A STUDY OF ROLE CONFLICT AMONG SECONDARY SCHOOL TEACHERS

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Role conflict is a concept commonly used by sociologists and social psychologists to describe situations where conflicting demands arise from an individual's multiple roles, often played simultaneously. In any social system, individuals are expected to fulfill various roles, but when these roles clash due to incompatible, inconsistent, or even contradictory expectations, role conflict emerges. The individual, facing these conflicting demands, is often forced to choose between roles, abandon one in favor of another, compromise between them, or disengage from one or more roles, either physically or mentally.

Pandit and Upadhaya (2012) defined role conflict as the tension or struggle that occurs when the roles associated with two or more statuses in working women's lives become difficult to balance. For instance, a woman may experience role conflict in her roles as a daughter, working professional, wife, or homemaker. Such conflicts are particularly common when expectations associated with these roles are excessive or incompatible. Role conflict, therefore, leads to emotional distress when individuals face unpredictable and conflicting role expectations.

In the context of teachers, role conflict arises when they are expected to meet the demands of various stakeholders beyond their primary teaching responsibilities. Teachers often face conflicting expectations from students, parents, administrators, and society, leading to a sense of overburden. Not all of these expectations are aligned, and several studies have highlighted this lack of consensus as a source of role conflict. Much of the research on teacher role conflict focuses on norms and role expectations, with findings often interpreted as evidence of role conflict in the profession. Various forms of role conflict have been discussed in the literature, illustrating how teachers struggle to balance multiple and often competing demands placed upon them.

Role conflict is a significant sociological and psychological concept that explains the difficulties individuals face when fulfilling multiple roles simultaneously within a social system. Every person in a society is expected to play several roles, such as a parent, employee, spouse, or community member. These roles come with a set of expectations, responsibilities, and behaviors. However, when the expectations tied to these roles are incompatible, inconsistent, or contradictory, the individual experiences role conflict. This

conflict arises because the demands of one role may interfere with the ability to meet the demands of another. As a result, the individual is often placed in a situation where they are forced to choose between roles or find a balance, which can lead to stress and emotional discomfort.

Role conflict is not just about choosing between different roles, but also about the emotional and psychological toll it takes. For instance, an individual may feel torn between personal and professional responsibilities, leading to frustration, anxiety, or guilt. In many cases, role conflict pushes individuals to either compromise between roles, which can be mentally exhausting, or abandon one role in favor of another, which may lead to feelings of inadequacy or failure. In extreme cases, people might withdraw entirely from one or more roles, either physically (by quitting a job, for example) or psychologically (by becoming emotionally detached from a role).

Pandit and Upadhaya (2012) provided a conceptual framework for understanding role conflict, particularly in the context of working women. They defined role conflict as the clash between the different roles a woman must fulfill, such as being a daughter, a working professional, a wife, and a homemaker. The expectations associated with these roles are often excessive and contradictory, making it difficult for women to meet them all successfully. This situation leads to role conflict, where a working woman may struggle to balance her professional life with her personal responsibilities, leading to emotional strain and stress. The pressure to conform to societal expectations of being a 'good' daughter, wife, or mother while simultaneously excelling in a career creates a significant burden.

Role conflict is particularly prevalent among professionals like teachers, who are expected to juggle multiple responsibilities simultaneously. Teachers not only have to manage their teaching duties but also have to meet the expectations of students, parents, school administrators, and society at large. These expectations often go beyond the classroom, including extracurricular activities, counseling, administrative tasks, and sometimes even societal roles, such as being a moral guide. Such demands can be overwhelming and lead to role conflict when the teacher struggles to fulfill all these responsibilities effectively. For example, a teacher may be expected to prepare students for academic success while also addressing their emotional and personal development. At the same time, they might face pressure from parents to meet specific educational standards, while school administrators may focus on discipline or policy enforcement.

The literature on role conflict in teachers suggests that this overburdening of expectations results in emotional distress and burnout. Many studies have focused on how non-consensual expectations contribute to role conflict, highlighting the fact that not all parties (students, parents, administrators) share the same view of what a teacher's role should be. This misalignment of expectations is a major source of role conflict, leading to frustration for teachers who must navigate competing demands from different stakeholders.

Teachers may find themselves caught between the need to nurture students emotionally and the pressure to meet academic performance metrics, leading to internal conflict and dissatisfaction.

Several forms of role conflict have been identified in research related to teacher behavior. These include conflicts between professional and personal roles, between different professional roles (e.g., teaching versus administrative duties), and between individual and institutional expectations. Role conflict can have serious consequences, leading to decreased job satisfaction, emotional exhaustion, and even a desire to leave the profession. The stress associated with trying to meet contradictory or unrealistic demands can take a significant toll on teachers' mental and physical health, ultimately affecting their performance and well-being.

Role conflict arises when individuals face incompatible or contradictory expectations from the different roles they must fulfill, leading to emotional strain and difficult choices. For working women and professionals like teachers, this conflict is often exacerbated by societal, institutional, and personal pressures. The struggle to meet these demands often leads to stress, burnout, and dissatisfaction, highlighting the need for better support systems and more realistic role expectations.

Deka Usha Rani (2023) studied 'A study on the role-conflict of primary female teacher under undivided Darrang district of Assam'. It is widely recognized that female teachers play a crucial role in increasing retention rates at the primary level. Their nurturing and affectionate demeanor allows them to connect deeply with young children, often serving as a surrogate mother figure. This connection encourages children, particularly girls, to attend school more willingly. However, Darrang District in Assam remains one of the region's educationally disadvantaged areas. Many primary schools in this district still lack female teachers, and those who are employed face significant academic, economic, social, and family-related challenges. These issues negatively impact their professional performance and the quality of student learning outcomes. This situation hampers national progress, as primary education is fundamental to national development. This study aims to explore the role conflict experienced by primary female teachers in the Undivided Darrang District of Assam.

Austell, Andre A. (2022) studied 'Role Conflict in High School Teachers/Coaches'. Teaching and coaching are both highly respected and fulfilling roles that can be effectively combined if managed properly? In a study conducted with teachers in Illinois, no significant role conflict was observed when analyzed using a one-way MANOVA. The independent variables examined—coaching preference, teaching preference, and job satisfaction—showed that age, school size, and gender were closest to the significance threshold of $p > .05$. Future analyses should consider employing different testing methods, such as regression models, and should focus on improving the reliability of the study.

Pervez, Zainab (2021) studied 'Relationship of Teachers' Job Performance with Role Conflict, Role Ambiguity and Burnout in Public Schools of Lahore'. The primary objective of this study was to examine the relationship between teachers' job performance and factors such as role conflict, role ambiguity, and burnout. The study focused on teachers working in public schools in Lahore. A sample of 432 teachers was selected using a simple random sampling technique. Data were collected using the Role Conflict and Role Ambiguity Instrument, the Maslach Burnout Inventory, and a Teachers' Job Performance Questionnaire. The response rate was 96%. Inferential statistics were employed to analyze the data. The results indicated that there was no significant relationship between teachers' job performance and role conflict, role ambiguity or burnout in the public schools of Lahore.

Das, Payal & Bera, Saradindu (2020) studied 'Role conflict among secondary school teachers in relation to school organizational climate.' This study aimed to investigate the role conflict experienced by secondary school teachers in relation to organizational climate. The research design employed was a correlational descriptive study. A stratified random sampling technique was used to select 100 secondary school teachers. Standardized tools used for the study included the 'Role Conflict Inventory' by Prasad (1991) and the 'School Organizational Climate Description Questionnaire' by Sharma (1971). The collected data were entered into MS Excel, scored, and analyzed using SPSS (version 20) software. Descriptive statistics, including mean and standard deviation, were calculated, and the Chi-square test was used for hypothesis testing. The results indicated a positive relationship between role conflict among secondary teachers and the organizational climate. No statistically significant differences in role conflict were found between older and younger teachers, or between government and private school teachers. However, a statistically significant difference was observed between male and female secondary school teachers.

Statement of the problem

Role Conflict among Male and Female Secondary School Teachers

Operation definitions of the term used

Male and female secondary school teachers

Male and female secondary school teachers who teach students typically in grades 6 to 12, covering a wide range of subjects like mathematics, science, literature, and social studies. They play a crucial role in shaping the academic and personal development of adolescents during their secondary education. Their responsibilities include lesson planning, classroom management, student assessment, and sometimes involvement in extracurricular activities.

Role Conflict

Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching.

Role conflict is described as a situation in which teachers are confronted with a set of two or more demands such that compliance of one demand with the other demands becomes difficult or impossible.

Objectives of the study

- To examine role conflict among male and female secondary school teachers.

Hypotheses of the study

- There is no significant difference between male and female secondary school teachers with dimension on role conflict.

Sample of the present study

The present study sample was selected from secondary school teachers of Meerut City. Total sample of present study 100 secondary school teachers, in which 50 were Male secondary school teachers and 50 female secondary school teachers. Purposive sampling method was used.

Tools used for the study

In order to collect data for the present research, following tools have been administered:

1. Teacher's Role Conflict Scale constructed by Dr. Madhu Gupta and Indu Nain

The detailed description of the tools test is as follow:

Dimensions of the role conflict

Depending upon the unanimity among the judges, six dimensions were retained and some of them were modified or changed. This are-

- **Family Conflict-** Family conflict occurs when work related demands interfere with family related demands or occurs when one experiences interference of work with family

- **Work Conflict-** Work conflict arises when family responsibilities impede work related demands or occurs when on experience family interface with work life.

- **Professional Growth Conflict-** Professional Growth Conflict occurs when work demands inhibit one in engaging all kind of facilitated learning opportunities.

- **Self-Conflict-** Self-Conflict occurs when work related demands inhibit one from pursuing one's personal interest.

- **Health Conflict-** Health Conflict occurs when one experiences physical and mental problems due to work related demands.

- **Social Conflict-** Social Conflict occurs when work demands interfere in doing social work due to timing problems and lack of resources.

Variables of the present study

Independent variable-

Gender-

1) Male secondary school teachers

2) Female primary school teachers

Dependent variables-

1) Role Conflict

Statistical Analysis

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and 't'

Results and discussion

Hypothesis – 01

- There is no significant difference between male and female secondary school teachers with dimension on role conflict.

Table-1

Mean Standard Deviation and t value of role conflicts of two

groups of secondary school teachers

Dimension of role conflict	Gender	N	Mean	S.D	't'	Level of significance
Family Conflict	Male	50	18.48	5.02	0.523	**Insignificant**
	Female	50	17.96	4.92		
Work Conflict	Male	50	18.38	4.05	2.206	**Significant**
	Female	50	18.22	4.09		
Professional Growth Conflict	Male	50	19.47	3.84	3.256	**Significant**
	Female	50	17.09	3.46		

Self-Conflict	Male	50	18.22	3.94	1.998	**Significant**
	Female	50	16.80	3.12		
Health Conflict	Male	50	17.84	3.60	0.119	**Insignificant**
	Female	50	17.76	3.30		
Social Conflict	Male	50	18.23	3.22	1.575	**Insignificant**
	Female	50	17.26	2.93		

It is evident from the table that means scores of secondary school male teachers scores on family conflict are 18.48 and 17.96 with standard deviation 5.02 and 4.92 respectively. The t- ratio came out from the above two groups is 0.523, which is not significant at any level of significance. It clearly states that there is no significant difference between family conflicts of two groups of secondary school teachers.

It is evident from the table that means scores of secondary school male teachers scores on work conflict are 18.38 and 18.22 with standard deviation 4.05 and 4.92 respectively. The t- ratio came out from the above two groups is 2.206, which is significant at 0.05 level of significance. It clearly states that there is significant difference between work conflicts of two groups of secondary school teachers.

It is evident from the table that means scores of secondary school male teachers scores on professional growth conflict are 19.47 and 17.09 with standard deviation 3.84 and 3.46 respectively. The t- ratio came out from the above two groups is 3.256, which is significant at 0.05 level of significance. It clearly states that there is significant difference between professional growth conflicts of two groups of secondary school teachers.

It is evident from the table that means scores of secondary school male teacher's scores on self-conflict are 18.22 and 16.80 with standard deviation 3.94 and 3.12 respectively. The t- ratio came out from the above two groups is 1.998, which is significant at 0.05 level of significance. It clearly states that there is significant difference between self- conflicts of two groups of secondary school teachers.

It is evident from the table that means scores of secondary school male teachers scores on health conflict are 17.84 and 17.76 with standard deviation 3.60 and 3.30 respectively. The t- ratio came out from the above two groups is 0.119, which is not significant at any level of significance. It clearly states that there is no significant difference between health conflicts of two groups of secondary school teachers.

It is evident from the table that means scores of secondary school male teachers scores on social conflict are 18.23 and 17.26 with standard deviation 3.22 and 2.93 respectively. The t- ratio came out from

the above two groups is 1.575, which is not significant at any level of significance. It clearly states that there is no significant difference between social conflicts of two groups of secondary school teachers.

Conclusions

In present study the researcher find that the secondary school teachers differ on work conflict, professional growth conflict and self-conflict and they all are similar on family conflict, health conflict and social conflicts. In this study secondary school teachers can also take initiatives for the improvement of overall environment of their schools by which they can experienced them well committed in their job which result an experience of effective teaching in place of burden.

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