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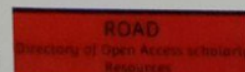
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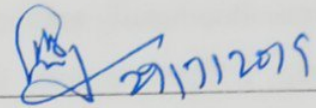
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ROLE CONFLICT AS RELATED TO TEACHING EXPERIENCE AND CHANGE PRONENESS AMONG SECONDARY SCHOOL TEACHERS

Sapna Sen¹ and Dr. Vishal Sood²

 21/7/2017

Abstract

The present research study was undertaken to investigate role conflict of secondary school teachers and how it is influenced by teaching experience and change proneness. Descriptive survey method was employed for the present investigation. Incidental sampling technique was used to select the sample of 1048 teachers from eight districts of Himachal Pradesh. Change proneness inventory by M. Mukhopadhyay (2012) and Teacher's role conflict inventory (TRCI) by Prasad and Bhusan (1991) were used to gather the data. The data were analyzed by descriptive statistics and two way analysis of variance. It was revealed that secondary school teachers with different teaching experience (length of service) possessed nearly similar level of role conflict. Secondary school teachers with high and moderate level of change proneness had shown significantly lesser role conflict as compared to the teachers with low level of change proneness. The correlational analysis revealed that the change proneness and role conflict are significantly and negatively correlated to each other. The educational implications of the study have been discussed in the end of research paper.

Keywords: Role conflict, Change proneness.

INTRODUCTION

Role conflict refers to the conflict which arises when expectations of role are different or incompatible and role definition is ambiguous. Millions of words have been written about the term "role" and it has been defined in various ways by different writers. Some define it as, what the society expects of an individual occupying a particular position in the social system. Some define it as, the rights and responsibilities which go hand in hand. According to this definition, role is a set of socially expected behaviours consisting of both duties and privileges, associated with a particular position in a group. A role, from parent to teacher or police officer, can define expected behaviour and set the parameters for actions seen as socially acceptable. Most members of society assume a number of roles in their lives. Any individual can assume specific

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