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ROLE CONFLICT AMONG FEMALE TEACHERS IN PRIMARY SCHOOLS OF SHIMOGA DISTRICT

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ABSTRACT

Women play an important role in the family and national development. But the female teachers are facing a lot of challenges in performing their roles in families and schools due to demands made by society on teachers. They have to allocate time and energy to their family and also to school roles. Hence, due to incompatible challenges of playing roles, role conflict emerges. Therefore the present study investigates whether female teachers of primary schools they are facing role conflict, if so, what level and what factors contributing for it. The area of the study has been confined to Shimoga District. The data for the present study collected from primary and secondary sources. 554 female teachers were selected through stratified random sampling method. Role conflict was measured by the Role Conflict scale developed and standardized by the researcher. The finding indicates that 50% of the teachers have average Role Conflict level and there is no significant difference in the role conflict among female teachers working in rural and urban school. Research found that there is a significant difference in the role conflict among female teachers with respect to Government, aided /private schools and permanent and guest teachers. Research also revealed that there is a significant difference in the Role Conflict among female teachers with respect to their work experience.



KEYWORDS : Role Conflict, Female Teachers.

INTRODUCTION :

Women play an important role in the family and national development. Primary school teaching is the single most important profession in the educational system. The school Teachers pass the knowledge, cultural values to children and also they prepare them to further education. But the female teachers face lot of challenges in performing their roles in family and school due to demands made by society on the teachers. They have to allocate time and energy to their family and school roles. Hence, due to incompatible challenges of playing roles, role conflict emerges. Therefore the present study investigates whether female teachers of primary schools they are facing role conflict, if so, what level and what factors are contributing for role conflict.

CONCEPT AND DEFINITION OF ROLE CONFLICT

Gilbert, et. Al., (1981) "Role conflict is experienced when the various role elements are perceived as nearly equal in importance".

Onyemah (2008) stated as "Role conflict is a feeling of being torn in multiple directions, unable to find a way to make every role partner satisfied".

NEED AND IMPORTANCE OF THE STUDY

Largely, the present study falls within the domain of sociology in general and the women study and also sociology of Education.

It is a task for women teachers in particular to cope with the changing societal demands with reference to their multi faced roles made upon them. Role conflict can also be explained in terms of the conditions of body and mind indicating tension, stress and frustration. This arises in women teachers because of profuse societal expectations. The problems of working women they have to work in the environments which are totally different from their home. Also distant place of work, low salaries are some of the trouble to work as a teachers. Under these circumstances it is difficult to perform their role efficiently in any sphere of life. So this study deliberately attempts to study the conflicting situations due to their changing role of working women teachers in their working schools teaching experience etc.

REVIEW OF RELATED LITERATURE

Seem Sareen and Sarita Kumari (2011). "Role conflict in Relation to emotional Intelligence of secondary school teachers". The main aim of the study was to compare the role conflict in male and female teachers. To compare mean scores of emotional intelligence of female and male teachers and also compare to mean scores of role conflict with regard to emotional intelligence. The major findings of the study were as follows, there were significant differences in role conflict of male and female teachers. Female teachers have significantly higher role conflict than their male teachers. The male teachers are emotionally more intelligent than female teachers. It was also found that the female teachers have high role conflict.

The study titled 'teacher perception of supervisory role in primary schools' by Y. A. Fasasi (2011). The data was collected from 330 teachers, there were three hypotheses formulated in the study. This study found that male and female teachers tend to have a similar perception of supervisory roles and teachers in urban and rural schools tend to be different in the supervisory roles. Study concluded that supervisory role perception among primary school teachers was influenced by the teacher's location of schools, years of experience

Julie Holliday Wayne, Nicholas Musisca, and William Fleeson (2002) in their study tried to find out the relationship between each of the five personality traits, conflict and facilitation between work and family roles. The samples of 2130 respondent were taken for study. The present study found that the work-family interface by providing three new insights. First, work and family roles influence one another positively rather than only negatively. The Second, that conflict between work and family was related to structural factors. Third one, while conflict had generally negative relationships to work-family outcomes, facilitation had positive relationships. This study highlighted that other research need to focus on the positive consequences of multiple role occupation.

Rachel Gali Cinamon, Yisrael Rich (2005) in their research paper entitled "Work –family conflict among female teachers" examined importance of work and family roles and effects of stress and support variables on work–family and family-work conflict. The researcher also examined effects of teacher's years of experience and school level on work family conflict. The study results showed that

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Junior high school teachers had the lowest levels of the two conflicts compared to elementary and high school teachers. Women teachers similar to their counterparts in other professions, they had a higher level of work family than family work conflict.

OBJECTIVES

The objectives of the study are;

- 1.To study the different Level of Role conflict among female teachers of primary schools.
- 2.To find out the difference in the mean score of role conflict among female teachers of primary schools with respect to locality of the schools.
- 3.To study the difference in the mean score of Role conflict among female teachers of primary schools with respect to their Type of School.
- 4.To study the difference in the mean score of Role conflict among female teachers of primary schools with respect to their work experience.
- 5.To study the difference in the mean score of role conflict among female teachers of primary schools with respect to Type of Job.

HYPOTHESES

- 1.There is no significant difference in the mean score of Role conflict among female teachers of primary schools with respect to their school locality.
- 2.There is no significant difference in the mean score of role conflict among female teachers of primary schools with respect to their Type of School.
- 3.There is no significant difference in mean score of Role conflict among Female Teachers of primary schools with respect to their work experience.
- 4.There is no significant difference in the mean score of Role conflict among female teachers of primary schools with respect to their Type of Job.

METHODOLOGY USED

Descriptive Survey type of method was adopted to carry out the research. Role conflict and demographic variables like school locality, type of school, work experience, Type of job were included in the present study.

SAMPLE

The population of the present study consisted of Female teachers of primary schools; those teachers are working in government, aided/ private schools in Shimoga District.

After getting importation and listing all the units of population of the teachers, stratified random sampling technique was adopted to select appropriate number of female teachers for the study. The stratification has been done of the basis of Taluk or Blacks of Shimoga district, rural and urban areas, Government and aided/private schools. Sample of the study consists of 554 female teachers. 82 female teachers from urban government schools, 137 urban aided/private schools, 267 teachers from Rural Government schools teachers and 69 female teachers from rural aided/ private schools in Shimoga District have been selected for the study.

TOOL USED FOR THE STUDY

Role Conflict Scale:

The Role conflict was measured with the construction of the five Point Scale which identified

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the different level of Role Conflict. This Role Conflict Scale for Female Teachers was developed and standardized by the researcher. Main areas of Role conflict are conflict Individual versus Family, Family versus Individual, Individual versus School, School versus Individual, Individual versus Society, Society versus Individual, Family versus School, School versus Family, Family versus Society, Society versus Family, School versus Society, Society versus School.

STATISTICAL TECHNIQUE USED

Descriptive Analysis: Percentage, Mean, Standard Deviation were used in the study and F-Ratio, 't' test technique has been used in the study.

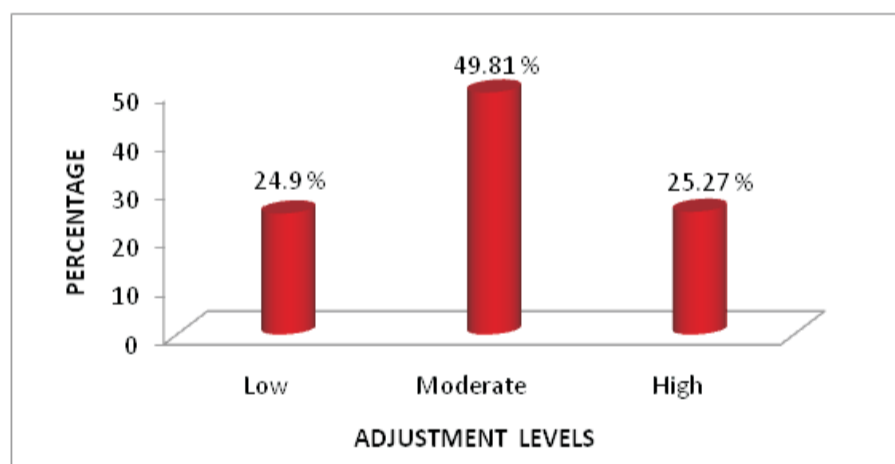
ANALYSIS AND INTERPRETATION

Objective 1: To study the different Level of Role Conflict among female teachers of primary schools.

Table 1: Table shows different Levels of Role Conflict among Female Teachers

Sl. No.	Level	C.I	Frequency	Percentage	Mean
1	78 below	Low	138	24.90	101.23
2	79-119	Moderate	276	49.81	
3	120 and above	High	140	25.27	
Total			554	100	

The above table 1 reveals that 24.90 % of the female teacher's Role Conflict level was in low, 49.81 % of the teacher's Role Conflict level was moderate and remaining 25.27 % of the female teacher's Role Conflict was high. Majority of the female teacher's Role Conflict was in moderate (M=101.23).



Graph 1: Different levels of Female Teacher's Role Conflict

Graph 1, illustrates that the role conflict of female teachers having Low Role conflict is 24.9 %, Moderate 49.81% and High Role conflict 25.27 % respectively. The figure also depicts that female teacher's Role Conflict has higher-moderate level 49.81.

Objective: 2. To find out the difference in the mean score of Role Conflict among female teachers of primary schools with respect to Locality of the School.

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In order to test this objective a null hypothesis is formulated as given below.

Hypothesis: H₁. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Locality of the School.

Table 2: Shows mean, SD, and 't' values of School Locality among Female Teachers of Primary Schools

TEACHERS ROLE CONFLICT	Locality of school	N	Mean	Std. Deviation	t-value	Remarks
	Rural	334	104.55	29.24	1.87	Not sig. at 0.05 level
	Urban	220	96.18	27.83		

The above table 2 reveals that the, obtained t-value is 1.87 which is less than the theoretical value. The obtained value of 't' is not significant at 0.05 level. Hence the Null Hypothesis is accepted That is, 'There is no significant difference in the Role Conflict among female teachers of primary schools with respect to their locality of school'.

Objective: 3. To study the difference in the mean score of Role Conflict among female teachers of primary schools with their Type of School.

In order to test this objective a null hypothesis is formulated as given below.

Hypothesis: H₂. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect of their Type of School.

Table 3: show Descriptive statistics of Teachers Role Conflict and Type of School

TEACHERS ROLE CONFLICT	Type of School	N	Mean	Std. Deviation
	Government	346	105.39	26.03
	Aided	61	107.06	36.31
	Unaided	147	89.02	28.77
	Total	554	101.23	28.95

The table 3, shows that the female teacher working in government schools (N=346) have mean score 105.39 and standard deviation 36.31. The female teacher working in Aided schools (N=61) they have mean score 107.06 and standard deviation 36.31. The female teacher working in Unaided schools (N=147) have mean score 89.02 and standard deviation 28.77 respectively.

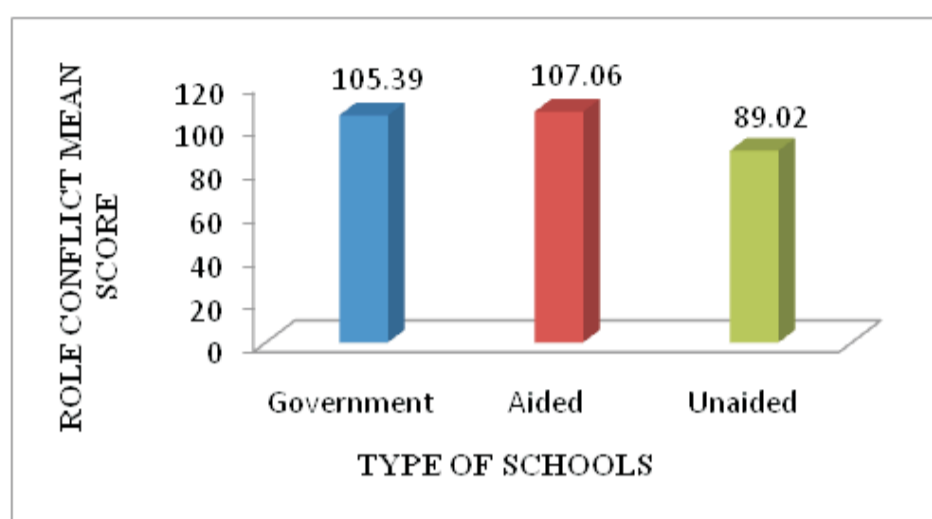
Table 4: show ANOVA results of Teachers Role Conflict with respect to their Type of School

TEACHERS ROLE CONFLICT	Sum of Squares	df	Mean Square	F	Remarks
Between Groups	29963.322	2	14981.661	19.028	sig. at 0.05 level
Within Groups	433820.172	551	787.332		
Total	463783.495	553			

From the above table 4, reveals that the obtained 'F' value is 19.028, which is statistically significant at 0.05 of significance. So null hypothesis is rejected and formulated the alternative hypothesis. That is, 'There is a significant difference in the role conflict among Female Teachers with respect to their Type of Schools'. It means that, there exists a significant difference in the mean score of

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Role Conflict among female teachers of Primary Schools with respect to Type of Schools.



Graph 2: shows Role Conflict mean difference in the Type of Schools

The above Graph 2, shows that the Government schools female teacher’s role conflict mean score is 105.39 and Aided schools female teacher’s role conflict mean is 107.06 and unaided schools female teacher’s role conflict mean score is 89.02 respectively. The figure also depicts that unaided schools Female teachers of primary schools have higher Role conflict than Unaided and Government schools Female teachers of primary schools.

Objective 4: To study the difference in the mean score of Role Conflict among female teachers of primary schools with respect to Type of Job.

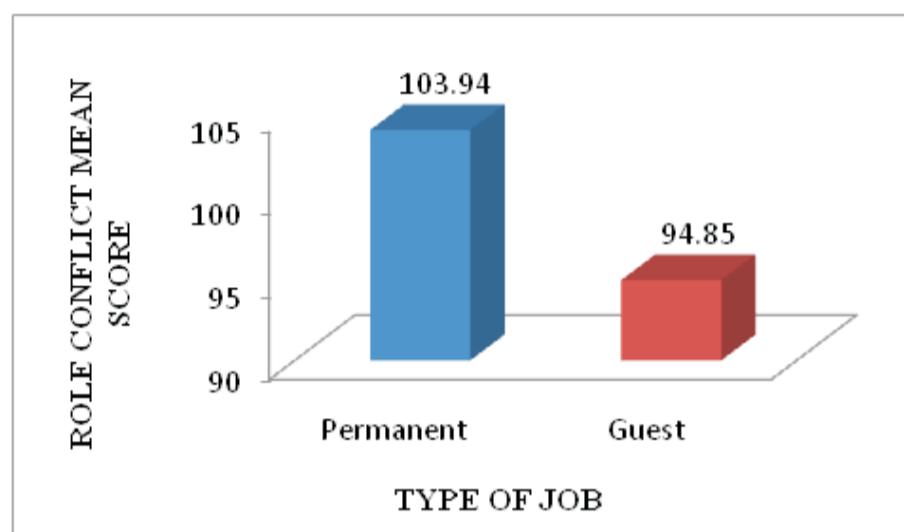
In order to test this objective a null hypothesis is formulated as given below.

Hypothesis: H₃: There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Type of Job.

Table 5: Shows mean, SD, and ‘t’ value of Type of Job among Female Teachers of primary schools

	TYPE OF JOB	N	Mean	Std. Deviation	t-value
TEACHERS ROLE CONFLICT	Permanent	380	103.94	26.86	3.199
	Guest	171	94.85	32.48	

The above table 5, reveal that the obtained t-value is 3.199 which is significant at 0.05 levels. So the null hypothesis is rejected and stated as ‘There is a significant difference in the mean score of Role conflict among female teachers of primary schools with respect to their Type of Job’.



Graph 3: shows Role Conflict mean difference in the Type of Job

The above Graph 3, shows that the permanent female teacher’s role conflicts mean score is 103.94 and Guest female teacher’s role conflict mean is 94.85. The figure also depicts that permanent Female teachers of primary schools have higher Role conflict than Guest Female teachers of primary schools.

Objective: 5. To study the difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Work Experience.

In order to test this objective a null hypothesis is formulated as given below.

Hypothesis: H₄. There is no significant difference in mean score of Role Conflict among Female Teachers of primary schools with respect to their Work Experience.

Table 6: Show Descriptive statistics of Teachers Role Conflict and Work Experience

Work Experience	N	Mean	Std. Deviation
1-5	155	96.18	32.54
6-10	69	104.78	29.33
11-15	72	110.01	32.23
16-20	127	98.30	24.53
21-25	77	101.66	23.74
26-30	36	102.27	22.49
31-35	18	112.77	32.59
Total	554	101.23	28.95

The table 6, shows that the female teachers who have 1 to 5 years experience (N=155) the mean score is 96.18 and standard deviation 32.54. The female teachers have 6 to 10 year experience (N=69) have mean score 104.78 and standard deviation 29.33 the female teachers who have 11 to 15 experience (N=72) have mean score 110.01 and standard deviation 32.23. The female teachers who have 16 to 20 years work experience (N=127) have mean score 98.30 and standard deviation 24.53. The female teachers who have 21 to 25 years work experience (N=77) have mean score 101.66 and

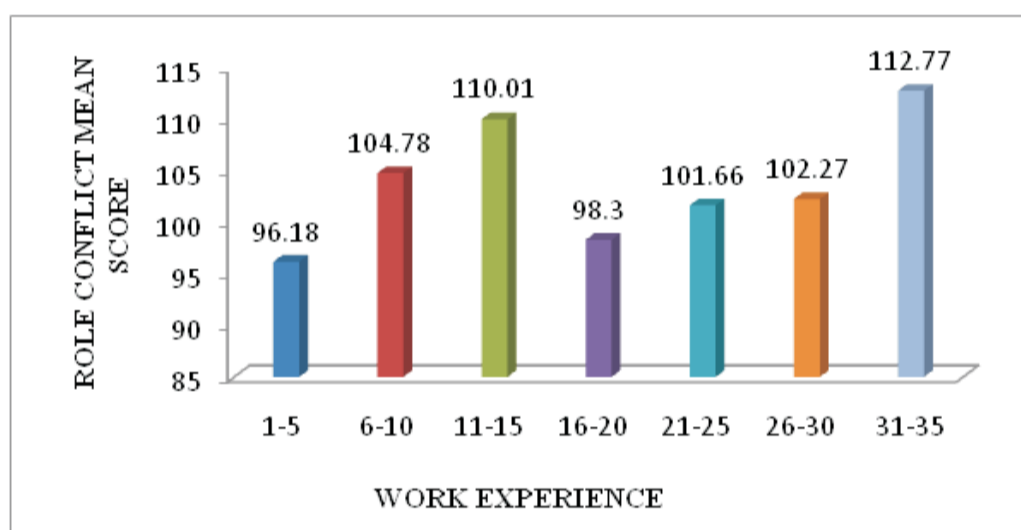
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standard deviation 23.74. The female teachers who have 31 to 35 experience (N=18) have mean score 112.77 and standard deviation 32.59 The female teachers who have 36 above work experience (N=4) have mean score 126.00 and standard deviation 2.00 respectively.

Table 7: show ANOVA results of Teachers Role Conflict with respect to their Work Experience

TEACHER ROLE CONFLICT	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13917.250	6	2319.542	2.820	Sig. at 0.05 level
Within Groups	449866.245	547	822.425		
Total	463783.495	553			

From the above table 4.32, indicates that the obtained 'F' value is 2.820, which is statistically Significant at 0.05 levels. So the null hypothesis is rejected and formulated the alternative hypothesis that is 'There is a significant difference in the Role Conflict among female teachers with respect to their Work Experience'. It means that, there exists a significant difference in the mean score of Female Teachers Role Conflict with Work Experience.



Graph 4: shows Role Conflict mean difference in Work Experience

The above graph 4, shows that the Work Experience of 1-5 years female teacher's Role Conflict mean score is 96.18 and 6-10 Work Experience of female teacher's Role Conflict mean is 104.78, 11-15 Experience of female teacher's Role Conflict mean score is 110.01, 16-20 work Experience of female teachers Role Conflict mean score is 98.3, 21-25 Work Experience of female teachers Role Conflict mean is 101.66, 26-30 Work Experience of female teachers Role Conflict mean score is 102.27, 31-35 Work Experience of female teachers Role Conflict mean score is 112.77 respectively.

FINDINGS OF THE STUDY

- 1.The Role conflict levels of the teacher where it had found that, 24.90%, 49.81 % and 25.27 % of the teachers having Low, Moderate and High Role conflict respectively. It can be concluded that nearly the 50% of the teachers have average Role conflict level. Overall Role conflict (N=554) have mean 101.2347 respectively.
- 2.There is no significant difference in the Locality of working school.
- 3.There is a significant difference in the Role Conflict among female teachers with respect to their Type

of School.

4. There is a significant difference in the mean score of Role Conflict among female teachers of primary schools, with respect to their Type of Job.

5. There is a significant difference in the Role Conflict among female teachers with respect to their Work Experience.

IMPLICATIONS

- ✦ A proper Adjustment should be taken by family members and co-teachers of the female teachers.
- ✦ Compared to Unaided schools, Government/ aided school teachers have more Role Conflict. Hence, the work load of the female teachers may reduce.
- ✦ Arrange Consoling service for female teachers to reduce Role Conflict.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The present study has stressed only on Role Conflict among female teacher's, Further research can be done on comparative study between male and female teachers, However, other study can compare primary school teachers with High school Teachers. Furthermore, a study on the effect of Role Conflict in home and school can be done and Co-relational study also possible like Role Conflict related variables role strain.

CONCLUSION

In conclusion, we have verified that type of job, work experience, type of school has difference in Role Conflict among female teachers and also it's effecting. Thus the improvement of school environment is important for teachers role play effectively.

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