

## ROLE CONFLICT AMONG WOMEN TEACHERS IN RELATION TO THEIR PERFORMANCE

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### **Abstract**

*The main purpose of this study was to identify the levels of role conflict among women teachers. The study also determined the relationship between role conflict and performance of women teachers. Further the study examined the influence of demographic variables like marital status and family structure of women teachers on role conflict. 100 women teachers teaching at secondary level were randomly selected as sample from the Bhopal district. Self made scales of Role Conflict Scale for women teachers and Teacher's Performance Scale were used to collect data. The obtained data was analyzed using SPSS (Statistical Package for Social Sciences). The study revealed that the women teachers teaching at secondary level experience high role conflict. The study also revealed that role conflict has a negative relationship on performance of women teachers. Based on the implication of the research findings, several suggestions are put forward.*

**Keywords:** Role Conflict, teacher's performance and women teachers.

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## Introduction

The deplorable condition of women remains unchanged throughout the ancient periods. But after independence, the Indian women realize and regain her legitimate status. In this duration, some important changes were occurred in socio-economic status of women and their social relationships. The United Nations Organizations reaffirmed faith in the fundamental human rights, in the dignity and worth of the human beings and also equal rights of men and women. Post Independence period brought much success to women who till now were striving hard to get their due. Many drastic changes in women's work and family roles brought about tangible implications for employments and family policy.

Women are taking more employments in the entire field by breaking the socio-psychological barrier. They are employed as teachers, doctors, lawyers, nurses, engineers, journalists, officers in the government sector as well as non government sector. Teaching have been a most respectable job for women, therefore most of the women are employed as a school teachers. As a school teacher, the role of woman is important as she makes noteworthy contribution in the holy task of building the future of the country. As woman teachers perform more than one role simultaneously, so multiplicity of roles is inevitable among them which create conflict regarding their roles. The cycle of role conflict goes on between expectations of others and expectations by one self. In addition to her usual jobs a women teacher has to discharge a number of duties and responsibilities related to her specific roles. The performances of simultaneous and incompatible duties give rise to role conflict. It is generally felt that a married woman teacher experience greater conflict than unmarried and non working women to her family roles and job roles. It may be because of the simultaneous and incompatible nature of roles.

Within the context of occupational stress, teacher's role conflict has undoubtedly become an area of major interest to educationist. Accompanying conflicting demands such as family role and school roles like meeting with parents, grading evaluating students can produce role conflict for teachers.

## Rationale of the Study

Being a teacher, women cannot carry out efficiently each of her roles as a wife, mother, teacher, housewife and social being. Many times, she suffers from guilty and conscience and finds herself

tor between home, school and society. Due to the non co-operative attitude of her family members she becomes more anxious. **Devi (1993)** studied the role conflict among women teachers in relation to marital status and types of family in women teachers. The findings of the study were that married women teachers experience high role conflict than the unmarried women teachers. The results also revealed that women teachers belonging to nuclear family experience more role conflict in comparison to women teachers belonging to joint family. This condition creates social and psychological problems. A teacher can teach well and perform well if she is happy and satisfied. The maladjustment of a teacher significantly affects her home role, job role and social role which is in turn may affect her overall performance. **RamGopal (1987)** studied the role conflict and its effect on role performance of extrovert and introvert school teachers. The finding of the study was that the high role conflict resulted in poor performance and low role conflict resulted in better role performance among extrovert and introvert teachers. The women teachers under the conflict may not fulfill their duties and responsibilities according to the demands. This may affect their dedication to work and their performance at job. So the need was felt to conduct a research on the phenomenon of role conflict of women teachers.

Keeping in view the importance of variables the present study aims to find out the levels of role conflict among women teachers. It also aims to study the relationship that exists between role conflict and performance.

### Objectives of the Study

1. To identify the levels of role conflict of women teachers.
2. To find out the influence of role conflict on performance of women teachers.
3. To compare the role conflict between married and unmarried women teachers.
4. To compare the role conflict between the women teachers belonging to nuclear and joint family.

### Hypotheses of the Study

**H<sub>0</sub> 1** There is no significant difference between the performance of women teachers belonging to high role conflict group and low role conflict group.

- H<sub>0</sub> 2** There is no significant difference in levels of role conflict between married and unmarried women teachers.
- H<sub>0</sub> 3** There is no significant difference in levels of role conflict between women teachers belonging to nuclear and joint family.
- H<sub>0</sub> 4** There is no significant relationship between role conflict and performance of women teachers.

## Research Methodology

### Sample

A sample of 100 women teachers teaching at secondary level was randomly selected from the schools of Bhopal District. Apart from these 50 students was randomly selected from the classes to whom the above women teachers were teaching. Due representation was ensured to the various strata viz marital status and type of family.

### Tools

For the collection of data Role Conflict Scale for women teachers (RCS) and Teacher's Performance Scale (TPS) developed by the researcher itself. The reliability and validity of the self made scales were determined by the researcher.

### Statistical Technique

The data obtained was treated with statistical technique such as t-test and Product-moment correlation for the analysis and interpretation.

### Analysis and Interpretation

The role conflict of women teachers was assessed through the Role conflict scale. The obtained scores were categorized into two levels i.e. high role conflict group and low role conflict group. The criterion was used Mean  $\pm$  Standard deviation on total score of role conflict. The scores 72 above were determined as high role conflict group and the scores below 48 were determined as low role Conflict group.

**Table 1.1**

*Percentage of Women Teachers having Different Category of Role Conflict*

Category of Role conflict	N	Percentages
High Role conflict	58	58%
Low Role Conflict	35	35%

According to above table 1.1, it was found that majority of women teachers' i.e.58% found to have high role conflict and 35% women teachers were having low role conflict. As the only 7% of the women teachers were having moderate role conflict, therefore the moderate category was not considered.

**Testing of H<sub>0</sub> 1**

There is no significant difference between the performance of women teachers belonging to high role conflict group and low role conflict group.

**Table 1.1**

*Comparison of Mean Scores of Performance of Women Teachers Belonging to High Role Conflict Group and Low Role Conflict Group*

Group	N	M	SD	t
High Role conflict	100	59.87	12.76	5.25*
Low Role conflict		68.92	11.58	P<0.05

The data presented in table 1.1 reveals that the value of 't' (P<0.05, df=98) at 0.05 level of confidence was found to be significant. Therefore, the hypothesis "There is no significant difference between the performance of women teachers belonging to high role conflict group and low role conflict group" was rejected. This shows that women teachers of high role conflict group and low role conflict group were differ significantly on performance.

**H<sub>0</sub> 2** There is no significant difference in levels of role conflict between married and unmarried women teachers.

**Table 1.2**

*Comparison of Mean Scores of Role Conflict between Married and Unmarried Women Teachers*

Variables	Group	N	M	SD	t
Marital Status	Married	66	41.32	9.96	2.98*
	Unmarried	34	35.58	7.14	P<0.05

The data presented in table 1.2 reveals that the value of 't' (P<0.05, df=98) at 0.05 level of confidence was found to be significant. Therefore, the hypothesis "There is no significant difference in levels of role conflict between married and unmarried women teachers" was rejected. This shows that married and unmarried women teachers were differ significantly on role conflict.

**H<sub>0</sub> 3**

There is no significant difference in levels of role conflict between women teachers belonging to nuclear and joint family.

**Table 1.3**

*Comparison of Mean Scores of Role Conflict of Women Teachers Belonging to Nuclear Family and Joint Family*

Variables	Group	N	M	SD	t
Family type	Nuclear Family	72	57.10	12.82	4.52*
	Joint family	28	44.43	11.90	P<0.05

The data presented in table 1.3 reveals that the value of 't' (P<0.05, df=98) at 0.05 level of confidence was found to be significant. Therefore, the hypothesis "No significant difference is found in levels of role conflict between women teachers belonging to nuclear and joint family" was rejected. This shows that women teachers belonging to nuclear family and joint family were differ significantly on role conflict.

**H<sub>0</sub> 4**

There is no significant relationship between role conflict and performance of women teachers.

**Table1. 4**

*Coefficient of Correlation between Role Conflict and Performance of Women Teachers*

Variables	N	r
Role conflict	100	-0.197*
Teacher's performance		

The numerical figures in table 1.4 reflects that the relationship between role conflict and performance of women teachers. A negative and statistically significant coefficient of correlation was found. The value of 'r' is required to be significant at 0.05 level of confidence with 98 degree of freedom was 0.195. The relationship between role conflict and performance of women teachers was found -0.197. This value indicates a significant and negative relationship between the role conflict and performance of women teachers. Therefore, the hypothesis "There is no significant relationship between role conflict and performance of women teachers" was rejected.

**Results of the Study**

Out of the sampled women teachers 58 % women fell in high role conflict group whereas only 37% women teachers belongs to low role conflict group. The finding suggests that majority of the women teachers of secondary level were experience high level of role conflict. Women teachers of high role conflict group and low role conflict group differed significantly on performance. Women teachers belonging to low role conflict group were found better in performance as compared to women teachers belonging to high role conflict group. Married and unmarried women teachers differed significantly on role conflict. Women teachers belonging to nuclear family and joint family differed significantly on role conflict.

**Conclusions and Educational Implications**

The phenomenon of role conflict is prevailing in women teachers teaching at secondary school. The level of role conflict varies among women teachers. It is concluded that role conflict negatively influence the performance of teachers. Variables such as marital status and family

structure under the demographic variable contribute to role conflict among women teachers. The findings of the study suggest that the role conflict among women teachers negatively contributes performance. It becomes necessary that the educational functionaries realize the fact and make cautious efforts that a level of role conflict amongst women teachers is kept to minimum in order to extort the best possible outcomes. Educational administrators should understand and realize the teacher's family background and allocate the duties and responsibilities in such a way to avoid under pressure on women teachers. This will result into an improved school environment and better out-put. Women teachers must recognize the fact that they have to undertake dual role. A serious thinking and planning towards time management may unfasten the ways to overcome role conflict. Better Performance is the urgent need for the revision and renewal of quality of secondary school teachers. Therefore, competencies of women teachers should be enriched and enhanced from time to time to facilitate the effectiveness in their performance.

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