

# Relationship of Teachers' Job Performance with Role Conflict, Role Ambiguity and Burnout in Public Schools of Lahore

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**Abstract -** The main purpose of the study was to find out the relationship of teachers' job performance with role conflict, role ambiguity and burnout. The population of the study were all teachers serving in public schools of Lahore. The sample of the study was 432 teachers selected through simple random sampling technique. Role conflict and Role Ambiguity Instrument, Maslach Burnout Inventory and Teachers' Job Performance Questionnaire was used to collect data. The respondent rate was 96%. Inferential statistics was used to analyze the data. On the basis of the analysis results showed that there was no significant relationship of teachers' job performance with role conflict, role ambiguity and burnout in public schools of Lahore.

**Key Words -** Burnout, Job Performance, Public Schools, Role Ambiguity, Role Conflict

## INTRODUCTION

Teachers play an essential role in providing education to the students [1]. The teacher is one part of the education process and must have a good performance to achieve the quality of education institutions graduates as expected [2]. The process of imparting education to the students is dependent on the good performance of teacher [3]. Teachers' job performance is described as their level of commitment and effort in carrying out their responsibilities in order to fulfil the school's stated goals [4].

Teachers' job performance has been connected to their work-related stress. The complete predicted value that a teacher has to carry out during a normal length of time can be simply characterized as a teacher's job performance [5]. Bad working circumstances, employee misconduct, poor

work relationships, role conflict, job ambiguity, and a lack of autonomy can all contribute to teacher work-related stress [6]. Certain work-related stressors, such as role ambiguity and role conflict, have demonstrated persistent connections with poor job performance, job discontent, and mental illness when it comes to identifying key causes of teacher stress [7].

Role conflict occurs when employees are confronted with contradictory, if not incompatible, expectations about how they should act in order to perform their responsibilities [8].

Role ambiguity occurs when an individual is unclear about his role in the organization and lacks proper direction and information to perform the job adequately [9]. Teachers who lack job clarity in the workplace experience ambiguity in their role performance because it serves as a reinforcement for self-efficacy belief, which leads to lower stress and higher performance [10]. Role conflict and role ambiguity are the antecedents of burnout. When an individual encounter incompatibility of expectations and demands related to roles, it leads to role conflict and the individual experiences burnout. Role ambiguity arises when there is lack of information or unclear direction which causes mental fatigue leads to burnout which in result effects the performance [11].

Burnout is experienced more in professions that have intensive human relations [12]. Burnout is the last stage of a continuous process that occurs as a result of prolonged exposure to stress [13]. According to Maslach and Jackson, burnout is a multi-dimensional psychosocial syndrome characterized by high levels of emotional exhaustion, depersonalization and personal accomplishment [14].

Reference [15] determined the effect of stress on job performance of employees. The population of the study was Professors, Assistant Professors, Associate Professors and lecturers of private sector university of Karachi. Results of the study showed that workload, role conflict and inadequate momentary reward were significantly negative with job performance.

Reference [16] examined the impact of work-related stressors (job role conflict, work overload, inadequate reward policy and job burnout) on teachers' performance in the colleges of Lahore, Pakistan and concluded that job role conflict, job burnout and inadequate reward policies have significant impact on teacher's performance. The largest influence comes from job conflict and job burnout on employee loyalty and inadequate reward policy on employee performance.

Schools are considered as the backbone of a nation. A school is an organization dedicated to the advancement of education. School are made up of teachers and pupils. Teachers are the primary source of information for pupils during the teaching and learning process [17]. Therefore, the study was carried out to find out the relationship of teachers' job performance with role conflict, role ambiguity and burnout in Public schools of Lahore.

#### LITERATURE REVIEW

Job performance is referred to the effort put by an employee to complete an assigned task. Employee commitment and involvement in the organizing of activities connected to given tasks are critical to an employees' survival in a company [18]. People in social and professional positions are likely to encounter problematic situations due to a number of circumstances such as intrinsic nature of the role, the process of role performance and the context in which the role is performed. The term "role conflict" is used by sociologist and social psychologists to represent such problem situations [19].

Reference [20] carried out a study to examine the effect of role conflict and work stress on department of public work employees of Southeast Sulawesi Province. The results for the study concluded that role conflict has positive but not significant effect on the performance of employees.

Reference [21] explored the influence of role stress and self-esteem on the job performance of employees working in 4 and 5 star hotels in Kusadasi, Turkey. Also, it examined which factor (role ambiguity, role conflict, role overload) influences role stress the most. The findings showed that job performance was significantly and positively correlated with self-esteem and role overload, while job performance was significantly and negatively correlated with role ambiguity and role conflict. Moreover, it also showed that role stress was mostly related to role ambiguity.

The lack of clarity in determining what expectations or prescriptions exist for a certain function is referred to as role ambiguity [22]. Reference [23] identified the effects of the role overload and role conflict on job performance with job stress as mediating variable on employees working in cellular phone trade centers. The findings of the study showed that role overload and role conflict has positive and significant effects on job stress. Whereas, role overload, role conflict and job stress have significant and negative effects on employees' performance.

When there is a major mismatch between the nature of the job and the character of the individual who does the job, burnout is often more prevalent [24]. Reference [25] in their study revealed that the predictors of burnout in elementary school teachers of Brazil are; autonomy, role conflict, role ambiguity, overload, social support and interpersonal conflict.

Reference [10] investigated the influence of organizational stressors including role conflict, role ambiguity and work load on job performance of academic staff in Malaysian Research Universities. The results of the study indicated that role ambiguity had a negative significant influence on the job performance which shows that ambiguous academic staff deal with poor academic job performance in research universities. The findings also show that lack of enough clarity of academic staff role resulted in decline of job performance. Role conflict was found to have a negative significant influence on job performance among academic staff.

#### OBJECTIVES OF THE STUDY

The objectives of the study were to:

- Find out the relationship between role conflict and teachers' job performance in public schools.
- Find out the relationship between role ambiguity and teachers' job performance at public schools.
- Find out the relationship between burnout with teachers' job performance at public schools.

#### HYPOTHESES

- H<sub>01</sub>: There is no significant relationship between role conflict and teachers' job performance in public schools.
- H<sub>02</sub>: There is no significant relationship between role ambiguity and teachers' job performance in public schools.
- H<sub>03</sub>: There is no significant relationship between burnout and teachers' job performance in public schools.

#### METHODOLOGY

The research was quantitative in nature and correlation research design was used to find out the relationship of role conflict, role ambiguity, burnout with teachers’ job performance. The population of the study was all teachers serving in public schools of district Lahore. List of schools was collected from DEO office, Lahore has a total of 1,218 public schools and currently there were 16,900 teachers serving in public schools of Lahore. The sample was selected through probability sampling technique; multi-stage sampling. At first stage, cluster sampling was used to select schools and at the second stage teachers were selected randomly. 36 schools were selected through cluster sampling (18 male and 18 female), hence all the teachers in each of 36 schools were selected in the sample. Therefore, 432 teachers were the sample of the study.

**INSTRUMENTATION**

The instrument of the study was based on four parts; first part consisted of demographic information, second with statements related to role conflict and role ambiguity, third with statements related to burnout and last with statements measuring teachers’ job performance. The instruments were adapted and all the items were measured on five point Likert scale.

To measure role conflict and role ambiguity, instrument adapted from [26] developed by Rizzo, House, and Lirtzman, (1970) was used. The instrument consisted of 17 items in total based on two indicators: role conflict and role ambiguity with 11 and 6 items respectively.

In measuring burnout, Maslach Burnout Inventory developed by Maslach and Jackson (1981) was used. The questionnaire consisted of 22 statements measuring three components: Emotional Exhaustion with 9 items, Depersonalization with 5 items and Personal Accomplishment with 8 items.

The questionnaire Teacher’s Job Performance Self-rating Questionnaire (TJPSQ) was used to measure teacher’s job performance adapted from Amin, Shah, Ayyaz, and Atta [27]. The instrument consisted of 25 items with four indicators of teacher’s performance: teaching skills with 7 items, management skills with 5 items, discipline and regularity with 6 items, and interpersonal relations with 7 items.

**DATA ANALYSIS AND INTERPRETATION**

To analyze the data descriptive and inferential statistics were used. Descriptive statistics was used to calculate mean and standard deviation whereas, inferential statistics was used to calculate Pearson product moment correlation. All the data were analyzed using SPSS.

TABLE I  
POINT SIZES AND TYPE STYLES

Gender Wise School	Frequencies
Boys	217
Girls	199
Total	416

Table I shows the gender wise distribution of the schools. There were 217 participants from boy’s school and 199 participants from girl’s school.

TABLE II  
CORRELATION BETWEEN ROLE CONFLICT, ROLE AMBIGUITY, BURNOUT AND JOB PERFORMANCE

Variables	M	S.D	1	2	3	4
1 Role Conflict	33.766	3.196	-	-.064	-.144**	-.074
2 Role Ambiguity	22.963	3.633		-	-.492**	.278**
3 Burnout	77.036	8.942			-	.301**
4 Job Performance	95.961	8.935				-

N=416

Correlation is significant at the 0.01 level (2-tailed) \*\*

Table II shows the relationship of teachers’ job performance with role conflict, role ambiguity and burnout. The results showed that there was no relationship found between teachers’ job performance, role conflict, role ambiguity and burnout.

**DISCUSSIONS**

A teacher plays an important role in the education of students and it depends on the performance of teachers. It is expected of the teachers to perform effectively in order to perform their duties and impart knowledge to the students. A teachers’ performance is influenced by a number of factors such as stress, work-load, role conflict, role ambiguity and burnout. Generally, it was assumed that role conflict and role ambiguity effects the performance with burnout as another variable or as an outcome variable. The current study investigated the relationship of teachers’ job performance with role conflict, role ambiguity and burnout in public schools of Lahore. The findings of the study

showed the relationship of teachers' job performance with role conflict, role ambiguity and burnout. Role conflict developed a weak negative correlation with job performance in teachers at public school level. Therefore, null hypothesis "There is no significant relationship between role conflict and job performance in teachers at public school level" was not rejected. The findings of the study were inconsistent with the findings of [28] who concluded that role conflict was negatively related to employees' performance which shows that role conflict does not influence the performance of the teachers. Role ambiguity developed a weak positive correlation with job performance. Therefore, null hypothesis "There is no significant relationship between role ambiguity and job performance in teachers at public school level" was not rejected. The findings of the study were inconsistent with the findings of [29] who concluded that role ambiguity negatively influence role performance. Burnout developed a weak positive correlation with job performance. So, the null hypothesis "There is no significant relationship between burnout and job performance in teachers at public school level" was not rejected. The findings of the study were consistent with the findings of [30] who concluded that burnout has a positive and significant effect on the performance of Justice Department personnel. The results of current study showed weak correlation between all variables, which indicates that teachers' job performance is not related with role conflict, role ambiguity and burnout at public school level. The result that role conflict has a weak correlation with job performance supports the statement that conflict is required for a group to perform effectively as stated by [31] which means that conflicts in organizations are inevitable, some conflicts in the groups can be positive and negative, therefore organizations should eliminate negative conflicts which may negatively affect the performance. Weak positive correlation of burnout with job performance support the results of [30] whose findings concluded that burnout have a positive and significant effect on job performance of employees, the effect is significantly different zero. It can be concluded that role conflict, role ambiguity and burnout might increase the sense of competition in teachers' leading to increase in their performance. The results of the current study were inconsistent with the previous researches, it may vary due to change in time, geographical region and level of educational institutes because all individuals are different from each other therefore, they think and work differently at all levels.

#### CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to find out the relationship of teachers' job performance with role conflict, role ambiguity and burnout in public schools of Lahore. The results of the study revealed that there was no correlation found of teachers' job performance with role conflict, role ambiguity and burnout. For future research it is recommended that some other variables may be added such as job satisfaction,

organizational commitment and organizational behavior with the existing variables. The study was correlational research whereas effect may be calculated. The research may also be conducted at private sector with a larger sample size.

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