CHAPTER - 1 :
INTRODUCTION

Although research on role conflict, role ambiguity performance and adjustment have been extensive. There has been only moderate consistency in the job us and results of the research, while several areas of role conflict, ambiguity and performance research are still relatively unexamined. Organizing the recent research may assist in consolidating the field and providing an understanding of where we are, what in loft to be done and, therefore, direction for future role conflict, ambiguity and adjustment research and for obtaining better performance in any organization.

Recent years have been and increased interest in the stress associated with membership in organizations within an organizational context the term “role” can be defined as a set of expectations applied to the incumbent of a particular position by the incumbent and by role senders-within and beyond an organizations boundaries Banton, (1965) Gross Mason, Mc Eachern, (1958) Neiman &
Hyghes (1937). In many instances, the incumbent personolizes the position (Graen, 1976) so that individuals in the same position will exhibit different effective behaviours. It is this range of freedom in role performance which allows people to fill a role without experiencing role strain Komarovsky (1973), Merton (1966). Individuals frequently are confronted. However, with their value system or to play two or more roles which conflict with each-other. Additionally, the single or multible roles which confront the Individual may not be clearly articulated in terms of behaviours or performance levels expected. The former situation is referred to as role conflict and the better as role ambiguity; Khan. Wolfe, Quinn, Snoek & Rosentnal, (1964). Details about the concept of role conflict are given in following paragraphe:

Role conflict as incongruity of the expectations associated with a role. Several following types of role conflict have been identified:

**Intra-sender role conflict:**
Incompatible expectations from a single role sender.

**Inter-sender role conflict:**
Expectations from a one role sender which are incompatible with those from another role sender;

**Person-role conflict:**
Incompatible between the expectations held by the role incumbent and the expectations otherwise associated with his/her position.

**Inter-role conflict:**
Role pressures stemming from one position incompatible with the role. Pressures from a different position and

**Role overload:**
Expecting the role incumbent to engage in several role behaviours, all of which may be mutually compatible in the abstract, within too short a time period. (Kahn et.al. (1964)

In a recent paper discussing the theoretical and operational definition of conflict in organizations. Hage and
Alken (1974), maintain that “Organizational means or ends or both.”

Role conflict defined as conflict over expectations which would be included within this in goals conception of organizational conflict. A number of studies indicate that ambiguity and conflicting standards are a major source of role conflict in organization.

Khan (1964) found that high levels of role conflict were related to:
(a) Low levels of job satisfaction;
(b) Low confidence in organization and;
(c) A high degree of job related tension.

Gross, Mason and Meeachern (1958) found a significantly negative correlation between perceived role conflict and three measures to job satisfaction. Tosi (1971) found that role conflict was positively related to job treated and anxiety and significantly related in a negative direction to satisfaction with the job.

Khan et. al. (1964) using 53 managerial level employee from several industries as subject, found a significant positive relationship between role conflict and job
related tension, for individuals classified as introverts. For individual classified as extroverts. However, there was no relationship between role conflict, and job related tension was found for individuals classified as rigid.

The best-documented outcomes of role conflict are job dissatisfaction and job related tension, which have been isolated among a variety of occupational groups e.g.; Beehr walsh & Taber (1976), Brief & Aldog (1976), Brief & Aldag (1976), Brief, Aldag, Vansell & Melone (1979), Gross et. al. (1958), House & Rizzo (1972), Miles (1976), oliver & Brief (1977-1978). Yet even here the evidence is not unequivocal. Hamner and Tosi (1974) reported among a sample of managers a positive correlation between role conflict and job threat and anxiety but no relationship between role conflict and job satisfaction. Tosi and Tosi (1970) found a negative relationship between role conflict and job satisfaction for teachers, but no association between role conflict and job-related threat and anxiety. Keller’s (1975) finding for research and development professionals that role conflict is negatively correlated with satisfaction with pay supervision and promotion but is unrelated, to satisfaction with pay, supervision and
promoting but is unrelated to satisfaction with work and with
noworkers suggest that further work is needed to isolated the
effects of role conflic on particular affective reactions to job
out comes. Role conflict has been demonstrated to be correlated
with several other organizationally dysfunctional out comes,
among them unsatisfactory work group relationship; French &
Caplan (1972), slower and less accurate group performance;
Liddell & Slocum (1976), lower commitment to the organization;
Baird (1969), lower performance evaluations; Hass (1964), less
confidence in the organizational commitment, effectiveness;
Taves, Corwin & Hass (1963) and attitudes toward role
senders; Miles (1976b). These may be explained by differing
relationship with role conflict among different role as well as by
differences between self report and other
measures of effectiveness.

Documented associations between role conflict and personally dysfunctional outcomes include a
positive relationship to fatigue; Beehr et.al. (1976),
Somatic complaints, depression irritation; Caplan et.al. (1975),
heart rate; Caplan & Jones (1975) and a sense of
futility and a negative relationship between role conflicts and reported happiness; Hall & Gordon (1973).

The longitudinal investigation of Johnson and Grean (1973) supports a hypothesized causal relationship between increased role conflict with supervisors and voluntary termination of employment for secretaries. Similar positive associations between the propensity to leave and role conflict have been isolated in other studies e.g., Brief & Aldag, (1976); Hamner & Tosi (1974).

A more integrated understanding of the interaction among the outcomes of role conflict is provided by Miles and Perrault (1976). Using data on 195 professionals occupying 5 role in 9 research and development organization, they linked objective role requirements to 5 patterns or orientations of role conflict and then tested for differences in outcomes variables across the different conflict orientation groups. Discriminant function analysis revealed that the conflict orientation groups can be ordered along. Tow continue in an outcomes space. One Dimension, labeled “overall attitude toward Job” was
positively correlated with job satisfaction. Perceived effectiveness, attitudes toward role senders and negatively correlated with job related tension.

Three approaches recommended for future research on role conflict and role ambiguity are:
1. The use of longitudinal and experimental Multivariate designs and the incorporation of additional theoretical perspectives to clarify and extend our understanding of the role episode process.
2. The examination of links among role conflict role ambiguity and organizational information processing; and
3. The investigation of methods of coping with role stress.

With few exceptions, research on role conflict has investigated or assumed their dysfunctional effects on individuals and on organizations. Little attention has focused on the possibility that ambiguous or conflicting roles may contribute to organizational effectiveness and may in fact be necessary if organizations are to adapt to changes in their environments. It is suggested here that role conflict can be construed not as suggested by Khan et. al. (1964) and Rizzo et. al. (1970), but as means by which
organizations provide their members with the discretion to respond to new information and for purpose sequentially a set of conflicting out necessary organizational goals.

Recent descriptions have portrayed organizations as Information-processing systems which enact and respond to complex, dynamic, equivocal environments in pursuit of multiple, conflicting, ambiguous goals (e.g., Cohen, March & Olsen 1972; March 1976 &; Weick 1979; Williamson 1975). One focus of such interpretations has been to describe the enduring patterns or processes within organizations which enable. For example, conflicting goals such as adaptation to the current environment and future adoptability to change to be simultaneously pursued. Weick (1979) has concluded that organizations stagnate because they overestimate. The effectiveness in changing environments of fight structures and clear, orderly procedures; Weick (1977). Viewed in terms of role theory, this assertion suggests that ambiguous and in-compatible role expectations are more likely in organizations which, and for person who, successfully cope with great amounts of uncertainty and change than for persons
and organizations which operate ineffectively or in more stable and certain environments (Ct. Rogers & Molnar 1976. Whetten, 1978). Future, it emploiyes that attempts to integrate and clarify expectations for such roles may reduce the organization’s ability to register and respond to change. A recent investigation of boundary spanning activities, one of the best-documented correlates of role conflict, suggests another silent to this hypothesis about the potentially funcitonal effects of role conflict; Leifer and Huber (1977) found that the significant positive relationship between boundary spanning activity (operationalized as communication with entenal agents) and perceived environmental uncertainty no longer exists after the variance due to an organic work unit is removed.

Thus, it is possible that boundary-spanning roles and associated role conflict are not response to perceptions of environmental uncertainty, as our interpretation of weicks (1977, 1979) analysis might suggest, but are the mechanism by which an organic organizational unit controls the amount of environmental uncertainty admitted at its boundary. The question suggested by
Leifer and Huber's (1977). Results is whether conflicting role expectations sensitize the occupants of boundary-spanning role to conflicting information form external sources, thereby producing or enabling perceptions of environmental uncertainty. Attempts to link pre-perceptions of environmental uncertainty to objective indices of environmental change or variability have met with little success (e.g., Downey & Slocum, 1975; Duncan, 1972). Perhaps the investigation of role conflict as mechanisms through which conflicting perceptions are registered and incorporated into organizational processes will lead to a better understanding of processes by which organizations enact and adapt to their environments. Above discussion indicates the concept of role conflict in detail and above dimensions and characteristics were taken to see the effect of role conflict on performance and satisfaction in this study. Concept of role ambiguity are given in detail in following paragraphs.

Role ambiguity has not been elaborately conceptualized in the literature; (Mc Grath, 1976, Sarbin & Allen, 1968). Generally, role ambiguity has been defined as the
degree to which clear information lacking regarding a) the expectations associated with a role, b) method for fulfilling known role expectations, and c) the consequence of role performance. (Grean, 1976; Khan et. al. 1964). In other words, role ambiguity could possibly take one or all of the following forms; a) information is unclear regarding which potential role expectation - A, B or C should be performed, b) it is understood that expectation a should be met, but information is unclear regarding what behaviour will in fact yield A; c) the conforms of role ambiguity may exhibit a reciprocal causal relationship with dimensions of role conflict. Thus, even though role ambiguity are conceptually distinguishable types of role stress one should not expect their empirical indicats necessarily to be unrelated.

Rizzo (1970) found role ambiguity correlated significantly with low satisfaction, their study revealed little support for a significant relationship between job satisfaction and role conflict.

A study by Tosi (1971) however, failed to find a significant relationship between role ambiguity and job satisfaction. Rizzo (1970) and Lyons (1971) both found a
significant relationship between role ambiguity and expressions of the desirability and likelihood of leaving the job. Lyons (1971) has obtained a significant relationship between role ambiguity and expressions of the desirability and likelihood of leaving the job. Lyons (1971) has obtained a significant relationship between role ambiguity and turnover and Johnson and Grean (1973) have obtained significant relationship between both role ambiguity.

Experimental and longitudinal studies of the role ambiguity reveal that lack of clarity about behavioural expectations causes a greater concern with own (Vs. work group) performance, lower actual and perceived job satisfaction, unfavorable attitudes toward role senders, and increased tension, anxiety, depression and resentment (e.g.; Caplan & Jones, 1975). Role ambiguity has also been causally linked to turnover; Johnson & Grean (1973). The findings of correlational studies, however, indicate differences in the impact of role ambiguity across occupations. Although the preponderance of the evidence shows role ambiguity to be associated with job dissatisfaction (e.g.; Beehr et.al. 1976; Caplan et. al. 1975; Greene 1972; Hamner & Tosi,
1974; Johnson & Stinson 1975; Paul 1974; Rizzo et al. 1970) studies among nurses aides (Brief & Aldag, 1976), managers (Tosi, 1971), teachers (Tosi & Tosi, 1970), and supervisors and operating employees (Invancevich & Donnelly, 1974) found no relationship. Keller’s (1975) results that role ambiguity is negatively correlated with satisfaction with work, but is unrelated to satisfaction with pay, Co-workers, supervision and promotions suggests that a general measure of “Job satisfaction” might not sufficiently discriminate the potential outcomes of role stress, similarly, most studies report a positive relationship between role ambiguity and tension or anxiety, but two studies report no relationship & (Tosi 1971; Tosi & Tosi, 1970).

There is evidence that role incumbents with high levels of role ambiguity also respond to their situation with anxiety, depression, physical symptoms, a sense of futility or lower self-esteem, lower levels of job involvement and organization of supervisors and of themselves (e.g.; Brief & Aldag, 1976; Greene, 1972).

The relationship between role ambiguity and performance is also unclear. Negative correlations have been
isolated between role ambiguity and measures of performance for nurses aides (Brief & Aldag, 1976) and managers (Greene 1972), but no relationship was found for paramedical workers (szilagyi & Sims, 1975) and managers (Tosi 1971). The Beehr et. al. (1976) finding that role ambiguity is negatively related to effort toward quality but unrelated to effort toward quantity, the information that role ambiguity is negatively related to supervisory evaluations of performance but unrelated to self perceptions of work quality (Brief & Aldag, 1976) and the negative relationship between role ambiguity and compliance (Greene, 1972), suggest that the relationship between role ambiguity and self-report performance measures may be confounded. That is, because role incumbents are ambiguous about the behaviour required of them by supervisors, they may be working at the wrong things (from the organization’s point of view) and are probably unaware that they are doing so.

One might suppose that role ambiguity is associated with a feeling of lack of participation in job-related decisions and one study reports such an association for teachers (Tosi & Tosi, 1970). For
managers, however, Hamner and Tosi (1974) reported no relationship between role ambiguity and Participation.

Role ambiguity has not been elaborately conceptualized in the literature (Me Gratn 1976, Sarbin and Allen 1968) role ambiguity will result from a lack of information about role tasks in other words role ambiguity described a situation in which the derived roles sent to the employee were vague, ambiguous and unclear. If an employee does not know that what his duties are, what authority he possess or now he is to be evaluated. He may hisitate to make decisions and will have to realy upon trial and error learning in meeting upon the expectation of the organization. Many of the reported relationship, however, have not been reported inconsisent across all research studies. They understanding and improvement of the performance, attitudes and physiological conditions of members of organizations. Is, however, partially dependent upon greater understaning of work load and role ambiguity.

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anxiety depression, lower levels of job involvement and organizational commitment and perceptions of lower performance on the part of the organization of supervisors and of themselves (e.g. Brief & Aldag, 1976). Two correlational studies have found positive relationship between role ambiguity and turnover (Brief and Aldag, 1976) the relationship between role ambiguity and performance is also unclear. Negative correlations have been isolated between role ambiguity and measures of performance for nurses aids (Brief and Aldag, 1976) and managers (Green, 1972) but no relationship was found for paramedical workers (Tosi, 1972) finding that role ambiguity is negatively related to effort towards. Quantity, the information that role ambiguity is negatively related to supervisory evaluations of performance but unrelated to self perceptions of work quantity (Brief & Aldag, 1976) and negative relationship between role ambiguity and compliance. Greene, (1972) suggests that the relationship between role ambiguity and self-report performance measures may be confounded.

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decisions and one study reports such an association for teachers (Tosi & Tosi, 1970). For managers, however, Hamer and Tosi (1974) reported no relationship between role ambiguity and participation. Walker, Churchill and Ford (1975). Hypothesized that size of the role set, perceived influence criteria were correlated with the role stress experience by sales person in the role stress experienced by sales person in the ten firms. Role ambiguity was found to be negatively associated with closeness of supervision and perceived influence hypothesized relationship with role ambiguity were non-significant.

In order to examine and integrate the research on role conflict and ambiguity the Kahn et. al. (1964) role episode model will be used (Fig.1). The model depicts the interpersonal process between the person being sent expectations (The focal person) and those sending the expectations (role senders) in addition, the model incorporates organizational personal and interpersonal factors which affect the role episode.

The organizational factors include structure, level in the organization, role requirements, task characteristics, physical setting and organization practices. The
personal factor (which can be applied to both the role senders and focal person) refer to such variables as an individual's age, sex and tenure in the organization. The interpersonal factors in the relationship between role sender and focal person include frequency of their interaction, mode of communication, importance of senders to focal person, physical location, visibility, feedback and participation between the senders and the focal person. The role senders can be the focal person's supervisors, clients, co-workers or subordinates.

All three sets of factors may effect the role episode, by influencing the role senders, the focal person or the relationship between the role senders and the focal person. Some of the research examined here has attempted to investigate the effects of several of these factors on role ambiguity, while other research examined here focused solely on the relationship between the role sender's and the focal person, without specifically considering any of those three sets of factors. It is important to note that most of the research investigating role conflict and ambiguity has not detail directly with the role senders, but only indirectly
by measuring the focal person’s perception of ambiguity in the role expectations sent by role senders nevertheless, consistent with the role episode model, this paper refers to the role senders-focal person relationship when examining the sent role ambiguity as experienced by the focal person.

The research investigated here is interpreted within the framework of the Khan et. al. (1964) model specifically the research is categorized as investigating; a) Role sender-focal person relationship and the effects of b) personal factors, c) interpersonal factors, and d) organizational factor on such relationship; Directions for future research are suggested within these categories; additionally, recommendations which apply to research in all of these categories are given.

For a more extensive review of the studies discussed here, the reader is urged to see van Sell Brief and Schuler (1978).

The use of role concepts suggests that job-related stress is associated with individual, interpersonal and structural variables (Katz & Khan, 1978;
whetten, 1978). Lichtman and Hunt (1973) propose that role conflict and role ambiguity occur a) as objective characteristics of a role; and b) as perceptual reaction of the role incumbent, which may or may not correspond with the objective characteristics of the role. Thus, one legitimately could be concerned with two types of empirical indices - objective and subjective (perceptions or idiosyncratic reactions) - and with the relationship between the two.

An objective measure of either role conflict or role ambiguity would require:

a) The identification of all the members of the various role sets of each role incumbent, b) the determination of each role sender’s expectations for the focal role incumbent’s performance, and c) an analysis of inconsistencies or ambiguities among role expectations (Ford, Walker & Churchill, 1975). While this exhaustive procedure has been followed by some investigators, notably Khan et. al. (1964) and Gross et. al. (1958), most research on role stress has been based on the perceptions of the focal role incumbent alone, perceptions usually obtained via a self-report questionnaire.
Approximately half of the studies reviewed here are based on self-report instruments developed by their authors to discover correlates of conflict and ambiguity for particular occupations, or (infrequently) across several occupations in field studies. Most of these scales consist of several general questions, although some focus on specific job activities. The factor structure and the reliability of these instruments are, for the most part, unreported, aside from five laboratory experiments, most of the remaining investigations have used the general self-report questionnaire constructed by Rizzo, House & Lirtzmen (1970) to determine the role incumbent’s perceived role ambiguity and role conflict. A psychometric evaluation of this instrument across six samples concludes that its continued use appears to be warranted (Schuler, Aldag & Brief, 1977). Thus much of the research reviewed here is based on perceptual instruments of the research reviewed here is based on perceptual instruments of unknown quality (ef. Burke & Belcourt, 1974; Mackrimmon, 1978).
Little attention is given this paper to the comparability of results across studies using different methods of measuring role conflict and role ambiguity. Although lack of comparability is an important issue. Few studies used multiple methods; therefore, variance in results due to method was impossible to estimate. The few studies using multiple methods (e.g. Caplan, Cobb, French, Van Harrison & Pinneau, 1975; Khan et. al. 1964) report no disagreement between interview and questionnaire data on role conflict and ambiguity. The extent of agreement on multiple measures (e.g.; questionnaires) has not been determined. The issue of comparability across different questionnaires, however, may become relatively unimportant with increased dependence on the Rizzo, House and Lirtzman (1970) scale.

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factors which affect the role episode. The organizational factors include structure, level in the organization, role requirements, task characteristics, physical setting and organization practices. The personal factor (which can be applied to both the role senders and focal person) refer to such variables as an individual’s age, sex and tenure in the organization. The interpersonal factor in the relationship between role senders and focal person include frequency of their interaction, mode of communication, importance of senders to focal person, physical location, visibility, feedback and participation between the senders and the focal person. The role senders can be the focal person’s supervisors, clients co-workers or subordinates.

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considering any of those three sets of factors. It is important to note that most of the research investigating role conflict and ambiguity has not dealt directly with the role senders, but only indirectly by measuring the focal person’s perception of conflict and ambiguity in the role expectations sent by the role senders nevertheless. Consistent with the role episode model, this paper refers to the role senders-focal person relationship when examining. The sent role conflict and ambiguity as experienced by the focal person.

The research investigated here is interpreted within the framework of the Khan et. al. (1964) model. Specifically, the research is categorized as investigating: a) role sender-focal person relationships, and the effects of, b) personal factors, c) Interpersonal factors, and d) organizational factors on such relationships. Directions for future research are suggested within these categories; additionally, recommendations which apply to research in all of these categories are given. For a more extensive review of the studies discussed here.

Role sender-focal person relationships have generally been investigated by gathering perceptual data on
role conflict and ambiguity from the focal person and relating these data to the focal person’s affective and objective responses. Affective responses included job involvement, tension, threat anxiety, participation, satisfaction, and propensity to leave the organization, objective responses are; for example: performance, turnover, absenteeism, and heart rate.

Recently, studies have investigated the effects of such organizational factors as organizational level and role requirements of positions. These organizational factors have been examined mostly as moderators of the experienced role conflict and ambiguity focal person response relationships. They have also occasionally been used as moderators of the relationships between role sender-personal factors, such as leader behaviour and the experienced role conflict and ambiguity of the focal perso. Finally, they have been offered simply as correlates of experience role conflict and ambiguity. The best-documented organizational correlates of role conflict are boundary spanning requirements (e.g.; Miles, 1976a; 1976b).
As Adams (1976) explains, the occupant of such a position is subject to behavioural expectations which arise from role senders located in separate social system. Conflict over scarce organizational resources (Baird, 1969; Haas, 1964) as well as the sheer diversity of role senders, (Hall & Gordon, 1973), Snaek, 1966 can be a source of incompatible expectations. The activities performed by the boundary spanner-linking and co-ordination, Information, transfer and feedback dissemination (Miles, 1976a) - contribute independently to variance in role conflict and are similar to those performed by other role. Incumbents whose reported levels of role conflict are high graduate students preparing for doctoral exams (Baird, 1969, 1972), Middle maners (Khan et. al., 1964) and housewives with part-time employment outside the home (hall & Gordon, 1973).

Two studies of the inorganizational, as well as intraorganizational, correlates of role stress demonstrate that perceived environmental variables such as amount of organizational autonomy and unpredictability of causal relationship are significant related to role conflict (Rogers & Molnar, 1976 & Whetten, 1978). Furthermore, for top-level
administrators, interorganizational variables are more strongly related to role conflict and intraorganizational variables to role ambiguity (Rogers & Molnar, 1976).

Organizational level has been investigated as a moderator of role stress-outcomes relationship in several studies. For example, Szilagyi and Sims (1975) found that role ambiguity, but not role conflict, varied by organizational level for a large sample of paramedical workers. Specific relationships between role conflict and performance and facets of satisfaction also varied by organizational level.

For a sample of employees of a large manufacturing firm, Schuler (1975) found that role ambiguity has a greater negative impact on job satisfaction for employees at higher levels of the organization, while at the lower levels role ambiguity and performance. At the middle organizational level, the relationship between performance and both role indices were equally strong and were between the range of there same relationship at the upper and lower organizational levels. Organizational level was hypothesized by Sorensen and Sorensen (1974) to moderate the degree of role conflict
experienced as a result of incongruities between bureaucratic and professional norms. Their hypothesis was supported by data from a sample of public accountants, with lower levels of conflict experienced by partners and managers than by senior and junior accountants. Sims and Szilagyi (1975) hypothesized that organizational level would moderate the relationship between leader structuring behaviour and role ambiguity for a sample of nursing administrators. The data revealed that for associated directors (high level) leader structure was negatively related to role ambiguity, while a positive correlation was found among head nurse job is already highly structured, so structuring behaviour on the part of the leader in not only redundant but dysfunctional for this group of subjects. Kerr, (1976). Sehuler (1977c) hypothesized the participation in decision making interacts with the role indicates to affect performance and satisfaction differentially at various organizational levels. The discovered that both role ambiguity and role conflict interact with participation at lower organizational levels to influence satisfaction and performance with role conflict more important than role ambiguity in explaining the effect of participation on the dependent measures.
At higher and middle organizational levels role ambiguity rather than role conflict was a significant moderator of the relationship between participation and satisfaction (but not performance).

Employee ability, operationalized as years of education and years of work experience relevant to the present job and organizational level were not found to moderate the relationships between satisfaction and performance and role conflict and ambiguity than did employees with less experience.

Schuler’s hypothesis that better educated more experienced employees adapt to role ambiguity was therefore not supported. More recently, other organizational factors have been combined with interpersonal factors. Schuler (1977b) found that congruent patterns of organizational variables, specifically task design, organizational structure and technology. Were associated with lower levels of role conflict and ambiguity than incongruent patterns of those variables. Thus the antecedents of role conflict and ambiguity may not only be multiple, but interactive as well.
Three approaches recommended for future research on role conflict and role ambiguity are:

1) The use of longitudinal and experimental multivariate designs and the incorporation of additional theoretical perspectives, to clarify and extend our understanding of the role episode process; 

2) The examination of links among role conflict, role ambiguity and organizational information-processing; and 

3) The investigation of methods of coping with role stress. The Khan et. al. (1964) role episode model depicts an interactive process which occurs over time among individuals in an organizational context. It is suggested that investigations of the processes which cause role conflict and role ambiguity and the associated dysfunctional outcomes, can provide insight not only into role stress, but also into the dynamics of other crucial organizational behaviours. Such investigations require multivariate longitudinal or experimental research designs, rather than the one-shot correlational field studies which comprise most of the extent research on role indices.

The researches of the results potentially available from multivariate longitudinal designs, rather is illustrated by
the research of Miles and Perrault (1976) previously discussed, and of Johnson and Graen (1973). In the latter investigation, information was collected at three time intervals from new comers to the organization, and from their supervisors and co-workers, on perceived and objective measures of several types of role ambiguity and role conflict. Job satisfaction performance and demographic variable. Trends in types of role ambiguity and role conflict were related to tenure in the organization and to trends in dimensions of job satisfaction and performance expectations. It was found that person who quit did so after quickly developing increasingly inaccurate perceptions of their supervisors and peers expectations. The perception of person who remained in the organization, however, become more accurate over time. This sort of insight into the process by which role ambiguity and role conflict lead to quitting a job can be gained only through such a longitudinal research designs future research can profitably apply such designs, as well as additional theoretical perspectives, to the investigation of each category of the Khan et. al. (1964) role episode model.
The research results of Beehr et. al. (1976) and Miles (1976b) suggest the importance of examining the role sender-focal person relationships by types of role conflict. For example, their results indicated different relationships between role overload and employee responses than between inter-role conflict and employee responses. Although role ambiguity, such as lack of clarity concerning authority and responsibility or performance evaluation be investigated separately. It should be noted the although these studies have reported different role sender-focal person relationsps by types of conflict and ambiguity, these types are yet to be shown factorially independent; Schuler et. al. (1977).

Field experimental studies might be used to investigate changes in relationships between role senders and the focal person over time. The research results of Schuler (1979) indicate that these relationships are bifirectional or reciprocal as Khan et. al. (1964) postulated. Schuler’s research however, only encompassed two time periods and is not experimental. It is important not only to trace individuals as they go through organizational experiences to detect changes in their responses to role conflict and role
ambiguity; Johnson & Graen, (1973). But also to be able to control the sources (role-senders) and types of role conflict and ambiguity emitted by the organizational environment of the individual controlled field experiments should enable the researcher to examine both these aspects of the role sender-focal person relationship.

It is important to explicitly investigate the nature of the influence of personal factors in the role episode model. That is, do personal factors influence the level of experienced role conflict and ambiguity or just moderate the relationship between role conflict and ambiguity and the focal persons responses are there combinations of personal factors which significantly interact in these relationships? One seldom-investigated personal factor, which promises insight into the causes of role conflict and role ambiguity, in the socialization - and the resulting expectations - of role incumbents before they enter an organization. A recent review of women's career decision making concludes that women are socialized to develop different job related expectancies than men.
For example, women and men may expect different levels of success in specific occupations; Brief, Van Sell & Aldag (1979). Another recent only study found that the role expectations developed during the training of nurses which were unmet by their actual roles in a hospital nursing role were associated with both role conflict and role ambiguity. Further, it was discovered that tenure in the hospital did not modrate the relationships between traning and either type of role stress; Brief et. al. (1979). Thus unmet role expectations acquired during socialization may causes role stress thoughout one’s career. The application of within- subject expectancy theory models, e.g.; Vroom (1964) to such role related decisions as absenterism, organizational commitment and job choice could provide insight into the specific causes of role conflict and role role ambiguity. Another important unresearched topic is the personal factors of the role senders, which may influence the type of conflict or ambiguity sent, the absolute levels and type of responses which might be effective. Further more, it is not known how these personal factors influence the role sender-focal person relationship overtime.
The research reviewed which investigates the impact of organizational factor, as well as cross-category research, suggests that role incumbent and role sender characteristics, role sender’s leadership style and dimensions of organizational structure. Yet the exact processes by which role stress comes about as well as the relative impact of these potential causes, are known. In the explication of these relationships, role concepts promise insight into traditional topics in organizational behaviour.

For example, investigations of the causes of role ambiguity, might be approached by applying; Kerr and Jermier’s (1978) hypothesis that sometimes leaders are not needed to structure task related interactions, since certain individual, task and organizational characteristics can act as substitutes for such leadership. These hypothesized substitutes for structured leadership, which might logically be expected to reduce role ambiguity, include the focal person’s ability experience, training professional orientation and need for independence task repetitiveness, clarity and feedback and organizational variables such as formalization and influxibility. A study which investigated this
hypothesis by measuring changes over times in role ambiguity and associated outcomes world increase over understanding of the effect of leadership styles, employee characteristics and organizational dimensions as well as of role ambiguity.

With few exceptions, research on role conflict and role ambiguity and investigates the impact of organizational factors as well as cross-category research, suggests that role conflict and role ambiguity are caused by the interaction of job content, role incumbent and role sender characteristics, role sender’s leadership style and dimensions of organizational structure. Yet the exact processes by which role stress comes about, as well as the relative impact of these potential causes are unknown in the explications of these relationships, role concepts promise insight into traditional topics in organizational behaviour.

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leadership. These hypothesized substitutes for structured leadership, which might logically be expected to reduce role ambiguity, include the focal person’s ability experience, training, professional, orientation and need for independence, tast repatitiveness clanty and feedback and organizational variables such as formalization and inflexibilidad.

A study which investigated this hypothesis by measering changes over time in role ambiguity and associated outcomes would increase our understanding of the effects of leadership, styal, employee characteristics and organizational dimensions as well as of role ambiguity with few exceptions, research an role conflict and role ambiguity has investigated or assumed their dysfunctional effects an individuals and on organizations. Little attention has focused on the possibility that ambiguous or conflicting roles may contribute to organizational effectiveness and may in fact, be nesesary. If organizations are to adapt to changes in their environments. It is suggested here that role conflict and role ambiguity can be construed not as signs of failures in organizational communication or leadership. As suggested by Khan et. al. (1964) and Rizzo et. al. (1970), but
as means by which organizations provide their members with the discretion to respond to new information and to pursue sequentially a set of conflicting out necessary organizational goals.

A recent investigation of boundary-spanning activities, one of the best-documented correlates of role conflict, suggests another slant to this hypothesis about the potentially functional effects of role conflict; Leafer and Huber (1977) found that the significant positive relationship between boundary-spanning activity (coperationalized as communication with external agents) and perceived environmental uncertainty no longer exists after the variance due to an organic workunit is removed. However, the positive association between boundary-spanning and organicness remains significant even after the variance due to perceived environmental uncertainty is removed. Thus it is possible that boundary sapping roles and associated role conflict, are not a response to perceptions of environmental uncertainty, as our interpretation of weick's (1977, 1979) analysis might suggest, but are the mechanism by which an organic organizational unit controls the amount of environmental uncertainty admitted at its boundary. The
question suggested by Leifer and Huber’s (1977) results is whether conflicting role expectations sensitize. The occupants of boundary-sapping role to conflicting information from external sources, thereby producing or enabling perceptions of environmental uncertainty. Attempts to link perceptions of environmental uncertainty to objective indices of environmental change or variability have met with little success; e.g. Downey & Slocum, (1975), Duncan (1972). Perhaps the investigation of role conflict and role ambiguity as mechanism though which conflicting perceptions are registered and incorporated into organizational processes will lead to a better understanding of the processes by which organizations enact and adapt to their environments.

The work by Beehr and Gupta (1978) on withdrawal strategies and of our understanding of the impact of role conflict and ambiguity on the focal person. The role senders and the three factors related to the role episode. It is crucial to understand when and how states of role conflict and ambiguity become adverse. Miles and others indicate that there are threshold effects at both ends of the continuum, i.e., certain minimal levels of role conflict
and ambiguity provide stimulation for performance and beyond certain higher levels of role conflict and ambiguity additional conflict and ambiguity are not more stressful. It is useful to know if and how experienced states of role conflict and ambiguity are handled by the focal person, the role senders and the organization. Merton (1949) and Gouldner (1954) hypothesis, that appears individuals cope with conflict by maintaining the status quo and Simmons (1968) found empirical support for that general hypothesis, but this appears to be a disadvantageous way to handle role conflict and ambiguity. Beehr and Gupta’s (1978) research indicates that the focal person withdraws from interaction and communication with the role senders. Again, this appears to by dysfunctional, at least for the organizations Burke and Belcourt (1974) isolate successful and unsuccessful patterns of coping with specific types of role conflict. House (1974) and Sabin and Allen (1968) also suggested solutions to role conflict and Gross et at. (1958) predicted conflict resolution activities of individual based upon their perceptions of the legitimacy and sanctions of role expectations. Hall (1972) presented a model of the coping behaviour of college-educated women based on three aspects of
a person’s roles; structurally imposed demands, personal role conception and role behaviour. Hall hypothesized that women may cope with role conflicts by a) renegotiating structurally imposed demands, b) personally redefining role demands, or c) passive role behaviour, an attempt to improve performance to cope with all demands of one’s role senders.

Results suggest that the simple act of coping (Vs. noncoping) is more strongly related to at satisfaction than the type of coping strategy employed. No other research which has directly investigated coping mechanisms was isolated although Anderson’s (1976) results to suggest that coping behaviours differ across level of perceived stress.

In order to facilitate research on the means of coping with or reducing the adverse effects of role conflict and ambiguity. It is necessary to examine the separate dimensions of role conflict and ambiguity and not treat them as unidimensional constructs; e.g.; Burke & Belcourt, (1974). It is reasonable to Assume that each dimension, since it describes a rather different situation associated with the conflict or
ambiguity, will have or require a rather different strategy for coping with or reducing it.

Above discussion explained the concept of role ambiguity and keeping above dimensions and characteristics in mind the study have been completed.

Performance:

The present study was designed to determine the relationship between role conflict, role ambiguity, job performance and adjustment of Bank officer. The measure of performance would be divided from two type of observation:

1. Actual performance:

   By actual performance is meant the amount of work output contributed by the employee over a period of time. This performance shall be further study as:

   Post performance and present performance for the purposes of the study. The past for the purposes of the study the performance would mean no actual production record in last six months. The present performance would be mean he performance during the month in which the employee is observe.
2. Rating:

The rating scale developed by Pandey (2004) shall be used to assess the efficiency of the performance. This is a five point rating scale consists and developed in Hindi version 14 items. This scale was developed on the basis of Pestonjee (1973) 15 scale which was developed in English version. Employer or Authority evaluated their subordinate’s performance scale. Any worker may be obtained maximum and minimum 70 and 14 mark’s respectively.

The present study was conducted to determine the relationship between Bank Officer’s role conflict, role ambiguity and their performance and adjustment. Performance scale which was developed by Pestonjeee (1973) was translated in Hindi and used in this study to measures performance. Some previous studies have been conducted in this connection and their results are given in next paragraphs.

Role ambiguity and performance is also unclear. Negative correlations have been isolated between role ambiguity and measures of performance for nurses aids; Brief and Aldag, (1976) and managers; Green, (1972) but no relationship was found for paramedical workers; Tosi,
(1971) finding that role ambiguity is negatively related to effort towards quantity, the information that role ambiguity is negatively related to supervisory evaluations of performance but unrelated to self perceptions of work quantity; Brief and Aldag, (1976) and negative relationship between role ambiguity and compliance; Greene (1972) suggests that the relationship between role ambiguity and self-report performance measures may be confounded. Two stresses quantitative work load and role ambiguity, were chosen for study because both appeared to be salient features of the computer shutdown. Quantitative work load refers to the amount of time. Role ambiguity exists when a person does not know what is expected of him or her for adequate performance of a role or task demand. Given to the concerning immediate supervisor of the employees. For evaluating the performance of their subordinates. Instructions and purpose of the test were told to them. Approximately. Two hours was taken by each subjects. The result indicates the mean, median and S.D. for role ambiguity were found 3582, 3530 and 1072 respectively meand, median and S.D. for performance were found 54.89, 54.67 and 6.50 respectively. The result also indicate the correlation co-efficients
between role ambiguity and performance were found .25 and work load & role ambiguity were found 0.35 respectively. The purpose of this study was to determine the relationship between work load role ambiguity and different level of performance. Result indicates that employees are high on work load and ambiguity. Results indicate such a relationship in terms of correlation co-efficients. The results indicate that there are positive relationship between role ambiguity and performance. It means that role ambiguity affects the performance of supervisors and workers. It was found that there are significant negative relation between role ambiguity and performance. (r = -.63, P < .01) correlation co-efficient was found to be highly significant effected the performance of employees. The employees who had high level of role ambiguity their performance was very poor. In the case of work load. It was also found to be significant .01 level (r = -.25, P < .01) employees work load. Is also responsible for poor performance. The correlation co-efficients between role ambiguity and work load was found .035. There are negatively relationship between work load and role ambiguity. In the support of this findings some
studies may be quoted. i.e., Hedberg, My Strom and Starubuck (1976) that ambiguous authority structure unclear objective and controversies and challenge tradition and therefore, can help an organization to adopt to change its environment. Thus, perhaps there are some positive levels of work load and role ambiguity which are optional for the performance of the organization. In any case some attention should be given about work load and role ambiguity, work load - and role ambiguity appear to cause lower productivity tension-disatisfaction, psychological with drawl from the work group. It appears that experienced role ambiguity and work load are partially a function of complex interaction of job content leader behaviour and organizational structure. Previous quoted studies indicates such a relationship in term of corelation coefficients. Need for work and role ambiguity had a high or low positive correlation with performance score. The result of this study indicate that role ambiguity and work load are important factors. Aldag (1976) and Graen (1972)'s findings also supported this findings. In this way on the basis of above studies. It may be concluded that role ambiguity, work load are responsible for poor performance. Performance of employees
or production may be increased after reducing the work load and role ambiguity of employees.

Adjustment:

Adjustment to the changing environments in biological necessity. Adjustment is the psychological equivalent of adaptation which emphasizes. The individual’s struggle to get along social and physical environments person’s ceaseless effort at adjustment in various spheres of life is not always rewarding. Basically adjustment is a matter of problem-solving which entails intellectual process such as perception, learning memory, thinking etc. For getting along and effectively utilizing environmental resources and opportunities. However, strong stress emotions of anger, fear, anxiety, guilty etc. Are generated if the environmental demands and opportunities involve high stables and entail frustration and conflict. That is, sometimes individuals falls in conflicting stage and ultimately gets frustrated Coan; (1970). Actually the concept of adjustment was originally a biological one and was a cornerstone in Darwin’s theory of evoluation (1856). In biology the term usually employed was “Adaptation”. Darwing maintained that
only those organisms most fitted to adapt to the hazards of the physical world survive. Biologists have continued to be concerned with the problem of physical adaptation and many human illnesses are thought to be based on the processes of adaptation to the stress of life; Selye, (1956). The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist is more concerned with what might be called “Psychological survival” than physical survival. In the case of adaptation human behaviour is interpreted as adjustment to demands or pressures. These demands are primarily social or interpersonal and they influence the psychological structure and functioning of the person. It was said that adjustment involves a reaction of the person to demands imposed upon him; Lazarus (1961). The term “adjustment” appears in diverse uses. Borally speaking it means that an individual must accommodate himself. In order to fit certain demands of his environment, according to Gates (1964). “Adjustment” is a continual process by which a person various his behaviour to produce a more harmonious relationship between himself and his environment.
Thus, adjustment shows the extant to which an individual’s personality functions efficiently. In a world of other people. A very general meaning of the adjustment is the process of living itself, the dynamic equilibrium of the total organism or personality. The healthy person seems to live smoothly, taking things in his stride even when conditions are difficult, less healthy persons become upset easily and require considerable time to get back into their stride again. The maintenance of homeostasis may be considered the general adjustment process.

The term adjustment also refers to a state of “being adjusted”. A wrist watch can be adjusted i.e., put into good adjustment. A watch can thus be thought of as being poorly adjusted or as being well adjusted and so it is with the human being, if his adjustment is poor. If he is maladjusted, he is immature, having not achieved the adjustment appropriate to his age. In either case, the reference is to the individual’s type or pattern of adjustment.

This is his characteristic way of maintaining his own personality structure, it is evidenced particularly in his scheme of values. This more limited definition of adjustment is
the one most used today; Patty & Johnson (1953). Conflict-laden behaviour illustrates inefficient adjustment simply because the individual has continued to be unable to learn his way into solving the problem he faces. We need to study the adjustment processes in order to learn how to get along with other people, how to approach school work or career problem and how to recognize and resolve general emotional health problems. Thus, adjustment is concerned with the individual’s ability to cope effectively with the environment. The failure to cope effective coping with the environment is considered as maladjustment. Adjustment is necessarily determined with reference to norms of the total society or of some more restricted community within the society. Accordingly, one may conceptually define adjustment as adherence to social norms; Scott, (1956)

In spite of all above definitions; Trindall (1959) wanted to define adjustment. In a very systematic way, so according to Trindall (1959), “adjustment” is usually described as a process that covers the individual life span, operating within a complex environmental field. The process is goal directed behavior
instituted by a need which may arise at any level within a
hierarchy of needs ranging from elementary psychological symbolizations; Tindall (1959) on the basis of
sufficient data, pointed out that there are seven characteristics of adjustment, these characteristics are, maintaining an integrated personality. Conforming to social demands adopting to reality conditions, maintaining consistency, maturing with age, maintaining on optimal emotional tone and contributing optimally to society through an increasing efficiency. There are two important aspects to adjustment. The first aspect is its quality or efficiency and second aspect is the process or process by which the person adjusts; Lazarus, (1961).

As already indicated, adjustment is a universal continuous process, living organism from the simple. single called amoeba to complex multi-called man are constantly making adjustments of various kinds. These adjustments may concern the satisfaction of biological needs, such as hunger and thirst, or they may, at the human level, involve the fulfilment of psychological needs such as our desire to belong, to receive love and affection, the gain approval or
status or to find an opportunity for creative self-expression; Lehner & Kube (1957). When people ask “Why should I adjust?” It usually means that they have confused the word “Adjustment” with the word “conformity”. The two words cannot be equated, conformity is only one form of adjustment and the quality of adjustment achieved by conforming may good or bad. Depending on the circumstances under which it occurs. Some people may ask the same question, “Why adjust”, because of the mistaken nation that adjustment is a one-may process. They believe that man is continually forced to adjust to his environment, but fail to realized that man also can shape his environment. Both man and his world are modifiable whether the worlds be the physical or the social and psychological world as our environment changes, we modify our behaviour accordingly and these modifications, in turn, affect the environment.

Basic areas of adjustment:

Adjustment is concerned with the individual’s ability to cope effectively with his environment. The failure or inability of effective coping with the environment is considered as maladjustment, as already mentioned that adjustment is a
broad term, so the researcher chooses only five areas of adjustment such as home, school, emotional, healthy and social for the systematic objective and valid results in this present study.

These areas are very important and useful for human being; Aesthana, (1961), Sexana, (1962) many writers namely Crow and Crow (1956), Lehner and Kube (1959) and Garlow and Katkovsky (1959) have also discussed in details about these areas of adjustment. Home play a very important role in the development of personality. Home wields a powerful influence our the attitudes and behaviour of young people, men and women do not dare to take lightly their responsibilities as parents. Parental influence upon a child begins long before he is born, so young men and women should prepare themselves early for future parenthood. They should develop good health, refraining from participation in activities that may affect their physical constitution. The parent also should use intelligence and discretion in the choice of their mates. In fact, outstanding behaviour patterns of childhood, whether they are good or bad tend to become intensified as the individual develops and matures, unless environmental factors stimulate changes.
Adalsence is a training period for both the parents and the child. If the parent is able to adjust his own attitudes and behaviour to the need of his growing boy or girl, the latter will be helped immensely in the solution of those problems which are inherent in the growing-up process. Crow and Crow (1956) has suggested that there are mainly six problems of young people which are connected with adjustment home problems are such as rights and responsibilities of young people. In the name, effect upon adolescents of the marital attitudes of their parents, sibling relationships, effect upon adolescents of the attitudes of grand-parents and other relatives, the teen-ger and family finances, parental responsibility for the social life of young people, often solving above problems, home adjustment might be improved; Crow & Crow (1956)

The problems that arise out of an individuals school experience, were not and could not be ignored in the discussion of adjustment; Crow & Crow (1959). Present educational theory. Also wanted to revise the system of education for well-school adjustment. In the school, the adolescent urges toward self-expression, independence of
thought and action and consciousness of themselves as individuals of their own age cause young people’s years at high school and college to become a proving ground in which they are prepared more or less adequately for adult living. In all except small communities new school environment, new faces, new subjects of study and new social and rational activities stimulate the young teen-ager toward new norms of behaviour. The activities connected with school life should be the major concern of most adolescents. Thus, well school adjustment is necessary for well-balanced personality. Crow and Crow (1956) pointed out six major problem in their book “Adolescent development and adjustment”, problem are like this, selection of a school, development of good study habits importance of the curriculum, school social activities, teacher student relationship and other factors of school success. Emotion plays a leading role in the development of the individual through his entire life. So emotion adjustment should be better for well adjustment. Emotions resemble fulings to the extent that the entire body participates in the reactions that accompany the experience during an emotional state a boy’s facial myseles may twitch, he may shift his body
weight from one foot to another, he may twist a tie or an ear or squirm. He may have difficulty in speaking, the temper tantrum of the young child usually is expressed in overt behaviour. The emotions may be classified as fear, anger, love, affective, Joy, pleasure, disgust, hate, delight, any distrust and jealousy etc.

Man is born into a group the family and his growth is marked at every stage by direct and intimate contact with others. The small child at first is apparently non-social, he does not distinguish himself from others as he grows older he begins to develop understanding, sympathy, greater friendliness, concern and affection for others so social adjustment employs relatively broad base of operations. A young person’s social adjustment reflects the influence upon him of his experiences in the more specific adjustment areas. Boys and girls want to go outside the home to engage in various kinds of social activities and games. They want the independence that matches their increasing strength and maturity, our social contacts with others differ from person to person. They may be casual or intimate, formal or informal frequent or infrequent. Individual’s social adjustment is not a thing a part, but is closely linked with his adjustment to his
home and school relationship. The problems of social adjustments that are common to all normal people who are growing up in normal environment become intensified if the person has developed abnormal characteristics and in living in an unhygiene environment.

Need to study Adjustment:

The study of adjustment is necessary to understand ourselves better, to understand others better and to understand better the word around us. So the study of adjustment currently gaining wide attention in psychology and social scientific disciplines. In every day discourse the term may be used to convey a variety of different ideas. Thus adjustment refers to the process of the self or environmental alteration that produce some given state such as equilibrium or self-actualization. The biological and psychological needs of an individual, as well as the external pressures to which he is exposed are continually changing adjustment is always taking place. But what if the adjustive capacities are taxed their scope and the demands (internal & external) become excessive, disturbances in function arise. There disturbances can include such subjective states and behaviour patterns as psychological
misery, systematical functioning, abnormal forms of thought, socially reprehensible or deviant forms of behaviour and failure to execute successfully or normally the life tasks within the context of an individual’s ability. The processes of adjustment are. Therefore, important to us not only because under normal circumstances of living. They determine our action but also because when they fail unconditions of unusual demand our welfare is endand gerned; Lazarus (1961).

Allport & Kramen (1964) found that all of us, whether well or poorly adjusted, are faced with frustration and conflicts all through life, but the well-adjusted person has developed more adequate and more effective way of dealing with the problems. At last we must remember this fact that what constitutes normality, or adjustment for one person may differ markedly from what constitutes normality or adjustment for another. This employes that each of us has a personal aim in adjustment, not a group aim: or to put this another way, each of us must aim to active personal comfort, creativeness and happiness in the manner that is best for us. Regardless of what the adjustment goals of other person might be adjustment for each of us, regardness of
what the adjustment goals of other person might be adjustment for each of us is a personally tailored item, not a socially manufactured product, even thought our personal welfare. Is closely related to the welfare of other people; Symond (1964).

The direct effect of role conflict and role ambiguity may have no relationship with performance and satisfaction. Johnson and stingon (1974) has also viewed the needs for more extensive studies of the moderating effects of individual differences on worker responses to role conflict and ambiguity. In indian context, some studies about role conflict and role ambiguity have also been conducted. For example, Pandey (1990) conducted a study to determine the relationship between role ambiguity and performance between worklood and performance. He found that role ambiguity and performance have negative significant relationship further an inverse relationship between worklood and performance was obtained. In another study Pandey (1990) found that role conflict and performance have negative significant association. In another study Pandey (1991) also found that role conflict and anxiety did not have significant relationship.
There is evidence that different types of workers respond to role conflict and role ambiguity in different ways; Khan et. al (1964), Lyons (1971). This evidence affords at best. However, only a highly tentative conclusion because of the limited number of studies which have been reported. In order to obtained further evidence on this preposition, the moderating effects of need for achievement and need for independence on relationship between role conflict and role ambiguity and Job satisfaction were analiyzed. This study sought to obtained additional evidence on the influence of individual difference by examining the moderating effects of need for achievement, need for affiliation, need for power, need for aggression and need for secwht’s on relationship between role conflict, role ambiguity with adjustment and performances.

Thus, obserbing above quoted studies, an attempt was made to determine the relationship between role conflict and job performance, role conflict between adjustment, role ambiguity between performance and role ambiguity between adjustment of different Bank offices of Ballia Districts in this study.
In the next chapter a brief statement of the problem along with methodology were presented.

The previous studies which were conducted in this area were also given in detail.