

## **Examining the Effect of Role Conflict and Job Stress on Turnover Intention among the Private School Teachers in Vellore District**

K. Hari Priya<sup>1</sup>, Dr. K.Kumudha Devi<sup>2</sup>, S. Hari Hara Sudhan<sup>3</sup>

<sup>1</sup>(PhD Research scholar (PT), Karpagam University, Karpagam Academy of Higher Education, Coimbatore, India)

<sup>2</sup>(Research Supervisor and Head, Department of Commerce, Karpagam University Karpagam University, Karpagam Academy of Higher Education, Coimbatore, India)

<sup>3</sup>(PhD Research scholar (PT), Karpagam University, Karpagam Academy of Higher Education, Coimbatore, India)

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**ABSTRACT:** *The study aims to trace the impact of role conflict and job stress on Turnover intention of teachers working in the private schools in Vellore district. 'Turnover intention' is defined as an employee's intention to voluntarily change the jobs or companies. Employee's opinion on the role conflict and job stress on the Turnover intentions is analyzed through the various test methods. The selected research design is descriptive in nature and the sample size is 150 teachers. The universe of the study confines to teachers working in the private schools in Vellore district. Convenient sampling method is used for this study. Primary data is collected using the structured questionnaire and Secondary data are collected through the manuscripts of previous research works, journals, websites, etc. The purpose of the study is to evaluate the effects of role conflict and job stress on the turnover intention.*

**Keywords:** *Turnover intention, Job stress, Role conflict, School Teachers*

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### **I. INTRODUCTION**

Today's competitive environment warrants an organisation to be continuously striving and exploring the ways and means of being successful. The core strength of any given organisation is dependent on its employees and they are obviously the key assets of the organization. The employees may raise the organisation to its peak in terms of name and fame and they may also lead to its downfall. Hence, it is always determined that the productivity and quality generated is dependent on its employees. Ironically, this core strength of the organisation sometimes develops turnover intention. There could be various reasons for the development of turnover intention among the employees. Employee Turnover intention is understood to be that strong confinement in an employee's mind to change one's job voluntarily.

Private schools bridge the gap that socially exists while the Government is unable to cater to the needs of the growing population in terms of providing every individual exercise their right to education. Perhaps, private schools showcase quality in education amidst other government schools that in many cases reaffirms common belief. There is a high level of turnover intention developed in private schools that is seen as a menace in the administration of education, affecting the quality of service provided.

Turnover according to Hom and Griffeth (1994)<sup>1</sup> is 'voluntary termination of employees from organizations'. Loquercio et al. (2006)<sup>2</sup> analysed that staff turnover is the proportion of staff leaving in a specified time period but prior to the anticipated end of their contract.

Studies concluded by National Centre for Educational Statistics (NCES), has included both private and public school teachers in analysis of teacher turnover (Ingersoll 2001)<sup>3</sup>. The study establishes that, among various types of institutions, the share of private schools is higher due to certain predictors that include the absence of role clarity. Few studies have delineated that teacher turnover is associated with teacher perceptions of school organizational characteristics, including subsided levels of administrative support, little input into school decisions, student disciplinary problems,(Ingersoll 2001)<sup>3</sup>. However, teacher turnover rates are relatively higher in the private schools when compared to the public schools, 21 percent of the private school teachers have switched their schools or left the teaching profession from the previous school in a year when compared with 15 percent of public school teachers (Luekens, Lyter, and Fox 2004)<sup>4</sup>

Inclined rates of teacher turnover may have a momentous unfavourable effect on the school health and climate, complicating the ability of schools to plan and to implement new programs, strategize professional development, and administer support systems for the school teachers. Decreased rates of staff turnover have likelihood to increase the capacity of schools to plan over time, carry out new programs, and invigorate collaboration and teamwork among staff members. Schools with lingering staff turnover tend to have higher minority enrolments. Students in schools with inclined rates of teacher turnover may score low on standardized tests. (Guin, K. 2004)<sup>5</sup>

It is a challenging obstacle for the school administrators to hold qualified and experienced teachers in their institutions. Advertisement for secondary school teachers on regular basis in various dailies is a palpable evidence for the cited problem. Job stressors may have catastrophic effects on an individual's physical as well as mental health and well-being. On the organisational level, tremendous levels of job stress have been linked to inclined staff absenteeism and low levels of productivity. Stress decreases scrutiny, concentration, and decision-making and judgment skills

## II. REVIEW OF LITERATURE

**Macy & Mirvis (1976)**<sup>6</sup> discloses turnover as "any departure beyond any organizational boundaries". Turnover has been measured as the most serious and extensive problem that many educational organizations all around the world suffer.

**Greenhaus and Beutell (1985)**<sup>7</sup> determines that there should be three dimensions in role conflict. The dimensions are firstly, Behavior - based conflict, Secondly, Time - based conflict and finally Strain - based conflict. Behaviour based conflict is based upon the mismatch pattern of behaviour indicated by the job responsibilities, duties and commitments to family and work. Time based conflict is explained as the time required to execute either of the demands (family or job) indicated by time or communication for the family and time for work. Strain based conflict can occur due to the tension generated in the influential role on the implementation of other roles indicated by working pressure or career based pressure, family pressure, determining priorities etc.

**Singh, (1992)**<sup>8</sup> study reveals that role conflict and role ambiguity are found to be positively related to job related tensions and negatively related to job satisfaction, job involvement, pay, supervision, and working conditions,

**Ingersoll, (2001)**<sup>9</sup> elaborates teachers' turnover from the organization's perspective, by considering the teachers' transfer from an individual school. He has also established that the characteristics of an individual teacher lead to distinguished turnover states, teachers inclined to leave the schools where probably there are administrative ineffectiveness, insufficient resources and dissatisfaction. These individuals perhaps leave teaching forever or tend to move to another school where their needs are accomplished. In both the state, turnover is a serious deterioration for the school organization

**Price (2004)**<sup>10</sup> views work stress as the extent to which the job duties cannot be fulfilled and it is also hypothesized to have a significant negative impact on intent to stay in their job through satisfaction and commitment.

**Onen, D. (2005)**<sup>11</sup> establishes that the teachers' dropout factors can be studied in three categories; viz., employer related factors, related to salary, Employee supervision and poor working condition; secondly, the employee based factors as job satisfaction, personal conviction and career growth; finally, the external factors, regarding the improved pay structure in the similar jobs, competitive conditions related to the status and respect for the employees, that influence the dropout of teachers in the private secondary schools.

**Ahmady et al. (2007)**<sup>12</sup> states that the most role-related stressors and kinds of conflict among the faculty members of Iranian medical schools include too many tasks and everyday work load; conflicting demands from the co-workers and immediate superiors and also incompatible demands from their own personal and organizational roles; deficiency in the resources for pertinent performance; insufficient competency to meet their role demand; inadequate autonomy to make decision on the distinctive tasks; and a feeling of underutilization.

**Calisir, Gumussoy and Iskin (2011)**<sup>13</sup> conducts a study with the IT professionals in Turkey and explained the effects of stressors like role ambiguity, role conflict, work-overload, and work-family conflict etc on job stress, job satisfaction and organizational commitment and employee turnover intention. The study revealed that turnover intention is always an effect of job satisfaction and organizational commitment. Role ambiguity and job stress is inversely proportional to the turnover intention. Further, organizational commitment is always the resultant of job satisfaction, and job satisfaction is predicted by the role ambiguity and job stress.

**Ahmad, Bashir et al.,(2012)**<sup>14</sup> concludes that job stress has a significant negative relationship on the turnover intention. It has been evidenced that the employees have experienced more job stress and have developed more intention to quit

## III. NEED FOR THE STUDY

The available literature review enlightens a small number of research studies examining the associations between turnover intention, work role conflict, and job stress. Undoubtedly, job stress and work role conflict have been elucidated to be a major predictor of turnover. This study aims to fill the gap by addressing turnover intentions and to what extent these antecedents contribute to the employee's intention to leave the school job. Very few studies available in the literature link these subjects in the private school sector. The result of this research is therefore expected to develop a deeper understanding of the influence of work role

conflict and job stress on employee turnover intentions that shall seed clues to the further research, and lead to suggest better action plans to retain the private school teachers.

#### **IV. STATEMENT OF THE PROBLEM**

Turnover intentions tend to impart impoverished service and deteriorate the organizational effectiveness (Karatepe and Ngeche, 2012)<sup>15</sup>. From the organization's perspective, turnover of the employees leads to recruitment cost, selection, training or the employment of temporary staff (Morrell, Loan-Clarke & Wilkinson, 2004)<sup>16</sup>. Especially in the education sector (in schools), teachers have the greatest impact on students because their teaching methods are instrumental in creating a bright future for the children. In addition, turnover may negatively influence the organizational culture or employee morale (Morrell et al., 2004)<sup>16</sup>. organizational experts view this paradox as an incessant problem for the organization (Yin-Fah et al.,2010)<sup>17</sup>. This is considered as an intense trouble due to its detrimental effects on the organization especially when the senior and experienced employees leave the organization. Moreover, excessive turnover is dangerous for the organizations, and it undermines the efficiency and productivity of the organization. Besides this, in some occasions, it threatens the organization's long haul survival (Brereton, Beach, and Cliff, 2003)<sup>18</sup>. Therefore, the retention of top performing employees has become a big challenge for the employers/organizational managers (Samuel and Chipunza 2009; Ovadje, 2009)<sup>19</sup>.

#### **OBJECTIVE OF THE STUDY**

- To assess the relationship among the work role conflict, job stress, and employee turnover intentions among the school teachers.
- To investigate the employee turnover intentions with the predictive variables, expressed in terms of work role conflict and job stress.

#### **HYPOTHESES**

- H1: There is a positive relationship between the role conflict and turnover intentions;  
H2: There is a positive relationship between the job stress and turnover intentions;  
H3: There is a positive relationship between the job stress and role conflict.

#### **V. RESEARCH METHODOLOGY**

The research design adapted is descriptive in nature. The universe of this study alludes to the teachers working in the private school in Vellore district. Structured Questionnaire method is used for data collection. 150 questionnaires are distributed based on the convenience sampling procedure. Turnover intentions are measured by Mobley, Horner and Hollingsworth, (1978)<sup>20</sup>. Work role conflict is measured using the postulates proposed by John R.Rizzo et al., (1970)<sup>21</sup>. Responses from the questionnaire are measured on a 5-point agreement-disagreement scale. Pearson correlation coefficients (r) are enumerated to determine the relationship that exists between the dependent variable (Turnover intentions) and the independent variables (Role conflict and Job stress). In augmentation, a multiple regression analysis is executed to evaluate the predictive values of role conflict and job stress on employee turnover. Analyses are carried out at the 0.01 significance.

#### **VI. DATA COLLECTION METHOD**

The main sources through which data are collected are:

1. Primary Data: The instrument used to collect primary data is results obtained by administering a questionnaire.
2. Secondary Data: Secondary Data are collected through reviewing various e-journals, journals, books and websites.

#### **VII. ANALYSIS**

**Table 1:** Descriptive statistics

	Mean	Std. Deviation	N
Turnover intention	4.92	0.97	150
Role conflict	4.44	.029	150
Job stress	3.73	0.92	150

Source: Primary data

Mean scores of the job stress (mean =3.73) and role conflict (mean =4.44) are skewed positively. Again, these independent variables produce a correlation coefficient of 0.61, indicating that the teachers working in the private schools have a role conflict in their work place. Probably, this is a major source of turnover intention. This naturally creates the desire to quit the job.

**Table 2:** Showing demographic details of the respondents.

Demographic details	Content	Frequency	Percentage
Gender	Male	58	38.6
	Female	92	61.3
Age	25-30	71	47
	31-35	35	23.3
	36-40	28	18.7
	41 and Above	16	10.7
Marital status	Married	104	69.3
	Unmarried	46	37.3
No of years of experience	Below 5	32	21.3
	5-10	58	38.6
	11-15	42	28
	16-20	18	12
Income level	15,000 & above	40	26.6
	16,000-20,000	86	57.3
	21,000-25,000	13	8.7
	26,000 & above	11	7.3

Source: Primary data

It is inferred from the table that, 61% of the respondents are mostly from the female category 39% are male teachers. It is also seen that the majority of the respondents are from the age group of 25-30 years comprising of 71% of the total population. Most of the respondents are married (Nearly 69.3%). Majority of the respondents have a work experience between 5-10 years (38.6%.) Majority of the respondent's income are in the range of Rs. 16,000/- Rs. 20,000/- Per Month (57.3%.)

**CORRELATION**

**Table 3:** Correlation Table

VARIABLES		TI	RC	JS
<b>TURNOVER INTENTION</b>	Pearson correlation Sig. (2- tailed)	1		
	N	150		
<b>ROLE CONFLICT</b>	Pearson correlation sig. (2-tailed)	.597**	1	
	N	150	150	
<b>JOB STRESS</b>	Pearson correlation sig. (2-tailed)	.612**	.612**	1
	N	150	150	150

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

Source: Primary data

The correlation results indicate a significant positive relationship between the dependent and independent variables. The turnover intention is positively and significantly correlated with the role conflict variable (.597\*\*) and job stress (.612\*\*). The results demonstrate that the employee turnover intention increases with an increase in role conflict in the work place and job stress among the teachers. Therefore, H1 and H2 (*supra*) stand accepted. The table also reveals that there is a positive relationship between the independent variables (Role conflict and job stress) supporting the Hypothesis H3 (*supra*)

**REGRESSION**

**Table 4:** Regression analysis summary table

R	R Square
.482 <sup>a</sup>	.463

The aforesaid table suggests that all the selected variables fit into the regression model. R is the multiple correlation coefficient of the dependent variable with the group of the independent variables. It is found to be positive and high in this model. R square is the proportion of variation in the dependent variable explained by the group of the independent variables in the equation. In this model, a high value of R square is found, showing that the score found is statistically a good fit.

**Table 5:** ANOVA Results of the Regression Analysis

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	51.789	2	30.489	42.562	.000
Residual	95.96	139	.796		
Total	147.749	141			

**Note:** a. Predictors: (Constant), Role conflict, Job stress  
 b. Dependent Variable: turnover intentions

The model analysis includes the two independent variables – Role conflict and job stress. The linear combination of these two independent variables is significantly influenced by the dependent variable (turnover intentions); or,  $F = 42.56$  ( $p=0.000$ ). The above table shows the results of ANOVA conducted on the regression model. The value of F shows that R square is fairly significant at 5 % level of significance. Hence it is concluded that the regression model is statistically fit and significant. The significant value of ( $p$ )  $<0.05$ , the level of significance in ANOVA table ensures the significance of regression. The regression coefficients are given in the following table

**Table 6:** Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std error	Beta		
(Constant)	2.13	.286		7.844	.000
Role conflict	.472	.086	.442	5.152	.000
Job stress	.416	.099	.452	4.812	.000

Dependent variable: Turnover intention

Results of the regression equation are summarized as follows: Predictive Turnover intentions score =  $2.130 + .442$  (role conflict) +  $.452$  (job stress). It is almost equal to the positive coefficients of beta ( $=0.442$  &  $0.452$ ) ( $p < .000$ ) that indicates the role conflict and job stress equally predict the turnover intentions. As shown in the above table of coefficients, Job stress has a highly significant relationship with the dependent variable turnover intention and it reflects that among the private school teachers. Role conflict also has a significant relationship with the turnover intention and reveals the fact that it leads towards the higher rate of turnover intention among the private school teachers. The value of R square is 0.463 which means that 46.3% of variation in the dependent variable is explained by the independent variables.

## VII. MANAGERIAL IMPLICATIONS

Teaching, unlike other jobs, requires one to keep himself/herself more creative. A constant watch over the career column in the leading dailies shall indicate that the teaching positions are more frequently accommodated amongst other advertisements. This indicates that there is relatively a higher turnover among the teachers. This study reveals that most of the respondents (teachers) are identified as female members among the fraternity. Studies reveal that the women experience higher work family conflict. Women bear a dual burden across the different socio-economic classes, which causes considerable stress and strain (e.g. Khanna 1992; Mukhopadhyay 1996)<sup>22</sup>. Creativity and innovation certainly requires a sense of freedom to blossom. Stress and role conflict is a menace in the minds of the employee where creativity and innovation shall be a driving force to ensure quality in education and serve the interest of the nation by nurturing the students, the future pillars of the society, properly. This study certainly reveals that role conflict and job stress directly influences turnover intention among private school teachers. The study helps entrepreneurs in the educational sphere understand that the predictors of work family conflict leads to turnover intention with specific reference to stress and role conflict among teachers.

## VIII. LIMITATIONS AND FUTURE SCOPE OF THE STUDY

The cross-sectional nature of this study, further profound studies can be conducted in longitudinal form and subjected to more stringent statistical tests. Employee turnover intentions tested here are limited to the role conflict and job stress only. Other antecedents like work involvement, job satisfaction, work-family conflict, work and family support, quality of work life etc., may also to be included in the future research studies. Sample size also is a major limitation of this study.

## IX. CONCLUSION

Teachers play a prominent role in building the society and to the contrary teachers are regarded as the least among other professionals. The public view on teachers creates more expectations by considering them as impeccable guides of the evolving society. Perhaps, they shoulder a huge responsibility shaping the young

minds while they bud. Stress and role conflict erodes the creativity and innovation among the teachers like termites. Creativity and innovation can be termed as the strong base on which the employee retention is generally built. It can thus be understood that role conflict and stress among teachers should be averted not only to promote the creativity and innovation but to ensure the employee retention also. The findings of this research may be used by education management professionals to frame the policies to provide a ground to create a stress free society and clarity in roles among the teaching fraternity.

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