

A STUDY OF ROLE CONFLICT AMONG PRIMARY SCHOOL TEACHERS

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ABSTRACT

This Study purpose that a Study of Role Conflict among Male and Female Primary School Teachers. **Objectives:-** To examine Role Conflict among Male and Female Primary School Teachers. **Hypotheses:-** There is no significant difference Between Male and Female Primary School Teachers with dimension on Role Conflict. **Methodology- Sample:** The present study sample was selected from Primary School Teachers of Jalna Dist. from Maharashtra. Total sample of present study 50 Primary School Teachers, in which 25 were Male Primary School Teachers and 25 Female Primary School Teachers. The subject selected in this sample was used in the age group of 25 to 58 years and Quota sampling method was used. **Variables-** The independent variables are Gender (Male and Female Primary School Teachers) and Dependent variables are Role Conflict. **Research Design:** Simple Research Designs used in the present study. **Research Tools-** Role Conflict-scale by Gupta, S.P.. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions:-** Female Primary School Teachers than Male Primary School Teachers.

Key words: - Role Conflict, Female Primary School Teachers Male Primary School Teachers.

INTRODUCTION

Role conflict is the term which has, generally, been used by sociologists and social-psychologists to refer the controversial situations which arise due to simultaneous roles. Usually, every individual in a social system plays several roles and sometimes, plays them simultaneously. Often the expectations of these roles are incompatible, inconsistent, contradictory or even irreconcilable. The individual is unable to conform to these expectations and he is forced to choose one of the several alternatives by abandoning one role and changing to the other or compromising between the roles or discontinue either physically or psychologically from the roles altogether that lead to role conflict. Pandit and Upadhaya (2012) conceptually defined role conflict as conflict among the roles corresponding to two or more status of working women and explained different types of role conflict faced by working women such as a growing daughter, as a working woman, a wife (home maker), as a working married woman. Role conflict refers to a painful emotional state arising out of unpredictable roles or role expectation. 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. Not all expectations for teachers are shared, of course, and many studies have 4 reported non-consensual expectations for teachers. Mostly such studies have focused on norms, and most authors have interpreted their findings as indications of role conflict. Several forms of role conflict have been suggested in the literature related to teacher behavior.

REVIEW OF LITERATURE:-

Jena (2011) this study revealed that male and female school teachers do not differ in role conflict. Kaur (2014) this study found that male, female, private and government teachers differ significantly on work motivation and role conflict. Gupta and Nain (2016) this study revealed that male and female teacher educators differ significantly in role conflict. Gupta and Kumari (2018) this study found that male and female secondary school teachers were found to be similar on role conflict. Mean score of role conflict between male and female teachers revealed that male teachers had low role conflict than female teachers. Nipunta Kaur and Amita Kaistha, (2020) this study found that there is a significant difference between male and female primary school teachers in role conflict. It means that male primary school teachers have more role conflict. Helen and Marilyn (2000) investigated the interaction of gender, gender role, and occupation.

The findings depicted that women experienced greater role conflict particularly with regard to occupational and domestic demands and greater gender role conflict than men. Abraham (2005) found that women who worked in female-typed occupations reported stronger role conflict than women who worked in male-typed occupations i.e. professors faced less role conflict than secondary school teachers.

STATEMENT OF THE PROBLEM

To Study of Role Conflict among Male and Female Primary School Teachers

OBJECTIVES OF THE STUDY

- To examine Role Conflict among Male and Female Primary School Teachers.

HYPOTHESES OF THE STUDY

- There is no significant difference Between Male and Female Primary School Teachers with dimension on Role Conflict.

SAMPLE:

The present study sample was selected from Primary School Teachers of Jalna Dist. from Maharashtra. Total sample of present study 50 Primary School Teachers, in which 25 were Male Primary School Teachers and 25 Female Primary School Teachers. The subject selected in this sample was used in the age group of 25 to 58 years and Quota sampling method was used.

RESEARCH DESIGN:

Simple Design was used.

VARIABLES-

Independent variable- Gender- 1) Male Primary School Teachers
2) Female Primary School Teachers

Dependent variables- Role Conflict

OPERATION DEFINITIONS

Male – A person bearing an X and Y chromosome pair in the cell nuclei and normally having a penis, scrotum, and testicles, and developing hair on the face at adolescence; a boy or man.

Female – a person bearing two X chromosomes in the cell nuclei and normally having a vagina, a uterus and ovaries, and developing at puberty a relatively rounded body and enlarged breasts, and retaining a beardless face; a girl or woman.

Role Conflict - 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.

RESEARCH TOOLS-

Role Conflict Scale:

Role Conflict-scale is constructed by Gupta, S.P. It describes Role-conflict in terms of six dimensions 1) Role diffusiveness conflict 2) Role vulnerability conflict 3) Role marginal conflict 4) Role commitment conflict 5) Role value conflict 6) Role institutional conflict. The scale consists of 24 items, four items of similar nature have been assigned to each of the six dimensions. The scoring system of role conflict scale is based on a 5-point likert type scale designed as-Right (5), Partially right (4), Neither right nor wrong (3) partially wrong (2) Wrong (1) The sum of all the item scores covering a particular dimension gives dimensional score for that dimension. The sum of all the six dimensional scores gives the total role conflict score for a teacher. This test reliability and Validity is high.

PROCEDURES OF DATA COLLECTION:-

For the present study sample was used and two instruments were administered individuals as well as a small group will be adopted. The subjects were called in a small group of 21-25 subjects. Following the instructions and procedure suggested by the author of the test. Tests were administered and a field copy of each test was collected. Following the same procedure the whole data was collected.

STATISTICAL ANALYSIS

At the first stage data were treated by descriptive statistical techniques i.e. mean and standard Deviation and ANOVA was done by using SPSS Software.

RESULTS AND DISCUSSION

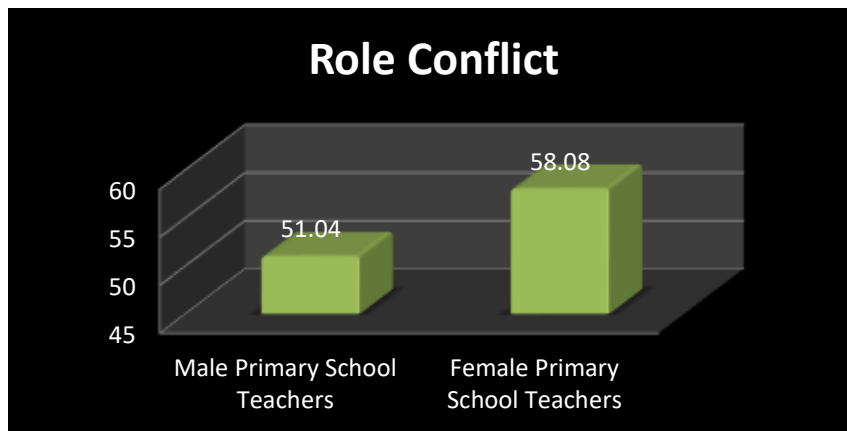
Hypothesis - 01

There is no significant difference Between Male and Female Primary School Teachers with dimension on Role Conflict.

Table No. 01. Mean SD and F Value of Faculty on Self Confidence.

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Role Conflict	Male Primary School Teachers	51.04	10.22	25	48	10.51	0.01
	Female Primary School Teachers	58.08	14.18	25			

Figure No.01. Mean of Gender on Role Conflict



Observation of the Table No 01 and Figure No.01 indicated that the mean value of two classified group seems to differ from each other on Role Conflict. The mean and SD value obtained by the Male Primary School Teachers was 51.04, \pm 10.22, and Female Primary School Teachers was 58.08, \pm 14.18. Both group 'F' ratio was 10.51. Gender effect represent the Role Conflict was not significant (F- 10.51, 1 and 48, P-0.01). This is significant 0.01 and at 0.05 levels because they obtained 'F' value is High than table values at 0.01 and 0.05. That is to say that this null hypothesis is rejected and Alternative hypothesis is accepted (There is no significant difference Between Male and Female Primary School Teachers with dimension on Role Conflict).It means that Female Primary School Teachers than Male Primary School Teachers.

CONCLUSIONS:

Female Primary School Teachers than Male Primary School Teachers.

Female Primary School Teachers are not aware of what they are achieving and what more and how much it is wanted. It is not totally unusual; in such conditions they develop feelings of helplessness, powerlessness and meaninglessness.

this study Primary teachers can also take initiatives for the improvement of overall environment of their schools by which they can experienced themselves well committed in their job which result an experience of effective teaching in place of burden. If they increase their professional commitment, teacher attitude and frustration tolerance will be increasing automatically and they will get the self-satisfaction.

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