anxiety	Role Conflict
Age	r	1	0.849	0.629	0.684
	p		<0.001	<0.001	<0.001
Experience	r		1	0.707	0.604
	p			<0.001	<0.001
Job Anxiety	r			1	0.833
	p				<0.001

DISCUSSION

The present study was done to assess job anxiety, job satisfaction and role conflict of secondary school teachers of Mysore division. In the present study job anxiety was having significant positive correlation with role conflicts and negative correlation with job satisfaction, which is similar to study conducted by **Srivastva and Shinha(1972)**

In present study under graduate qualified secondary school teachers are having less job satisfaction but more job anxiety and more role conflict compared to post graduate secondary school teachers and age and years of work experience was having significant positive correlation role conflicts which is similar to study conducted by **Bogale (1977)**

Married secondary school teachers are having more role conflict compared to unmarried school teachers may be it is difficult for the teacher to combine demands of personal life with professional life. Which is similar to study by **MALHOTRA et; al, (2005)**

RECOMMENDATIONS

Based on the study findings, the researcher made the following recommendations based on the study objectives and questions:

1. The Government should improve work environment of urban secondary school teachers, private aided secondary school teachers and they should provide with job security.

2. The head of the institute should allot the subjects in advance so that they get sufficient time for preparation, providing them good infrastructure and in time payments with additional fringe benefits which can motivate the teacher to perform better.
3. And also government should restrict the student teacher ratio of 1:40 to provide satisfactory teaching.
4. Government must facilitate and open up more avenues through which teachers would be able to pursue further education.
5. Secondary school head of the institute should be trained in professional's skills in management in order to be able to resolve conflicts between the school management and teachers.

EDUCATION IMPLICATIONS OF THE STUDY: -

1. From the present study it can be noticed that job anxiety among teach is attributed to job security, promotions, officers not being nice and sympathetic, fear, lack of opportunity, not getting enough regards and encouragement from higher authority and colleagues, low confidence, unable to progress, lacking human relations among the workers, work being neither interesting nor prestigious, excess work burden, lack of independently and low salary in spite of good service and experience.
2. There is role conflicts among few teachers due to lack of time to complete my work, lack of teaching faculty and resources, boring work, unadjusted policies and directions, work which is not according to capability, working with two or more groups which have different working style, getting such type of work for which the sufficient sources are not available to complete it. wasting time on un necessary work, family life getting affected due to work, not getting sufficient time with my family due to my work hobbies

3. CONCLUSION

From the present study it is concluded that job anxiety and role conflicts was more in government school teachers, married teachers, urban teachers, male teachers and undergraduate teachers also teachers who do not have job anxiety and who have well adjusted personality in their teaching profession.

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