

## The Effect of Role Ambiguity and Role Conflict on Performance of Vice Principals: The Mediating Role of Burnout

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### Suggested Citation:

Celik, K. (2013). The effect of role ambiguity and role conflict on performance of vice principals: the mediating role of burnout. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 51, 195-214.

### Abstract

*Problem Statement:* Role ambiguity and role conflict are considered issues that affect performance and lead to burnout. While numerous studies have analyzed role ambiguity or role conflict in relation to burnout or performance, few studies have studied all of these issues together. Since vice principals are expected to carry out a variety of responsibilities as principals and educators, it is predicted that they frequently experience role ambiguity, role conflict, and burnout. However, there is a dearth of studies researching how vice principals in schools are affected by this situation.

*Purpose of the Study:* The study aims to investigate the effects of role ambiguity and role conflict on the burnout of head vice principals and vice principals and on job performance indirectly and directly.

*Methods:* Two hundred vice principals working at elementary and high schools in the city centers of Denizli and Manisa were contacted. The Maslach Burnout Inventory, Role Conflict and Role Ambiguity Questionnaire, and Job Performance Scale were used. In line with the purpose of the study, the model was tested to analyze the cause and effect relationship between variables. SPSS 17 and AMOS 7.0 were used to analyze the data.

*Findings and Results:* The indirect and direct effects of role ambiguity on job performance were significant. In terms of the effect of role ambiguity on job performance, full mediation of emotional exhaustion and partial mediation of personal accomplishment were found. The direct and indirect effects of role conflict on job performance were also significant.

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The full mediation of emotional exhaustion and the partial mediation of depersonalization resulted from the effect of Role Conflict on job performance.

*Conclusions and Recommendations:* According to the results of the study, the direct effect of role ambiguity and role conflict on job performance is higher than the indirect effect. It was found that role ambiguity decreases job performance indirectly and directly. While the direct effect of role conflict increases job performance, the indirect effect of role conflict decreases job performance. *Emotional exhaustion* fully mediates both role ambiguity/job performance and role conflict/job performance relationships. While *personal accomplishment* plays a partially mediating role in the relationship between role ambiguity and job performance, depersonalization partially mediates the relationship of role conflict and job performance. Based on the results of the study, it can be said that determining the mission, authority, and responsibilities of vice principals might increase their performance.

**Keywords:** Role Ambiguity, role conflict, burnout, job performance, path analysis

## Introduction

Organizations are social systems that aim to provide for the needs of individuals and societies. Effective and efficient members are required and maintain their existence (Suliman, 2001). Harmony between organizational aims and employee qualifications affects performance. Today, organizations need highly qualified employees to serve in specialized fields and gain an edge on their rivals (Sonnentag & Frese, 2002). Whatever the type, field, and size of the organization, one of the most important responsibilities of leaders is to increase the job performance (JP) of human resources.

Performance has been defined differently in different contexts. Job performance is behavioral, incidental, measurable, and multifaceted, and it can be evaluated across the sum of actions that employees have taken during a given time period (Motowidlo, Borman & Schmit, 1997). Job performance also refers to the behaviors of employees involved in certain jobs, including their effectiveness and the outcomes of these behaviors (Babin & Boles, 1998).

Organizational, individual, and environmental factors affect performance in organizations (Dicle, 1982; Erdogan, 1991). These factors influence performance levels in either positive or negative ways. Job stress is considered one of these factors that impacts individuals directly. Individuals display low performance under high stress or high performance under sufficient stress. Role conflict (RC) and role ambiguity (RA) are considered the two main components of role stress (Jackson & Schuler, 1985).

Role conflict occurs when employees are required to meet incompatible demands and expectations. Employees have RA when organizations do not define their job functions and responsibilities (Jaramillo, Mulki, & Boles 2011). In the literature, the findings about the relationship between RC-RA and JP are inconsistent. Some researchers have found no relationship between stress and JP, though two stress studies have found support for the inverted-U theory, and another study found partial support (Muse, Harris & Feild, 2003; Wu 2011).

In some studies, burnout is emphasized as another factor influencing performance. When people deal with RA and RC, they encounter emotional exhaustion (EE), depersonalization (DP), and a decrease in success (Karatepe & Uludag, 2008). It is difficult to distinguish between burnout and stress since burnout is a multifaceted notion. Dagli (2006) carried out a study with school directors and vice principals and determined that one third of principals suffer from burnout.

Maslach and Jackson (1981) argue that burnout consists of three separate, albeit related, dimensions. The dimensions of this multidimensional construct are emotional exhaustion, depersonalization, and personal accomplishment. Emotional exhaustion occurs when individuals feel tense and frustrated due to their fears about meeting previous levels of work performance (Cordes & Dougherty, 1993). Depersonalization, the second dimension of burnout, arises when individuals do not want to work because they perceive interactions with tasks, clients, or co-workers as dehumanizing. To seek relief, individuals create buffers by ignoring the quality of their work (Maslach, Schaufelli & Leiter, 2001). Incompetence and lack of achievement at work is the third and final dimension of job burnout (Maslach & Leiter, 2008).

There have been many studies investigating RA and RC's relationship with performance. RA and RC had a positive relationship with emotional exhaustion and depersonalization, which were sub-dimensions of burnout in some studies (Lee & Ashforth, 1996; Jackson, Turner & Brief, 1987; Gil-monte, Valcaárcel & Zornoza, 1993; Capel, Sisley & Desertrain, 1987). Hsieh and Hsieh (2003) and Piko's (2006) studies were consistent with these studies.

As a common negative consequence of burnout, a reduction can be seen in JP (Maslach, 1982). However, there is a dearth of empirical work addressing the relationship between burnout and JP (Wright & Bonett, 1997). A longitudinal study found a negative relationship between only the emotional exhaustion component of burnout and JP. In pursuit of this study, Wright & Cropanzano (1998) conducted a one-year longitudinal study investigating the relationship between emotional exhaustion and supervisory ratings of JP. After explaining the potential influence of negative and positive affectivity, they found a statistically significant inverse relationship between emotional exhaustion and JP (Halbesleben & Buckley, 2004, 866). Due to the dearth of empirical work concerned with the aforementioned relationships, the findings of individual studies have been considerably mixed. In Advani, Jagdale, Garg, and Kumar's study (2005), it was found that emotional exhaustion increased the JP of Indian software professionals. However,

depersonalization and diminished personal accomplishment did not have a significant relationship with JP. In short, the finding above indicates the need for further research into the relationships between components of burnout and JP (Karatepe & Uludag 2008, 114).

In the many studies about the relationship of RC and RA with JP for healthcare staff, social service workers, academics, bank and hotel staff, teachers, etc., the effects of RA, RC, and burnout on performance were analyzed separately. However, the burnout variable was considered as a mediating variable between reasons and outcomes in the studies by Halbesleben and Buckley (2004), Leiter and Maslach (2005), Laschinger and Leiter (2006), and Leiter and Maslach (2009). These studies showed that burnout plays a mediating role in the relationship between behavioral and psychological outcomes such as role stressors, job satisfaction, and performance (Yurur and Keser, 2010). There have been a limited number of studies analyzing the effect of RA, RC, and burnout on performance. Karatepe & Uludag (2008) conducted a study with hotel staff. However, there have been no studies investigating the agent role of burnout in the effect of RA and RC on performance. In schools, vice principals are expected to fulfill multifaceted role responsibilities, so they are expected to experience RA, RC, and burnout. No previous studies have examined how this situation affects the performance of vice principals. Therefore, this study aims to investigate the direct or indirect effects of RA, RC (independent variables), and burnout (agent variable) on the performance (dependent variable) of vice principals working in Denizli and Manisa.

The responsibilities of the group sampled in the study, vice principals working at elementary schools, are legally defined as follows (MEB, 2003): "vice principals carry out the tasks given by the school director about educational instruction, administration, students, personnel, accrual, mobile equipment, legal correspondence, social activities, boarding, scholarships, security, nutrition, service, watch, protection, cleaning services, order, and public relations, in addition to giving lectures." Furthermore, the responsibilities of vice principals are extended to a large framework: "vice principals carry out the duties determined within the context of their responsibilities." Similar expressions can be found in the regulations of other institutions. Both the co-existence of many responsibilities and the definition of a large but uncertain framework for their action might expose vice principals to RA and RC.

This study aims to investigate the direct and indirect effects of role ambiguity and role conflict with burnout on the job performance of head vice principals and vice principals.

## Method

### *Population and Sample*

The study group was comprised of head vice principals and vice principals working at elementary and high schools in the city center of Denizli and Manisa. The main reason for choosing Denizli and Manisa was accessibility. Denizli and Manisa also share common characteristics such as being large-scale and well-developed. In

the 2010-2011 academic year, 202 vice principals were working in the city center of Denizli and 166 vice principals were working in the city center of Manisa. For this study, data was collected from 135 (67%) vice principals in the city center of Denizli and 65 (39%) vice principals in the city center of Manisa. 126 (63%) of the participants worked at elementary schools and 74 at high schools. In terms of their length of service, 69 of them (34.5%) had worked in this for role between 1 and 5 years, 47 (23.5%) for between 6 and 10 years, 30 (15%) for between 11 and 15 years, and 27 (13.5%) for between 16 and 20 years. The number of vice principals with 21 years of experience or more is 27 (13.5%).

### *Instruments*

The data were gathered using the Maslach Burnout Inventory (1981), Role Conflict and Role Ambiguity Questionnaire (1970), and Job Performance Scale (2000).

The Maslach Burnout Inventory, developed by Maslach and Jackson to measure burnout level, was adapted into Turkish, with validity and reliability analyses, by Ergin (1992). The Maslach Burnout Inventory (MBI) consisted of 22 items evaluating three dimensions of burnout. Of these sub-dimensions, emotional exhaustion (EE) and depersonalization (DP) consist of 9 and 5 negative items, respectively, while the personal accomplishment (PA) dimension consists of 8 positive items. In the Turkish adaptation, Ergin (1992) turned the 7-point Likert scale (1-never and 7-always in the original inventory) into a 5-point Likert scale (1-never and 5-always in the adapted inventory). As burnout is a process with different dimensions, a sum could not be obtained from the measure, and each dimension was scored separately. The reliability of the coefficients of the emotional exhaustion, depersonalization, and personal accomplishment dimensions on the MBI were .83, .65, and .72 for a group of doctors and nurses (Ergin, 1992). In this study, the reliability coefficients of emotional exhaustion, depersonalization, and personal accomplishment were .85, .69, and .78, respectively.

The Role Conflict and Role Ambiguity Questionnaire, developed by Rizzo, House, and Lirtzman (1970), was used to measure the RC and RA of employees in their organizations. The scale was originally a seven-point Likert type scale. However, in this study, the questionnaire as adapted into Turkish employs a 5-point Likert type scale, in order to match other scales and increase clarity. The role conflict scale consisted of eight items, each having a 5-point scale ranging from "very false" to "very true." The role ambiguity scale contained six items ranging from "very false" to "very true." In the original questionnaire, low scores of RA indicated high RA. However, the scores for the RA items were reversed in order to be able to evaluate the results easily. In this sense, high scores of RA indicated high RA in this study. In Eriguc's study (1994), the Cronbach's alpha coefficients for RC and RA were .81 and .72 respectively. The alpha coefficients were calculated as .67 and .73 for RC and RA respectively.

The Job Performance Scale, developed by Wong and Law (2000) to measure JP, was adapted into Turkish by Gurbuz and Yuksel (2008). The 13-item JP sub-measure of the Job Performance, Job Satisfaction, and Organizational Citizenship Behavior

Scale was used in this study. All the items were positive. The scale was a 5-point Likert type ranging from “strongly disagree” (1) to “strongly agree” (5). Performance was self-reported, and the items in the scale were organized accordingly. While the Cronbach’s alpha coefficient was .93 in Gurbuz and Yuksel’s study (2008), it was .82 for this study.

#### *Procedure*

The necessary permissions were acquired from the Provincial Directorates for National Education in Denizli and Manisa, and the data were gathered from vice principals on a voluntary basis during the 2010-2011 spring term. The data were collected from each participant personally in Denizli and by mail from those in Manisa.

#### *Data Analysis*

In this study, path analysis through structural equation modeling (SEM) was performed to examine the direct or indirect relationships and interactions among RC, RA, and sub-dimension variables with performance. The data were analyzed using the Maximum Likelihood technique. Path analysis was employed to determine the level of corroboration the model provided with the research hypotheses of the study (Bedia & Armenakis, 1981; 417). Path analysis was initiated by forming path diagrams to show the relationship between variables that were thought to display cause and effect relationships. Next, correlation coefficients, showing the extent of linear relationships among variables, were classified as displaying a direct effect, indirect effect, or total effect. The analysis was completed by interpreting these results (Kaygisiz, Saracli, & Dokuzlar, 2005). The relationships among variables were determined using Pearson’s product-moment correlation coefficient. The statistical analysis of the study was carried out using the SPSS 17.00 and AMOS 7.0 programs. A significance level of 0.05 was accepted in this study, and other significance levels (0.01 and 0.001) have also been indicated.

In measuring model fit, the chi-square test ( $\chi^2$ ),  $\{\chi^2 / s.d.\}$ , RMSEA (Root Mean Square Error of Approximation), and SMR (Standardized Root Mean Square Residual) indexes are used most frequently. Other model fit indexes are the GFI (Goodness Fit Index), CFI (Comparative Fit Index), TLI (Tucker Lewis Index), NFI (Normed Fit Index), and RFI (Relative Fit Index). If the ratio of  $\{\chi^2 / s.d.\}$  is lower than 3, the model fit is acceptable. The model fit is perfect if RMSEA and SRMR are equal, with a difference of 0.05 or lower. It is acceptable if the difference is 0.08 or lower. GFI, CFI, TLI, NFI and RFI have magnitudes between 0 and 1. A value of 0.95 or above is considered to indicate perfect fit, and coefficients between 0.90 and 0.94 can be taken as confirmations of good fit (Kline, 2011). In this study, model fit was analyzed according to the fit indexes given above.

## **Results**

Means and standard deviations, Cronbach’s alpha coefficients, and correlation coefficients are presented for the variables of role ambiguity (RA), role conflict (RC), sub-dimensions of burnout (Emotional exhaustion, EE; depersonalization, DP; personal accomplishment, PA), and job performance (JP) in Table 1.

**Table 1.***Descriptive Statistics and Correlations (N=200)*

	<i>M</i>	<i>SD</i>	<i>Cronbach's alpha</i>	<i>RA</i>	<i>RC</i>	<i>EE</i>	<i>DP</i>	<i>PA</i>	<i>JP</i>
RA	2.03/5	2.68	.73	1	.084	.299**	.253**	.312**	-.353**
RC	3.30/5	4.12	.67		1	.147*	.243**	-.068	.093
EE	1.29/4	5.68	.85			1	.383**	.322**	-.162*
DP	1.28/4	2.61	.69				1	.213**	-.177*
PA	1.12/4	3.10	.78					1	-.547**
JP	4.26/5	5.42	.82						1

\*\*  $p = .01$  \*  $p = .05$ 

As indicated in Table 1, Cronbach's alpha internal validities are at medium levels and highly reliable, as they are between .67 and .85. RA and RC can be considered to be at middle and medium levels ( $M=2.03/5$  and  $M=3.30/5$  respectively). In addition, the self-reported JP levels of participants were higher ( $M=4.26/5$ ) than average. Swider and Zimmerman (2010) found self-reported performance to be about .80 in the 115 empirical studies they analyzed. The emotional exhaustion and depersonalization levels of participants were  $M=1.29/4$  and  $M=1.28/4$  respectively. These results indicate that the burnout levels of the participants are low in terms of the emotional exhaustion and depersonalization dimensions. Personal accomplishment is lower than average, with a level of  $M=1.12/4$ . This value shows that participants report low lack of personal accomplishment, so burnout is low for this dimension as well. While EE and DP display a significant but negative correlation with JP at a level of  $p=.05$ , a negative correlation is determined between PA and JP at the level of  $p=.01$ , according to the results of the correlation analysis. In the case of the significant negative relationship between RA and JP at the level of  $p=.01$ , it is not possible to show a significant relationship for RC. Furthermore, there is no significant relationship between RC and RA, or RC and personal accomplishment.

#### *The Effect of Role Ambiguity on Performance*

First, goodness of fit is tested to analyze the effect of RC on performance and the mediating role of dimensions of burnout; then, standardized coefficients are examined, accounting for the relationships among variables. Finally, an evaluation of the model is presented.

As observed in Figure 1, the mediating role of burnout for the effect of RA on performance was analyzed with the help of constructed model. However, the fit indexes of the model did not show support, with values of  $\chi^2 / s.d = 12.441 > 3$ ,  $RMSEA = .24 > .05$ ,  $GFI = .93$ ,  $AGFI = .64$ ,  $NFI = .78$ ,  $RFI = .28$ ,  $IFI = .80$ ,  $TLI = .30$ , and  $CFI = .79$ .

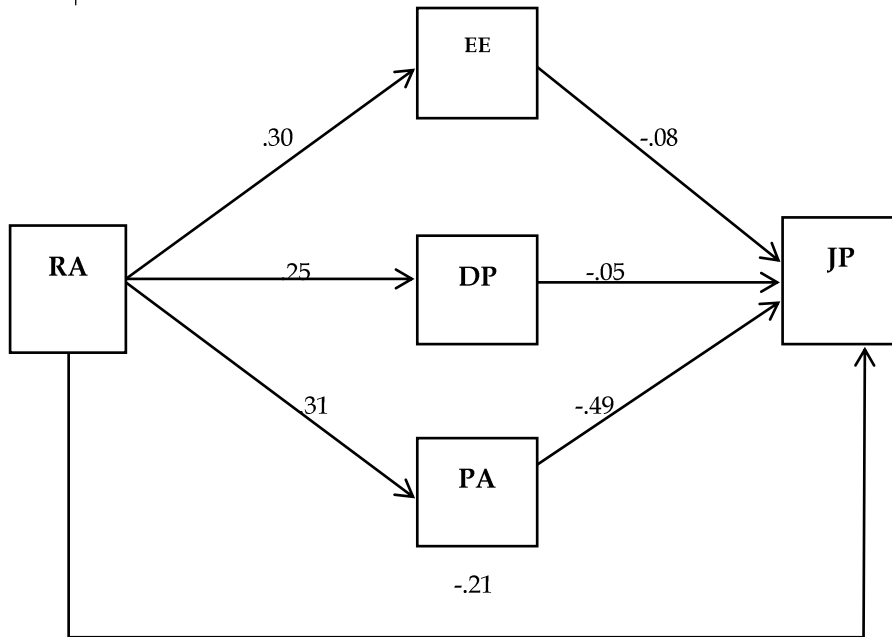


Figure 1. Lack of good fit for paths in the model and standardized path coefficients

Several models were used to find a structural equation model (SEM) with variables in this dimension, starting with the model considered to show the relationship among all variables (Figure 1). In this process, DP was excluded, as it did not have a significant relationship with the overall model, and the study was carried out with significant paths. The paths in the model and path coefficients gained from the study are presented in Figure 2.

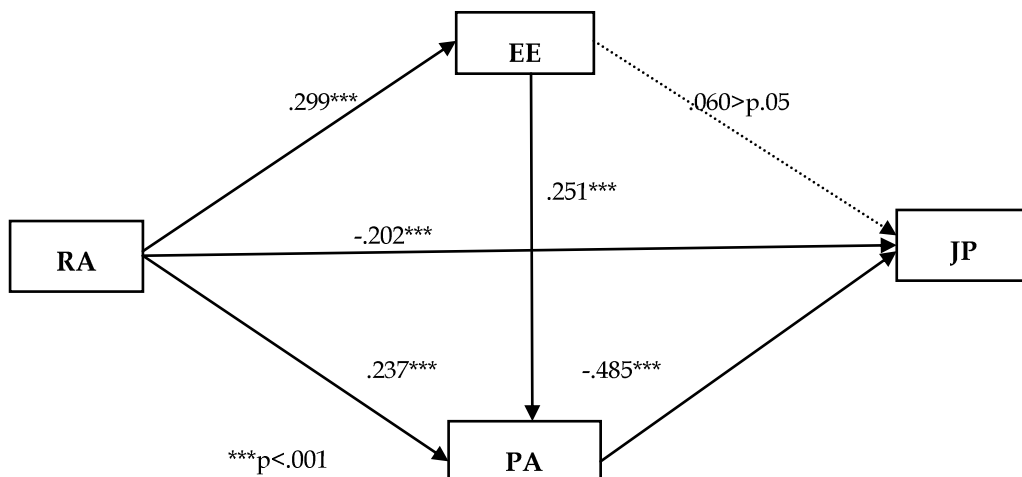


Figure 2. The paths in the best fitting model and standardized path coefficients



The goodness of fit values of the developed model were higher than the acceptable values. The fit indexes of the developed model support were supported with  $\chi^2 / s.d = 1.047 > 3$ ,  $RMSEA = .015 < .05$ ,  $GFI = .99$ ,  $AGFI = .97$ ,  $NFI = .99$ ,  $RFI = .95$ ,  $IFI = 1.00$ ,  $TLI = .99$ ,  $CFI = 1.00$ ,  $SRMR = .0172$  values.

In accounting for the direct effects of independent variables on performance, path coefficients were used. The total effect of each independent variable on the dependent variables is formed from the sum of the path coefficient (direct effect) and indirect effects. The evaluation of the model is presented in Table 2. Kline (2011, 185) indicated that path coefficients  $< .10$  might be estimated as a "smaller" effects, values around  $.30$  as "typical" or "medium" effects, and values  $> .50$  as "larger" effects.

**Table 2.**

*Standardized Coefficients and Effect Size about the Model*

Variables	Standardized Regression Weights	p	Standardized Direct Effects	Effect Size	Standardized Indirect Effects	Standardized Total Effects
EE <--- RA	.299	***	.299	Moderate	.000	.299
PA <--- RA	.237	***	.237	Moderate	.075	.312
PA <--- EE	.251	***	.251	Moderate	.000	.251
JP <--- RA	-.202	***	-.202	Moderate	-.151	-.353
JP <--- PA	-.485	***	-.485	Moderate	.000	-.485
JP <--- EE	.060	>p.05	.000	No effect	-.122	-.122

\*\*\*p<.001

As indicated in Figure 2, standardized coefficients range between  $-.202$  and  $-.485$  in the path model explaining the relationship between independent and dependent variables ( $p < .001$ ). According to this model, the variable most predictive of performance is PA (coefficient =  $.485$ ). This can be interpreted to mean "a unit-increase in the standard deviation of PA lowers the standard deviation of performance by a net total of  $.48$  points." The next most predictive variable in terms of performance is RA (coefficient =  $.20$ ). This can be understood to mean that "a unit-increase in the standard deviation of PA lowers the standard deviation of performance by a net total of  $.20$  points".

When path coefficients are analyzed to determine the effects of mediation and independent variables on dependent variables, they need to be estimated as fully mediating if there is an insignificant relationship between the dependent and independent variables. Otherwise, if the relationship is a slightly less certain, it is estimated as partial mediation. As seen in the model, EE does not have a direct effect on JP (coefficient =  $.06$ ,  $p > .05$ ). However, EE can be included in the model as it affects JP owing to PA. EE has an indirect effect (coefficient =  $-.12$ ) on JP in the mediation of EE. This situation indicates that EE has a fully mediating effect on JP. In Figure 2, RA affects performance not only directly but also indirectly with PA. Therefore, PA has a partially mediating role in the relationship between JP and RA. Furthermore, it can

be estimated that RA increases EE (coefficient=.30) and EE affects JP in the mediation of PA. The other variable in the model, DP, was excluded, as it was not significantly related to JP.

The total effect of one variable on another is defined as the sum of the direct and indirect effects between variables (Kline, 2011). Therefore, the total effect size of RA on JP is -0.35. This can be interpreted to mean that "a unit-increase in the standard deviation of RA lowers the standard deviation of JP by a net total of .353 points." The total effect size of RA on JP (-.353) can be divided into direct (-.202) and indirect (-.151) effects. The direct effect size of RA on performance is higher than its indirect effect.

#### *The Effect of Role Conflict on Performance*

The mediating role of the burnout sub-dimensions was analyzed to determine the relationship between RC and performance using the model in Figure 1b. However, indexes of good fit ( $\chi^2 / s.d = 18.40 > 3$ ,  $RMSEA = .30 > .05$ ) and fitting indexes ( $GFI = .89$ ,  $AGFI = .46$ ,  $NFI = .62$ ,  $RFI = -.26$ ,  $IFI = .64$ ,  $TLI = -.28$ ,  $CFI = .62$ ) did not support the model.

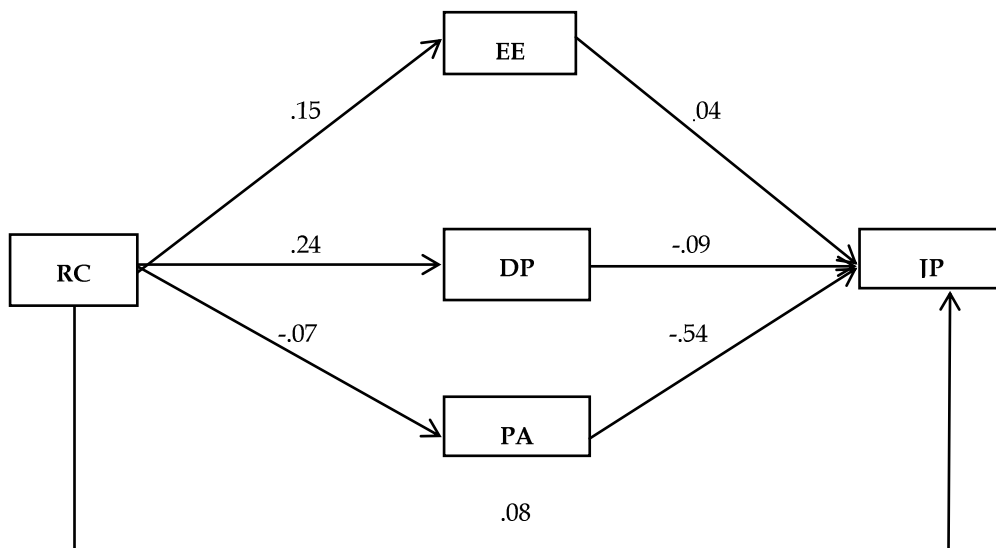


Figure 3. Lack of good fit for paths in the model and standardized path coefficients

In order to determine the best structural equation model, several models were tried with the variables in this part of the study, beginning with the model that was considered to display the relationships among all variables (Figure 3). In this process, PA was excluded, as it did not have a significant relationship with the overall model, and the study was carried out using significant paths. The paths in the model and path coefficients gained from the study are presented in Figure 4.

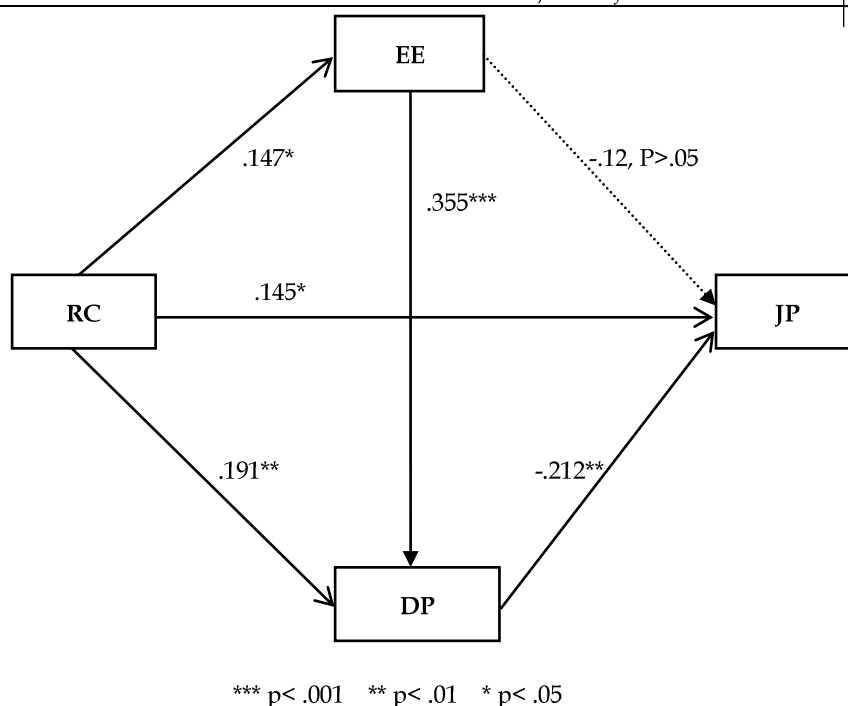


Figure 4. The paths in the best fitting model and standardized path coefficients

Table 3.

Standardized Coefficients and Effect Sizes for the Model

Variables	Standardized Regression Weights	p	Standardized Direct Effects	Effect Size	Standardized Indirect Effects	Standardized Total Effects
EE <--- RC	.147	.036*	.147	Moderate	.000	.147
DP <--- RC	.191	.003**	.191	Moderate	.052	.243
DP <--- EE	.355	***	.355	Moderate	.000	.355
JP <--- RC	.145	.042*	.145	Moderate	-.051	.093
JP <--- DP	-.212	.003**	-.212	Moderate	.000	-.212
JP <--- EE	-.12	P>.05	.000	No effect	-.075	-.075

\*\*\* p< .001   \*\* p< .01   \* p< .05

As observed in Figure 4, the standardized coefficients vary between .355 and -.212 in the path model explaining the relationship between independent and dependent variables ( $p<.05$ ). According to the model, the variable most predictive of performance is DP (coefficient= -.212). This situation can be interpreted to mean that

“a unit-increase in the standard deviation of DP lowers the standard deviation of performance by a net total of .212 points.” The variable next most predictive of performance is RC (coefficient = .145). This can be interpreted to mean that “a unit-increase in the standard deviation of RC lowers the standard deviation of performance by a net total of .145 points.”

EE does not have a direct effect on PRF (coefficient=-.12,  $p > .05$ ). However, it can be included in the model, as it affects the model owing to DP. EE has an indirect effect (coefficient = -.075) on PRF through the mediating role of DP. This situation indicates that EE has a fully mediating effect on PRF. In Figure 4, EE does not have a direct effect on PRF. RC affects performance not only directly but also indirectly through DP (coefficient=-.051). Therefore, DP has a partially mediating role in the relationship between PRF and RC. Furthermore, it can be estimated that RC increases EE (coefficient=.147) and EE decreases PRF through the mediation of DP. The other variable, PA, was excluded from the model as it was not significantly related to job performance.

When the sum of direct, indirect, and total effects is analyzed among these relationships, the size of the effect of RC on performance is .0935. This can be interpreted to mean that “a unit-increase in the standard deviation of RC lowers the standard deviation of JP by a net total of .0935 points.” The total effect size of RC on JP (.0935) can be divided into direct (.145) and indirect (-.051) effects. The direct effect size of RC on performance is higher than its indirect effect.

## Discussion and Conclusions

The mediating role of burnout in the effect of RA on JP was analyzed in the first model of this study, which showed good fit. When three sub-dimensions of burnout (EE, DP and PA) were analyzed together, they were insufficiently influential (Figure 1). In the first model, good fit was found when the DP sub-dimension was excluded from the analysis. According to this model, RA has direct and indirect effects on JP, decreasing performance. This result corroborates the findings of Ross and Boles (1994), Babin and Boles (1996), and Karatepe and Uludag (2008). Environments in which individuals experience RA create uncertainty in decision-making, and individuals spend more effort and time gaining approval from others. This might decrease performance. Studies in this field also show that RA decreases performance.

When the mediating role of burnout is considered in the relationship between RA and performance, EE is fully mediating and PA is partially mediating. The variable of burnout was considered to be a mediating variable between reasons and outcomes in the studies of Halbesleben and Buckley (2004), Leiter and Maslach (2005), Laschinger and Leiter (2006), and Leiter and Maslach (2009). These studies also show that burnout has a mediating role (Yurur & Keser 2010) in the relationship between behavioral and psychological results such as role stressors, job satisfaction, and performance (Singh, Goolsby, & Rhoads, 1994). DP was excluded as a mediating variable in the model, as it was not correlated. Wright and Hobfoll (2004), Wright and Bonett (1997), and Karatepe and Uludag (2008) found similar results in their

studies. While EE does not have a direct effect on JP, PA has a direct effect on JP. However, Advani et al. found that emotional exhaustion increases performance.

In this study, EE and PA have a significant but negative effect on JP when the effect of RA on the dimensions of burnout was analyzed. According to most of the findings in the field, RA and RC affect the sub-dimensions of burnout negatively. RC and RA increase EE and DP in the studies carried out by Babakus, Cravens, Johnston, and Moncrief (1999), Hsieh and Hsieh (2003), Lee and Ashforth (1996), and Karatepe and Uludag (2008). However, Sabuncuoglu (2008) found that RA affects three dimensions of burnout.

The mediating role of burnout in the effect of RC on JP was analyzed in the second model in this study that demonstrated good fit. When the three sub-dimensions of burnout (EE, DP and PA) were analyzed together, they did not offer sufficient support (Figure 3). In the first model, good fit occurred when the PA sub-dimension was excluded from the analysis (Figure 4). According to this model, RC has significant, positive, direct and indirect effects on JP. This finding is interesting, as it is expected that RC would decrease performance. Although a number of empirical studies have investigated the effect of RC on JP, the individual studies have reported mixed results regarding this relationship. For instance, Brown and Peterson (1993) could not find a significant relationship between RC and salespersons' performance in their meta-analytic study. In the study by MacKenzie, Podsakoff, and Ahearne (1998), salespersons reported lower (in-role) job performance when they were confronted with RC. On the other hand, various empirical studies have demonstrated a positive relationship between RC and JP (Behrman & Perreault, 1984; Ross & Boles, 1994; Babin & Boles, 1996; Babakus et al., 1999; Karatepe & Uludag 2008). This study also indicates that RC increases the JP of vice principals. This may be because they might be able to cope with difficulties in their position, as unpredictable problems occur in schools. These difficulties are predicted to be RCs between the administration and everyone in the school environment, or rivalry with school administrators. Another reason for RC might be vice principals' expectations of promotion.

When the mediating role of the sub-dimensions of burnout are analyzed, it is understood that EE is fully mediating and DP is partially mediating. DP has a partially mediating effect in decreasing JP. PA was excluded, as it did not have a significant relationship with the overall model. Hsieh and Hsieh (2003) and Karatepe and Uludag (2008) did not find a significant relationship between RC and PA.

RC affects the EE and DP sub-dimensions of burnout significantly but negatively. Similar findings can be seen in Sabuncuoglu's study (2008). Swider and Zimmerman (2010) reported that emotional exhaustion, depersonalization, and personal accomplishment correlated with performance with measures of -.20, -.20 and .35 respectively in the 115 empirical studies they analyzed. When studies were carried out on the basis of self-ratings of performance, emotional exhaustion, depersonalization, and personal accomplishments have true score correlations of -.33, -.38, and .42. DP has a significant effect on JP.

According to these results, it is necessary to determine the roles, mission, authority, and responsibilities of vice principals more exactly, as this might prevent them from experiencing RC, increasing performance. Furthermore, while RC increases performance directly, it decreases performance indirectly. Since RC also affects burnout negatively, it can be concluded that RC should be minimized.

### References

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### Okul Müdür Yardımcılarında Rol Belirsizlięi ve Rol Çatışmasının Performans Üzerindeki Etkisinde Tükenmişlięin Aracı Rolü

#### Atf:

- Celik, K. (2013). The effect of role ambiguity and role conflict on performance of vice principals: the mediating role of burnout. *Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 51, 195-214.

#### (Özet)

**Problem Durumu:** Örgütlerin etkin ve verimli bir şekilde çalışıp varlıklarını sürdürebilmeleri büyük ölçüde sahip oldukları insan kaynağının performansına baęlıdır. Örgütlerin türü, çalışma alanı ve büyüklükleri ne olursa olsun yöneticilerin önemli sorumluluk alanlarından birisi çalışanların iş performansının artırılmasıdır.

Rol belirsizliği ve rol çatışması ile tükenmişlik performansı etkilediği düşünülen kavramlardır. Rol çatışması ve rol belirsizliği ile tükenmişlik, rol çatışması ve rol belirsizliği ile performans arasındaki ilişkileri tek tek inceleyen çalışma çok, birlikte inceleyen çalışma sayısı sınırlıdır. Bu çalışmanın örneklemini oluşturan, ilköğretim kurumlarında görev yapan müdür yardımcılarının görevleri, İlköğretim Kurumları Yönetmeliğinde “ders okutmanın yanında okulun her türlü eğitim-öğretim, yönetim, öğrenci, personel, tahakkuk, taşınır mal, yazışma, sosyal etkinlikler, yatılılık, bursluluk, güvenlik, beslenme, bakım, nöbet, koruma, temizlik, düzen, halkla ilişkiler gibi işleriyle ilgili olarak okul müdürü tarafından verilen görevleri yapar” şeklinde tanımlanmıştır. Ayrıca, “müdür yardımcılarını, görev tanımında belirtilen diğer görevleri de yapar.” denilerek görevleri ile ilgili geniş bir çerçeveye çizilmiştir. Benzer ifadelerle diğer kurumların yönetmeliklerinde de rastlanabilir. Hem birden çok görevlerinin olması hem de görevlerine ilişkin geniş ve belirsiz bir sınır çizilmesi bu yöneticileri rol belirsizliği ve rol çatışması ile karşı karşıya bırakabilir. Okullarda yönetici ve eğitimci olarak çok yönlü rol yükümlülüklerini yerine getirmeleri beklenen ve bu nedenle işlerini yaparken sık sık rol belirsizliği, rol çatışması ve tükenmişlik yaşadıkları tahmin edilen okul müdür yardımcılarının performanslarının bu durumdan nasıl etkilendiğini araştıran çalışmalara rastlanamamıştır. Literatürdeki bu eksiklikten hareketle, bu çalışmada Manisa ve Denizli il merkezinde görev yapan ilköğretim okulu ve ortaöğretim kurumlarında görev yapan müdür yardımcılarının yaşadıkları rol belirsizliği ve rol çatışması ile tükenmişliğin performans üzerindeki ayrı ayrı ve birlikte (doğrudan ve dolaylı) etkilerinin durumu incelenecektir.

**Araştırmanın Amacı:** Çalışmada ilk ve ortaöğretim okullarında görev yapan müdür başyardımcıları ve müdür yardımcılarının algıladıkları rol belirsizliği ve rol çatışması ile tükenmişliğin algılanan iş performans üzerindeki ayrı ayrı ve birlikte (doğrudan ve dolaylı) etkilerinin araştırılması amaçlanmıştır.

**Yöntem:** Araştırma kapsamında Denizli ve Manisa il merkezlerindeki ilköğretim ve ortaöğretim kurumlarında görev yapan ve araştırmaya katılmaya gönüllü olan 200 okul müdür yardımcısına ulaşılmıştır. Araştırmada, Maslach Tükenmişlik Ölçeği, Rol Çatışması ve Rol Belirsizliği Ölçeği, İş Performansı Ölçeği kullanılmıştır. Çalışmanın amacı doğrultusunda, değişkenler arasındaki neden-sonuç ilişkilerini incelemek üzere kurulan model path (yol) analiziyle test edilmiştir. Path analizi, birbirleriyle sebep-sonuç ilişkisi içinde olduğu düşünülen değişkenler arasındaki ilişkileri gösteren path diyagramlarının oluşturulması, değişkenler arasındaki doğrusal ilişkilerin derecesini gösteren korelasyon katsayılarının direkt etkiler, dolaylı etkiler ve bileşik path katsayılarına ayrılarak analiz edilmesi ve analiz sonuçlarının doğru bir şekilde yorumlanması işlemlerini kapsar. Verilerin analizi Maximum Likelihood yöntemi kullanılarak gerçekleştirilmiştir Verilerin analizinde SPSS 17 ve AMOS 7.0 programı kullanılmıştır.

**Araştırmanın Bulguları:** Rol belirsizliğinin iş performansı üzerinde doğrudan ve dolaylı etkileri anlamlı bulunmuştur. Rol belirsizliğinin iş performansı üzerindeki etkisinde duygusal tükenmenin tam aracılığı (full mediation) ile kişisel başarı eksikliğin kısmi aracılığı (partial mediation) söz konusudur. Duyarsızlaşma,

performans ile ilişkili bulunmamıştır. Rol belirsizliğinin performans, kişisel başarı eksikliğini performans üzerindeki doğrudan etkisi orta düzeydedir.

Araştırmanın diğer bir sonucu olarak; rol çatışmasının performans üzerinde doğrudan ve dolaylı etkileri anlamlı bulunmuştur. Rol çatışmasının iş performansı üzerindeki etkisinde duygusal tükenmenin tam aracılığı ile duyarsızlaşmanın kısmi aracılığı söz konusudur. Tükenmişliğin bir boyutu olan kişisel başarı eksikliği performans ile ilişkili bulunmamıştır. Rol çatışmasının performans, duyarsızlaşmanın performans üzerindeki doğrudan etkisi orta düzeydedir.

**Araştırmanın Sonuçları ve Önerileri:** Araştırma sonuçlarına göre, rol belirsizliğinin ve rol çatışmasının iş performansı üzerindeki doğrudan etkisi dolaylı etkisinden daha fazladır. Rol belirsizliği direkt etkisiyle performansı düşürürken rol çatışması performansı artırmaktadır. Rol belirsizliği dolaylı etkisiyle iş performansını düşürürken rol çatışmasının da dolaylı etkisiyle performansı düşürmektedir. Duygusal tükenme, hem rol belirsizliği- performans ilişkisinde hem de rol çatışması- performans ilişkisinde tam aracılık rolü üstlenmektedir. Kişisel başarı, rol belirsizliği- performans ilişkisinde, duyarsızlaşma ise rol çatışması- performans ilişkisinde kısmi aracılık görevi yapmaktadır. Bu sonuçlara dayanarak, müdür yardımcılarının görev, yetki ve sorumlulukları ile rollerinin açık bir biçimde tanımlanmasının performanslarını daha da artırabileceği söylenebilir.

**Anahtar Sözcükler:** Rol belirsizliği, rol çatışması, tükenmişlik, performans, path analizi