

Structural Analysis of Role Clarity, Career Development and Conflict Management among University Teachers

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Abstract—The present study was aimed at structural analysis of Role Clarity, Career Development and Conflict Management among University Teachers. The sample comprised of 100 teachers selected purposively from University of Kashmir and the data was analyzed with the help of SPSS and AMOS software packages. A structural analysis carried out in the study revealed that there is significant relationship between the understudy constructs. The reliability test that was conducted to assess the degree of consistency among the multiple measurements of the variables indicated that reliability of the adopted constructs is satisfactory. However while carrying out structural analysis, only items having item-total correlation equal to or more than 0.50 were retained and model fit indices were checked. While carrying out the structural analysis it was found that the model fit indices are near to the satisfactory level, because Goodness of fit index (GFI) was very much close to the threshold of 0.90 and same holds true for CFI.

Keywords: Role Clarity, Career Development and Conflict Management.

1. INTRODUCTION

The effectiveness of educational institutions, especially the universities matters a lot in the growth and development of a nation, consequently these institutes have remained the focal point for the researchers. Unlike most organizations, universities often possess the goals that are unclear and difficult to measure, these organizations can be thought of as an intricate web, which needs to be explored and as per the research evidences assessment of organizational climate of an organization is one of the best ways to explore this web. Pertinently Role Clarity, Conflict Management & Career Development constitute important domains of organizational climate. In this backdrop the present study was carried with the aim of structural analysis of Role Clarity, Conflict Management & Career Development in the university settings, a theoretical background of these constructs is given below.

Role Clarity: Role is a character or part played by a performer. It is a function or position of the individual. In other words, it is the condition where members of an organization have perfectly clear understanding of everyone's role expectation of them. When the employees do not have

clearly defined roles then it leads to conflict and confusion on tasks and team members may not understand what exactly is expected of each them. Within every organization role clarity is important. An employee who experience role clarity knows what they need to do and what is expected of them. When the employees do not have sufficient information about their roles within organization then they experience role ambiguity and they are not able to perform a task. Teachers who teach in universities have to perform different roles, i.e. to guide the development of subject expertise, to help the students for intellectual development and also enhance the culture. Teachers of universities must have clear understanding of their roles. When teachers perform their roles it shows their capabilities, abilities and potentialities.

Career development: Career development is a way through which the managers of the company ensure that well suited candidates are available when needed. By well suited candidates we mean people with proper qualification and experience. It is for the benefit of both employee and the organization. There are two important things in career development i.e the role of employer and the role of employee. The employer must be encouraging and must give appropriate rewards to the employees. The employee has to establish goals and plans for himself. He has to seek information about the various options of career available to him that is suitable to his interests.

Conflict management: Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. Properly managed conflict can improve group outcomes. One style of conflict management is the "cooperation" approach, where the manager attempts to create cooperation and teamwork among the members of a team who have a conflict. This approach is usually successful when all the members are open to suggestion and cooperation, and want to alleviate their differences. The key to cooperation in conflict management is to find and approve of common answers that will resolve

issues while creating cooperation and cohesiveness between team members.

2. REVIEW OF LITERATURE:

There are mixed evidences regarding the relationships between understudy constructs as reflected from existing research carried out on diverse sample groups. Chan (2017) indicated that clear career goals lead to higher proactive career engagement. Thangavelu and Sudhahar (2017) revealed that there is a significant correlation between role clarity, performance feedback, and employee satisfaction on the perception of performance. Samie, Riahi and Tabibi (2015) demonstrated that there is a significant statistical relationship between role clarity and general efficiency of the employees, and between the role clarity and each aspect of efficiency of employees including alignment with organizational goals, work pace, proper use of the equipment and facilities, self-assessment, trainings and being committed to the workplace regulations. Koekemoer (2014) showed that the main contributing factors for successful managers revolve around their interpersonal skills, network relationships and their ability to perform. Mishra and Dimri(2017) found that there is strong relationship between employee relations management (ERM) practices and employees job satisfaction. Longe (2015) found significant relationship between workplace conflict management and organizational performance. Longe (2015) showed a significantly positive relationship between conflict management strategies and organizational performance. AL-Shourah (2015) in their study found that competition, cooperation and avoidance components of conflict management have a statistically significant impact on the organizational effectiveness”. Worthy to mention here that no in depth study has been carried out to check the relationship between the understudy constructs in a sample group of university teachers by making use of structural equation modeling procedures.

3. METHODOLOGY:

Sample Description:

Using the purposive sampling technique, the present study was carried out on a sample group of 100 teachers’ from university of Kashmir.

Tool Used:

The items to assess the constructs were adopted from a scale developed by Furnhan’s (1997)

Data Analysis:

The data was analyzed using SPSS version 20.0 and AMOS version 22. Reliability analysis was done in order to check consistency of the scale and then CFA was performed, however while carrying out structural analysis, only items

having item-total correlation equal to or more than 0.50 were retained and model fit indices were checked.

4. RESULTS & INTERPRETATION:

The results and interpretation form important part of any research study and henceforth this section solely focuses on the results and their interpretation.

Table 4.1: Descriptive Statistics and normality distribution

Dimensions	Mean	S.D	Skewness	Kurtosis
Role Clarity	5.39	.770	.799	.110
Career Development	4.81	1.15	.918	.593
Conflict Management	4.65	1.43	.820	.063

As per the earlier table, applying the criteria of Garson (2009) the sample distribution of the present study is normal all the Skewness and Kurtosis values are well below or near the Garson’s range of -2.00 to +2.00. The values of standard deviation is also very small as compared to mean, thereby further improving the scope of data for subsequent analysis.

Reliability Analysis: The reliability test was conducted to assess the degree of consistency among the multiple measurements of the variables. The reliability results of different variables indicated that reliability of adopted constructs is satisfactory as revealed by acceptable values of Cronbach’s alpha beyond the threshold of 0.60. However while carrying structural analysis only items having item-total correlation equal to or more than 0.50 were retained and model fit indices were checked.

Structural Analysis:

The results of the structural analysis are reflected in the diagram given below. All big circles with names inscribed on them are the latent variables. Worthy to mention here, that this path diagram has been obtained by carrying out structural equation modeling.

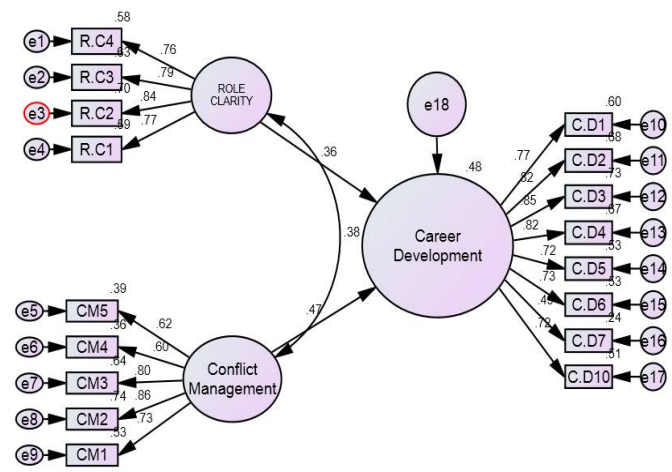


Figure 4.1: Showing Structural Analysis of the Constructs.

The structural equation modeling as revealed from the earlier diagram very clearly explains that the understudy constructs are linked with each other as indicated by the significant path coefficients.

5. DISCUSSION & CONCLUSION

The main focus of the study was the structural analysis of the understudy constructs. In this backdrop while carrying out the structural equation modeling, it was found that the model fit indices are near the satisfactory level, because Goodness of fit index (GFI) is near the threshold of 0.90 and same holds true for CFI. In case of RMSEA, which is a badness of fit measure, the value was close to the minimum threshold of 0.05. The CMIN/df was also satisfactory.

From figure 1, it gets clear that role clarity (Path coefficient =0.36), and conflict management (Path coefficient = 0.47) significantly determine the career development of University teachers. The R-square value of 0.38 further substantiates the results. Apart from the reliance on rigid psychometric procedure in the form of structural equation modeling, the study also yields theoretical value, because it gets quite clear that if the teachers focus on role clarity and proper conflict management, they will be able to focus on career development, which proves fruitful for any educational institute in general and universities in particular. It is hoped that the data generated in the present study will be of help not only to the psychometricians but also to the policy makers and relevant stakeholders of higher education.

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