

**A COMPARATIVE STUDY OF ROLE CONFLICT AMONG SECONDARY
SCHOOL TEACHERS IN RELATION TO OCCUPATIONAL STRESS**

***Prof. (Dr.) Madhu Gupta & **Sunita Kumari**

Abstract

The present study was designed to investigate the compare the role conflict of secondary school teachers in relation to occupational stress, gender and experience. Role conflict was treated as dependent variable whereas occupational stress (high and low), gender (male and female) and experience (more and less) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 350 teachers was taken using multi-stage random sampling technique. Teachers Role Conflict Scale by Gupta and Nain (2016) and Teachers Occupational Stress Scale by Jamal and Raheem (2012) were used to collect the data. Means, S.Ds and t-test were used for analyzing the collected data. Findings of the study revealed that there was found a significance difference role conflict between teachers having high occupational stress and teachers having low occupational stress. The findings of the present study further revealed that female teachers having high occupational stress have significantly lower role conflict than male teachers having high occupational stress. It was further found that the less experienced teachers having high occupational stress have significantly lower role conflict than less experienced teachers having high occupational stress. To prevent the teachers from role conflict and occupational stress, it is suggested that many programmes and workshops should be organized in various teacher training institutes and schools as well.

Keywords: *Experience, Gender, Occupational stress, Role Conflict, Secondary School Teachers*

INTRODUCTION

Education, in its general sense, is a sort of learning that assists in transferring information, dexterity, habits and accumulated experiences of a group of people

*Dept. of Education, M.D. University Rohtak, Haryana. India Email:
madhugupta1621@gmail.com

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India Email:
sunitakumariohtak@gmail.com

from generation to generation through didacticism, training, teaching, and investigation process. It provides the right-type of attitudes, values, adequate knowledge and essential skills. It is considered as both developer and depository of knowledge. When humans interact, incompatibility and conflict are often unavoidable. Teaching profession that creates all other profession has been regarded as the most significant and noblest social service since centuries. Nowadays, teaching profession has been transformed into a quite stressful occupation. Stress is a reality of teaching, which can be beneficial or harmful depending on how a person responds. Inability to cope with stress may make the individual incapable to maintain the motivation and commitment, he leads off the job and then the process of role conflict start. Role conflict arises when roles which person has to play are not clear. When the expectations for one role create conflict with another, role conflict occurs (Decker, 1986^[4]; O'Connor & MacDonald, 2002^[17]; Sage, 1987)^[19]. There are three major type of role conflict. The first type is the conflict between person and his role. In other word, there may be conflict between person and his role. There may be conflict between person personality and expectation of the role. The second type is intra role conflict created by contradictory expectations about how a given role should be played. The third type is interrole conflict results differing requirement of two or more roles that must be played at the same timework roles are often in such conflict. Roa and Ramasundaram (2008)^[18] revealed that married women were subjected to more role conflict than unmarried/single women. Douglas (2008)^[6] investigated that male and female teachers were followed by role uncertainty and role conflict. Stressors naturally foster to be very powerful for women than their counterparts. The role conflict and attitude towards teaching profession were significant predictors of success in teaching among secondary school women teachers (Sumangala and Devi 2009)^[21]. Helen and Marilyn (2000)^[10] reported that more experienced secondary school teachers have greater role conflict than their counterparts. Benni (2011)^[2] revealed that role conflict decreased with the increase of age, education, length service and income. Jena (2011)^[12] found a significant difference between more experienced and less experienced on role conflict of secondary school teachers. Sareen and Kumari (2011)^[20] investigated that more experienced teachers were

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

found to have less role conflict than their counterparts. Bavani (2014)^[3] found that unexperienced teachers faced higher degree of role conflict than their counterparts. Dhanalakshmi (2015)^[5] found that work family conflict and work satisfaction predicted general health among teachers which showed greater the level of work family conflict, would be work dissatisfaction and health issues.

Occupational stress is a serious phenomenon that refers to any characteristic of workplace that makes a threat for employees. Job demands may be the main cause of stress at workplace in which the employees do not know how to manage themselves in order to meet their job needs. Job stress has destructive consequences on both individual and organization (Larson, 2004^[15]; Malik, 2011^[16]). Kreitner and Kinicki (2005)^[13] defined stress as an adaptive response characteristic and is connected by an individual or psychological process, which is a consequence of any external action, situation, or event that puts the demands of psychological / physical special to someone. According to Adeoye and Afolabi (2011)^[1] stress is the external demands on a person, such as objects in the environment or a stimulus that is objectively dangerous. Stress is also commonly interpreted as pressure, tension or unpleasant disturbances originating from outside oneself. Teaching experience and age were found to significantly influence stress level by (Malik, 2011)^[16] when they studied the factors influencing stress level among 400 secondary school teachers in four states. (Larson, 2004)^[15] found that variables like age and years of teaching experience differ significantly, and directly contribute to sources of stress among Chennai teachers Personal Stress. On this note, Kreitner and Kinicki (2005)^[13] showed that less experienced teachers rated a significantly higher level of stress compared to the group of more experienced teachers. Gupta and Kumari (2018)^[7] revealed that male secondary school teachers were found to have higher on role conflict than the female secondary school teachers. Gupta and Kumari (2018)^[8] revealed that experience had a significant effect on role conflict of secondary school teachers. Gupta and Kumari (2018)^[7] revealed that secondary school teachers having low occupational stress were found to have higher on role conflict than the secondary school teachers having high occupational stress.

Avery few researches which focus on role conflict among secondary school teachers are available in Indian context. However hardly any research has been

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

done to know the effect of occupational stress and gender on role conflict of secondary school teachers. The lack of researches in the present area motivated the investigators to study the occupational stress, gender and experience as the main determinants of role conflict among secondary school teachers.

VARIABLES USED

- Dependent Variable: Role Conflict
- Independent Variables: Occupational stress, Gender and Experience

OBJECTIVES OF THE STUDY

1. To study the effect of occupational stress on role conflict of secondary school teachers.
2. To study the effect of gender on role conflict of secondary school teachers.
3. To study the effect of experience on role conflict of secondary school teachers.

HYPOTHESES OF THE STUDY

- H₀₁** There exists no significant difference in role conflict between teachers having highoccupational stressand teachers having lowoccupational stress.
- H₀₂** There exists no significant difference in role conflict between male teachers having highoccupational stressand female teachers having highoccupational stress.
- H₀₃** There exists no significant difference in role conflict between male teachers having lowoccupational stressand female teachers having lowoccupational stress.
- H₀₄** There exists no significant difference in role conflict between more experienced teachers havinghighoccupational stressand less experienced teachershaving highoccupational stress.
- H₀₅** There exists no significant difference in role conflict between more experienced teachers havinglowoccupational stressand less experienced teachershaving lowoccupational stress.

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The effect of independent variables i.e. occupational stress, gender and experience on the dependent variable i.e. role conflict among secondary school teachers has been studied.

SAMPLE

A sample of 350 secondary school teachers was taken using multi-stage random sampling technique. The sample of 350 teachers was also stratified on the basis of occupational stress (high/low), gender (male/ female) and experience; more experienced (above ten years experienced) & less experienced (below five years experienced) in the present study. 99 teachers (43 male and 56 female) who scored 75 and below were considered as teachers having low occupational stress; and 101 teachers (51 male and 50 female) who scored 92 and above were considered as teachers having high occupational stress. Further, 25 more experienced teachers and 23 less experienced who scored 75 and below, were considered as teachers having low occupational stress; and 23 more experienced teachers, and 23 less experienced teachers who scored 92 and above were considered as teachers having high occupational stress in the present study.

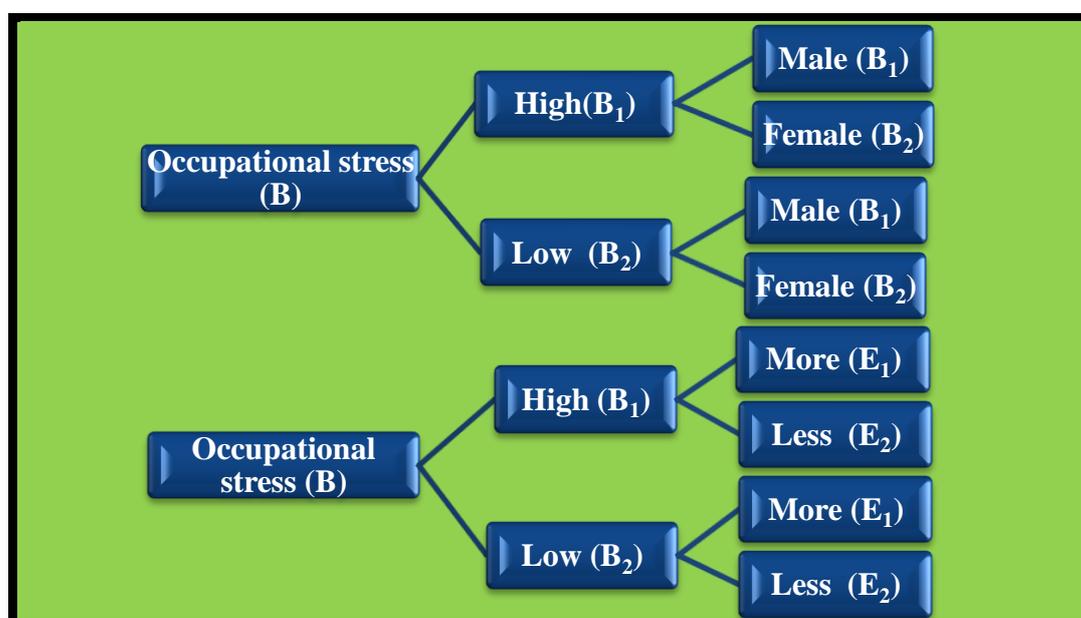


Fig: 1 Layout of the Sample for the study of Role Conflict on the basis of Occupational stress, Gender and Experience of Secondary School Teachers

TOOLS USED

- **Teacher's Role Conflict Scale (TRCS)** developed by Gupta and Nain (2016)^[9] was used to assess the role conflict among secondary school teachers. This scale contains 28 items. The reliability of the test was 0.748. The validity of the scale determined by calculating correlation coefficients between the dimensions of TRCS ranged from 0.523 to 0.797.
- **Teacher's Occupational Stress Scale (TOSS)** developed by Jamal and Raheem (2012)^[11] was used to measure the occupational stress among secondary school teachers. This scale has 30 statements. The reliability of the scale was 0.74. The scale is found to be highly valid as it is highly correlated with the standardized scales, the coefficients of correlation being ranged from 0.71 to 0.89.

STATISTICAL TECHNIQUES USED

In the present study, Means and SD's were worked out to describe the nature of the data and t-test was applied to compare the role conflict of teachers with respect to occupational stress (high&low), gender (male & female) and experience (more experienced & less experienced).

DATA ANALYSIS AND INTERPRETATION

The purpose of the present investigation was to study the impact of occupational stress, gender and experience on role conflict of secondary school teachers.

Comparison of Role Conflict of Secondary School Teachers with respect to Occupational Stress

The role conflict of secondary school teachers has been studied with respect to occupational stress. Table-1 shows the mean scores, S.Ds and t-value of role conflict of secondary school teachers with respect to occupational stress.

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

Table-1
‘t’-value for the Mean scores of Role Conflict of Secondary School Teachers with respect to Occupational Stress

Groups	N	Mean	S.D	t-value
High Occupational Stress	99	84.88	22.45	3.70**
Low Occupational Stress	101	73.42	21.29	

**** Significant at 0.01 Level**

Table-1 illustrates that the the ‘t’-value (3.70) for the mean scores of role conflict between the teachers having high occupational stress and the teachers having low occupational stress is significant at 0.01 level. Further, it can be inferred that the mean scores of role conflict of the teachers having high occupational stress (84.88) is higher than the teachers having low occupational stress (73.42). The present finding is in agreement with the finding of Lai, Saridakis, & Blackburn (2013)^[14] who revealed that work over load and occupational stress have positive effect on role conflict. This finding is in agreement with Gupta and Kumari (2018)^[7] who revealed that secondary school teachers having lowoccupational stress were found to have higher on role conflict than the secondary school teachers having highoccupational stress.The mean scores for the effect of occupational stresson role conflictof secondary school teachers have been presented in the Fig: 2.

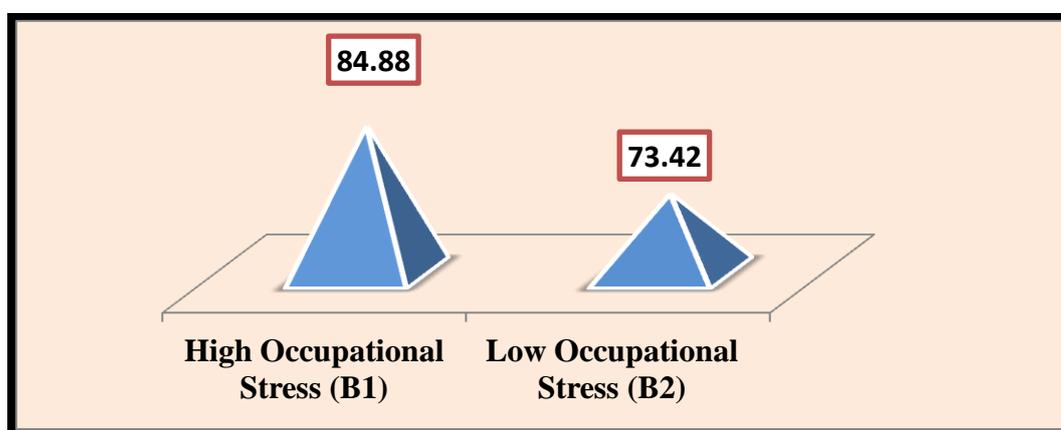


Fig: 2 Mean Scores for Role Conflict of Secondary School Teachers with respect to Occupational Stress

Comparison Role Conflict of Secondary School Teachers with respect to Occupational Stress and Gender

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

The role conflict of secondary school teachers has been studied with respect to occupational stress and gender. Table-2 shows the mean scores, S.Ds and t-values of role conflict of secondary school teachers with respect to occupational stress and gender.

Table-2
Means, S.Ds and 't'-values of Role Conflict of
Secondary School Teachers with respect to Occupational Stress and Gender

Occupational Stress	Gender	N	Means	S.Ds	t-values
High Occupational Stress	Male	43	75.25	22.28	4.02**
	Female	56	92.28	19.76	
Low Occupational Stress	Male	51	72.29	21.52	0.53(NS)
	Female	50	74.58	21.22	

****Significant at 0.1 level NS: Not Significant**

It is clear from the Table-2 that 't'-value (4.02) for male teachers having high occupational stress (B_1D_1) and female teachers having high occupational stress (B_1D_2) is found to be significant at 0.01 level. Therefore, the null hypothesis H_{02} "There exists no significant difference in role conflict between male teachers having high occupational stress and female teachers having high occupational stress" is rejected. It shows that the mean scores of male teachers having high occupational stress (75.25) is lower than female teachers having high occupational stress (92.28), it is a significant difference. Therefore, it may be revealed that the female teachers with high occupational stress have significantly lower role conflict than male teachers with high occupational stress. An examination of the Table-2 further reveals that the 't'-value (0.53) for male teachers having low occupational stress (B_2D_1) and for female teachers having low occupational stress (B_2D_2) is not significant at 0.05 level that leads to the inference that the mean score of male teachers having low occupational stress (72.29) is lower than female teachers having low occupational stress (74.58). Therefore, the null hypothesis H_{03} "There exists no significant difference in role conflict between male teachers having low occupational stress and female teachers having low occupational stress" is accepted. This finding is in agreement with Gupta and Kumari (2018)^[8] who revealed that male secondary school teachers were found to have higher on role conflict than the

*Dept. of Education, M.D. University Rohtak, Haryana, India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana, India

female secondary school teachers. The mean scores for the effect of occupational stress on role conflict of secondary school teachers have been presented in the Fig: 3.

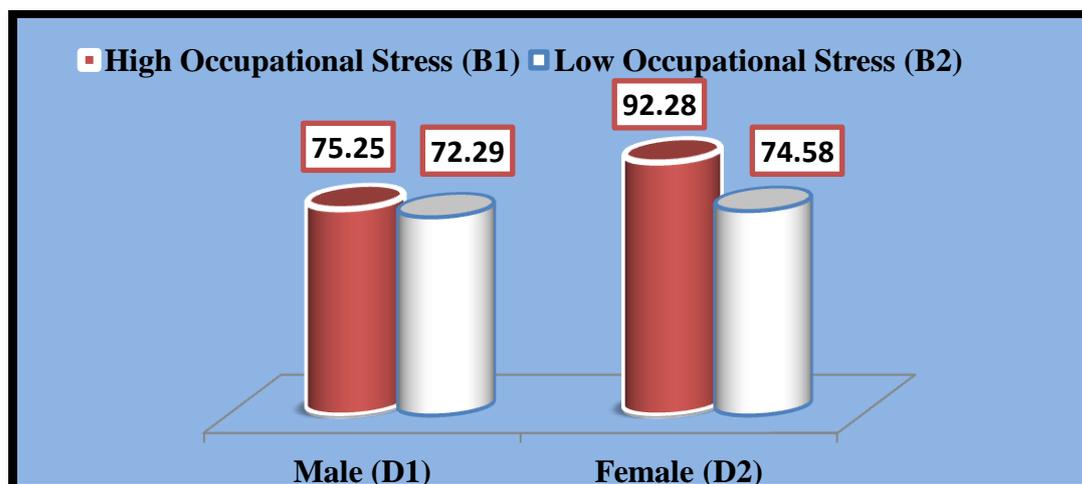


Fig: 3 Mean scores of Sub Samples of Role Conflict of Secondary School Teachers with respect to Occupational Stress and Gender

Comparison of Role Conflict of Secondary School Teachers with respect to Occupational Stress and Experience

The role conflict of secondary school teachers has been studied with respect to occupational stress and experience. Table-3 shows the mean scores, S.Ds and t-values of role conflict of secondary school teachers with respect to occupational stress and experience.

**Table-3
 Means and S.Ds of Role Conflict of Secondary School Teachers with respect to Occupational Stress and Experience**

Occupational Stress	Experience	N	Means	S.Ds	t-test
Low Occupational Stress	More Experienced	25	69.36	18.43	5.66**
	Less Experienced	23	98.86	17.54	
High Occupational Stress	More Experienced	23	73.91	19.26	0.19(NS)
	Less Experienced	23	74.95	17.95	

****Significant at 0.1 level NS: Not Significant**

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

Table-3 illustrates that The 't'-value (5.66) for more experienced teachers having high occupational stress (B_1E_1) and less experienced teachers having high occupational stress (B_1E_2) is found to be highly significant at 0.01 level. Therefore, the null hypothesis H_{04} "There exists no significant difference in role conflict between more experienced teachers having high occupational stress and less experienced teachers having high occupational stress" is rejected. On comparison, it can be inferred that mean score of more experienced teachers having high occupational stress (69.36) is lower than less experienced teachers having high occupational stress (98.86). Therefore, it may be concluded that the less experienced teachers having high occupational stress have significantly lower role conflict than less experienced teachers having high occupational stress. It can further be interpreted from the Table-3 that the 't'-value (0.19) for more experienced teachers having low occupational stress (B_2E_1) and for less experienced teachers having low occupational stress (B_2E_2) is not significant at 0.05 level. Therefore, the null hypothesis H_{05} "There exists no significant difference in role conflict between more experienced teachers having low occupational stress and less experienced teachers having low occupational stress" is accepted. On comparison, it can be inferred that the mean score of more experienced teachers having low occupational stress (73.91) is lower than less experienced teachers having low occupational stress (74.95), but it is not significant difference between them. Therefore, it may be concluded that more experienced teachers having low occupational stress and less experienced teachers having low occupational stress don't differ significantly with respect to their role conflict. This finding is in agreement with Gupta and Kumari (2018)^[8] who revealed that experience had a significant effect on role conflict of secondary school teachers. The mean scores for the effect of occupational stress on role conflict of secondary school teachers have been presented in the Fig: 4.

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

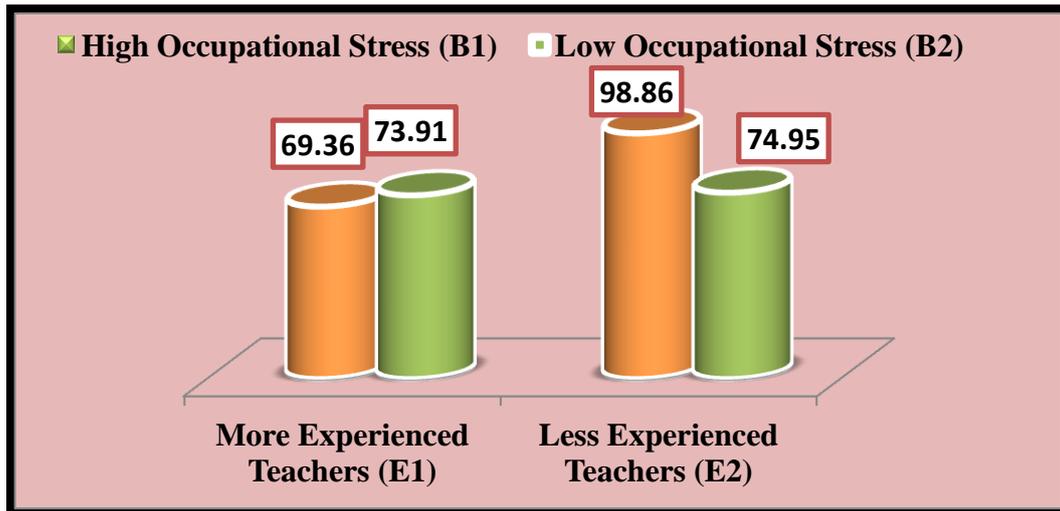


Fig: 4 Mean Scores of Role Conflict of Secondary School Teachers with respect to Occupational stress and Experience

EDUCATIONAL IMPLICATIONS

Any research work can only be considered effective when the amount of knowledge generated through it can be implied to improve the present practices of the education. Findings of the study revealed that there was found a significance difference role conflict between teachers having high occupational stress and teachers having low occupational stress. The findings of the present study further revealed that female teachers having high occupational stress have significantly lower role conflict than male teachers having high occupational stress. It was further found that the less experienced teachers having high occupational stress have significantly lower role conflict than less experienced teachers having high occupational stress. Counseling sessions should be organized for the teachers to give them ample opportunities to present themselves and to show their capabilities for taking decisions so that they may feel themselves capable of doing things independently and start believing themselves. Since teachers are valuable resources to educational institutes, management must invest significant resources in the assessment of their working environment both mental and physical, to maximize the quality of service delivery. To prevent the teachers from role conflict and occupational stress, it is suggested that many programmes and workshops should be organized in various teacher training institutes and schools as well.

*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

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*Dept. of Education, M.D. University Rohtak, Haryana. India

**Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

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