



Teaching and Beyond a Gendered Perspective on Role Conflict in Primary Schools

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ABSTRACT

The present study aims to examine role conflict among male and female primary school teachers. The objective is to assess the extent of role conflict experienced by both genders and analyze any significant differences. The study hypothesizes that there is no significant difference between male and female primary school teachers in terms of role conflict dimensions. The sample consists of 50 primary school teachers from Jalna District, Maharashtra. Among them, 25 are male and 25 are female teachers. The participants belong to the age group of 25 to 58 years. The study employs a quota sampling method to ensure balanced representation. The independent variable in this study is gender, categorized as male and female primary school teachers, while the dependent variable is role conflict. A simple research design is used for this investigation. The data collection tool employed is the Role Conflict Scale developed by S. P. Gupta. Statistical analysis includes mean, standard deviation (SD), and t value to determine differences in role conflict between male and female teachers. The study findings suggest that female primary school teachers experience higher role conflict than their male counterparts. This may be due to multiple responsibilities, including professional and personal commitments. The research highlights the need for supportive policies and interventions to help teachers manage role conflict effectively.

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

INTRODUCTION

Role conflict refers to the complex and often challenging situations that arise when individuals find themselves juggling multiple roles simultaneously within a social system. This concept has been extensively examined by sociologists and social psychologists, who note that every individual typically occupies various positions or roles, each with its own set of expectations. These expectations can frequently come into conflict, becoming incompatible, inconsistent, contradictory, or at times, entirely irreconcilable. As a result, an individual may struggle to meet these differing demands, faced with the difficult decision of prioritizing one



role over the others. This can manifest in several ways: an individual might abandon one role in favor of another, seek a compromise that allows them to partially fulfill both roles, or even psychologically or physically detach from some roles entirely. The outcome is often a state of psychological distress known as role conflict.

Pandit and Upadhaya (2012) provide a conceptual framework for understanding role conflict, particularly within the context of working women, illustrating how these women navigate various responsibilities simultaneously. Their research outlines the different dimensions of role conflict experienced by working women, who might simultaneously fulfill the roles of a daughter, wife, and professional. Each of these roles brings its own set of expectations, leading to a painful emotional state rooted in the unpredictability of these conflicting demands.

In the realm of education, role conflict emerges as a significant concern for teachers, who often face an overwhelming array of expectations from diverse stakeholders, including students, parents, administrators, and the wider community. The burden of these overlapping expectations can create a sense of dissonance for educators, as they strive to fulfill their primary duty of teaching while simultaneously addressing the demands imposed by various parties. Research indicates that not all expectations for teachers are universally accepted or shared, leading to instances of non-consensual expectations. Many scholarly studies have delved into this phenomenon, focusing on the norms surrounding teacher behavior and interpreting their findings as evidence of role conflict. The literature has suggested several distinct forms of role conflict that educators encounter, further complicating their professional landscape and emotional well-being.

REVIEW OF LITERATURE:-

In her 2011 study, Jena examined the role conflict experienced by male and female school teachers, concluding that there are no significant differences between the two genders in this regard. This was further explored in Kaur's 2014 research, which revealed that there were notable differences in work motivation and role conflict among various groups of teachers, including those based on gender, as well as private versus government employment.

Gupta and Nain (2016) also contributed to this discourse by demonstrating significant disparities in role conflict between male and female teacher educators, highlighting the unique challenges faced by each gender in the educational sector. However, Gupta and Kumari (2018)



found contrasting results, indicating that male and female secondary school teachers exhibited similar levels of role conflict, although their analysis showed that male teachers reported lower levels of role conflict compared to their female counterparts.

In a more recent study, Nipunta Kaur and Amita Kaistha (2020) investigated the experiences of primary school teachers and discovered significant gender differences in role conflict, revealing that male primary school teachers experienced higher levels of role conflict than female teachers. This finding contributes to the understanding of how gender dynamics operate within educational settings.

Research by Helen and Marilyn (2000) explored the intricate interplay of gender, gender roles, and occupation, revealing that women tend to face greater challenges related to role conflict, particularly balancing the demands of their professional responsibilities with domestic expectations. Their study illustrated that women encountered more significant gender role conflict compared to men.

Abraham's 2005 research highlighted an interesting trend wherein women employed in traditionally female-dominated occupations reported experiencing higher levels of role conflict than those in male-dominated fields. Notably, the findings suggested that female professors experienced less role conflict than their secondary school teacher counterparts, underscoring the influence of vocational context on role conflict experiences among women.

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.

Research Methodology

Sample:

The current study focused on a sample of Primary School Teachers from the Jalgaon District in Maharashtra. A total of 100 teachers participated, consisting of 50 male and 50 female educators. The age range of the participants was between 25 to 45 years, ensuring a



diverse representation in terms of both gender and age. To select this sample, the researchers employed a quota sampling method, which aimed to achieve a balanced representation of male and female teachers within the specified age group. This approach allowed for a comprehensive analysis of the perspectives and experiences of primary school educators in the region.

Research Design:

Simple Design was used.

Variables-

Independent variable- Gender- 1) Male Primary School Teachers

2) Female Primary School Teachers

Dependent variables- Role Conflict

Research Tools-

1) 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 using descriptive statistical techniques, i.e., mean and standard Deviation, and ANOVA was done 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 1: Mean, SD, and F Value of Male and Female Primary School Teachers by Role Conflict Dimension.

Factor	Gender	Mean	SD	N	df	t Value	Sign.
Role Conflict	Male Primary School Teachers	78.96	4.56	50	98	7.75**	0.01
	Female Primary School Teachers	86.35	4.96	50			

*Significant at 0.01** = 2.62, 0.05* = 1.98*

The mean score for male primary school teachers on the role conflict scale is 78.96 with a standard deviation of 4.56, whereas female primary school teachers have a higher mean score of 86.35 with a standard deviation of 4.96. This suggests that female teachers experience greater role conflict than their male counterparts. The higher mean value for female teachers implies that they face more challenges in balancing multiple responsibilities, likely due to societal expectations and additional domestic duties.

To test the significance of this difference, an independent samples t-test was conducted. The obtained t-value is 7.75, which is highly significant at the 0.01 level ($p = 0.01$). The degrees of freedom (df) for the test is 98, which confirms the robustness of the analysis. Given that the calculated t-value (7.75) is much higher than the critical value at both the 0.01 significance level (2.62) and 0.05 significance level (1.98), the null hypothesis stating that there is no significant difference between male and female teachers in terms of role conflict is rejected.

These findings indicate that female primary school teachers experience significantly higher role conflict than male teachers. This may be attributed to their dual responsibilities in both professional and personal life, leading to increased stress and difficulty in managing



work-life balance. The results highlight the need for policies and support systems to mitigate role conflict, particularly for female teachers, to enhance their professional well-being and job satisfaction.

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