Comparative Study Of Domestic, Social And Work Role Conflict Among Female Teachers

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ABSTRACT

A woman teacher, being a working woman, has to perform a number of duties and responsibilities related to her specific roles in addition to her usual jobs. Traditionally, men were the breadwinners in the household, and women were caretakers. The present study was carried out on TGTs women teachers of senior secondary, private and government schools in Bilaspur. In order to achieve the objective of the present study, only one district, Bilaspur, was selected out of twelve districts by random sampling. Schools were selected by convenient sampling. A sample of 100 women teachers working as TGTs in government and private schools was purposefully taken for the present study. The investigator used a self-constructed research tool to measure the role conflict among female teachers. The t-test was used to analyse the collected data. The major findings of the study showed that a significant difference was found in domestic and work role conflict, while no significant difference was found in social role conflict among female teachers working in private and government schools.

Keywords: Role Conflict, Domestic Role Conflict, Social Role Conflict, Work Role Conflict, Female Teachers

INTRODUCTION

Women are an integral part of the world and they play a crucial role in the socioeconomic welfare of the family and thus the entire nation. Traditionally, men were the breadwinners in the household, and women were caretakers. A woman's role has evolved dramatically and is having a significant impact in our society today. In today's world, women do a variety of jobs based on their socioeconomic status, the number of people in their household, the type of their occupational activity, and a number of other aspects. In addition to her role as a teacher, a woman must perform a variety of other duties within her personal life. A woman must balance her professional responsibilities as a teacher with her personal life responsibilities, such as her roles as a mother, wife, daughter-in-law, and social person. While the professional career lifestyle enables women teachers to pursue both their professional and family interests, it also introduces unique issues and challenges not found in typical homes. Women, not only teachers but also those who worked outside, had difficulty adjusting to their roles at home and work. The home and family have traditionally played a crucial role in shaping women's occupational status. Home and work responsibilities are two distinct worlds, separated not only physically but also spiritually, as each has its own set of values and norms of conduct. A woman's job role coincides with her family role. Between these two roles, she follows the social rules established by society. She manages all of her home and work commitments on her own, which causes a great deal of worry and pressure. On the other hand, if she fails to effectively manage her dual responsibilities, it could result in accusations of inefficiency and conceit, guilty consciences, and a conflict between her home and work. If this situation is left unattended, working women may experience

role conflicts. Role conflict can be defined as the perceived incompatibility of expectations for multiple roles or positions in society. It occurs when an individual struggles to balance multiple roles. Women teachers assume numerous duties at home and at work, which causes role conflict at all stages of the family life cycle. The role conflict and adjustment level of female teachers at home and school are complex and vary from person to person. A woman teacher, being a working woman, has to perform a number of duties and responsibilities related to her specific roles in addition to her usual jobs. Sometimes these duties and obligations are conflicting, resulting in role conflict.

REVIEW OF LITERATURE

Rajakala and Sampath (2015) studied the correlation between work-life balance and work-family conflict among school teachers in Gandravakottai Taluk, Pudukottai District, Tamil Nadu, India. The correlation results revealed that there is no significant association between work-life balance and work-family conflict among the school teachers.

Indu Nain (2016) conducted a study named 'Role Conflict, Professional Commitment, and Life Satisfaction of Teacher Educators in Relation to Their Type of Institution, Academic Stream, and Locus of Control' and found that the government-aided B.Ed. colleges teacher educators belonging to the Science stream faced a significantly lower degree of role conflict than the Arts stream teacher educators. Also, the self-financing B.Ed. colleges teacher educators belonging to the Science stream possessed higher role conflict than the government-aided B.Ed. colleges teacher educators belonging to the Science stream.

Vani (2016) conducted a sociological study titled "Role Conflict among Female Teachers in the Primary School of Shimoga District." The research employed descriptive, correlational, and comparative methods. The data were collected through questionnaires and standard tools. The study's findings indicate that female teachers with a moderate socioeconomic status experience a higher level of role conflict compared to those with a low or high socioeconomic status in primary schools. Poor-adjustment in primary schools, female teachers with poor adjustment experience more role conflict than those with moderate adjustment. Female teachers with moderate job satisfaction have a higher level of role conflict than those with low and high job satisfaction. The result also shows a negative moderate relationship between adjustment, job satisfaction, and role conflict among female teachers in primary schools. Interpretations suggest that an increase in adjustment and job satisfaction leads to a decrease in conflict, and vice versa.

Neelam (2017) in her study "Work-Family Conflict among Married Female Teachers in Relation to Job and Family-Related Variables," found that married female trained graduate teachers (TGTs) possessed an average level of overall work-family conflict, work-to-family conflict, and family-to-work conflict. Married female trained graduate teachers (TGTs) working in private schools had more 'overall work-family conflict' as compared to married female trained graduate teachers (TGTs) working in government schools. Married female trained graduate teachers (TGTs) having a contractual job had more 'overall work-family conflict' as compared to married female trained graduate teachers (TGTs) having a regular job. Married female trained graduate teachers (TGTs) with high job satisfaction experienced more overall work-family conflict compared to those with average job satisfaction. On the other hand, 'overall work-family conflict' was more prevalent among married female trained graduate teachers (TGTs) with low job satisfaction compared to those with high job satisfaction. Further, married female trained graduate teachers (TGTs) with a low level of job satisfaction experienced more 'overall work-family conflict' than married female trained graduate teachers (TGTs) with an average level of job satisfaction.

Sana and Aslam (2018) investigated the effect of role ambiguity and role conflict on predicting work-family conflict among teachers. The results showed a positive relationship between work-family conflict and the WFC, as well as family-to-work conflict. Moreover, there was a positive correlation between work-family conflict and role ambiguity, and a negative correlation between work-family conflict and role conflict. Furthermore, role ambiguity positively predicted the WFC, whereas role conflict negatively predicted it.

Iqbal et al. (2020) studied work-family conflict among elementary school teachers. Conflict was found among elementary school teachers. Gender, location, and qualification were observed to be the sources of variation, but marital status, experience, and age had no effect on WFC in elementary school teachers.

Muasya (2020) studied stressors and work-family conflict among female teachers in urban public schools in Kenya. The results of the study revealed that the key stressors that predicted WFC were the location of the school, the number of children in the household, the time spent on school-related work at home during the week, and the average class size. Marital status, the age of the participant, the age of the oldest child, years of teaching practice, and the presence of a domestic worker were not significant regression predictors of WFC.

Al-Alawi et al. (2021) studied the effects of work-family conflict, family-work conflict, and work-life balance on Saudi female teachers' performance in the public education sector with job satisfaction as a moderator. The results showed that work-life balance and job satisfaction have a positive and highly significant impact on employee performance, whereas work-family conflict has a positive but not significant effect. However, family-work conflict revealed a significant negative impact on employee performance.

Gupta et al. (2021) conducted a study on work-family conflict among married teachers in urban Meerut. The study found that family-work conflict was more prevalent than work-family conflict. The study's findings indicated that teachers experienced more friction with their family roles than they did with their work roles.

Pervez et al. (2022) conducted a study to find the relationship between teachers' job performance and role conflict, role ambiguity, and burnout in public schools in Lahore and found that there was no significant relationship between teachers' job performance and role conflict, role ambiguity, and burnout in public schools in Lahore.

Qiaolan and Man (2023) studied the relationship between work-family conflict and job satisfaction among female university teachers in China. The results of the study showed that work-family conflict has a significant negative predictive effect on job satisfaction; job burnout fully mediates the relationship between work-family conflict and job satisfaction; perceived organisational support moderates the relationship between work-family conflict and job burnout; and the stronger the perceived organisational support, the weaker the negative predictive effect of work-family conflicts on job satisfaction.

METHODOLOGY

OBJECTIVES OF THE STUDY

1. To compare the Domestic Role Conflict among female teachers working in private and government schools.
2. To compare the Social Role Conflict among female teachers working in private and government schools.
3. To compare the Work Role Conflict among female teachers working in private and government schools.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference in the Domestic Role Conflict of female teachers working in Government and Private schools.
2. There will be no significant difference in the Social Role Conflict of female teachers working in Government and Private schools.
3. There will be no significant difference in the Work Role Conflict of female teachers working in Government and Private schools.

RESEARCH METHOD

For conducting present study, descriptive survey method was used by investigator to collect the data.

SAMPLING TECHNIQUE

The present study was carried out on TGTs women teachers of senior secondary private and government schools of Bilaspur. In order to achieve the objective of present study only one district Bilaspur was selected out of twelve districts by random sampling. Schools were selected by convenient sampling. A sample of 100 women teachers working as TGTs in government and private schools was purposively taken for the present study.

VARIABLES OF THE STUDY

For the present study type of school was taken as Independent Variable and Domestic, Social and Work Role Conflict were taken as Dependent Variables.

TOOL USED FOR DATA COLLECTION

Self-developed tool was used by the investigator for the collection of desired data.

STATISTICAL TECHNIQUE

't'-test was used to find out the significance of the difference in mean scores of role conflict among female teachers working in Government and private schools.

ANALYSIS AND INTERPRETATIONS

Criterion Table Showing Various Levels of Role Conflict Among Female Teachers Working in Government and Private Schools

Sr. No.	Score	Level of Role Conflict
1.	41-68	High
2.	69-95	Moderate
3.	96-123	Low

Therefore, it is evident from the criterion table that a higher score corresponds to a lower role conflict, and a lower score corresponds to a higher role conflict.

- **To compare the Domestic Role Conflict among Female Teachers in Relation to Type of School**

Table 1.1

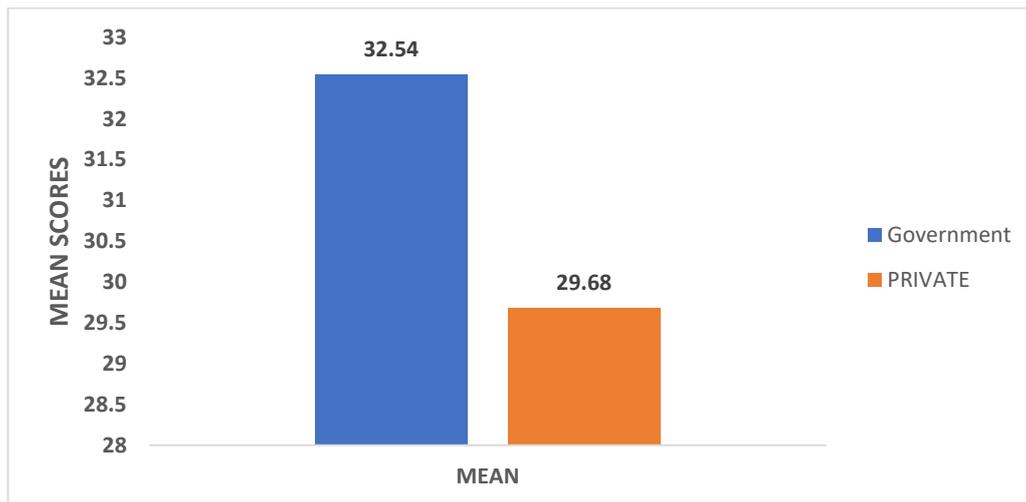*Comparison of Domestic Role Conflict among Female Teachers in Relation to Type of School*

Type of School	N	Mean	Std. Deviation	t-value	df	Result
Government	50	32.54	4.00	3.27	98	Significant*
Private	50	29.68	4.69			

*Significant at 0.01 level of significance

Hence, on the basis of above results, it can be interpreted that female teachers working in government and private schools differ significantly in their Mean scores of Domestic Role Conflict. Thus, the null hypothesis number 1 which states, "There will be no significant difference in the Domestic Role Conflict of female teachers working in Government and Private schools" is rejected.

Figure 1.1

Comparison of Mean Scores of Domestic Role Conflict among Female Teachers in Relation to Type of School

Therefore, it can be concluded that there is a significant difference of Domestic Role Conflict among female teachers working in Government and Private schools. It is clear that female teachers working in Private schools have High Domestic Role Conflict than the female teachers working in Government schools (Fig. 1.1).

- **To compare the Social Role Conflict among Female Teachers in Relation to Type of School**

Table 1.2

Comparison of Social Role Conflict among Female Teachers in Relation to Type of School

Type of School	N	Mean	Std. Deviation	t-value	df	Result
Government	50	17.56	2.45	1.31	98	Non-Significant*
Private	50	16.92	2.40			

*Non-Significant at 0.05 level of significance

Table no. 1.2 shows that the t-value calculated for the Social Role Conflict among female teachers in relation to type of school came out to be 1.31 which is less than the table value 1.98 for degree of freedom 98, at the 0.05 level of significance. Thus, the calculated t-value is non-significant at 0.05 the level of significance. Hence, on the basis of above results, it can be interpreted that female teachers working in Government and Private schools does not differ significantly in their Mean scores of Social Role Conflict.

Thus, the null hypothesis number 2 which states, "There will be no significant difference in the Social Role Conflict of female teachers working in Government and Private schools" is accepted.

Therefore, it can be concluded that there is no significant difference of Social Role Conflict among female teachers working in Government and Private schools.

- **To compare the Work Role Conflict among Female Teachers in Relation to Type of School**

Table 1.3

Comparison of Work Role Conflict among Female Teachers in Relation to Type of School

Type of School	N	Mean	Std. Deviation	t-value	df	Result
Government	50	25.44	2.88	2.58	98	Significant*
Private	50	23.84	3.28			

*Significant at 0.05 level of significance

It is evident from the table no. 1.3 that the t-value calculated for the Work Role Conflict among female teachers in relation to type of school in which they are working came out to be 2.58. The calculated t-value (2.58) is significant at 0.05 level of significance.

Hence, on the basis of above results, it can be interpreted that female teachers working in Government and Private schools differ significantly in their Mean scores of Work Role Conflict.

Thus, the null hypothesis number 3 which states, "There will be no significant difference in the Work Role Conflict of female teachers working in Government and Private schools" is rejected. It is clear that female teachers working in Private schools have high work role conflict than the female teachers working in Government schools (Fig. 1.2).

Figure 1.2

Comparison of Mean Scores of Work Role Conflict among Female Teachers in Relation to Type of School
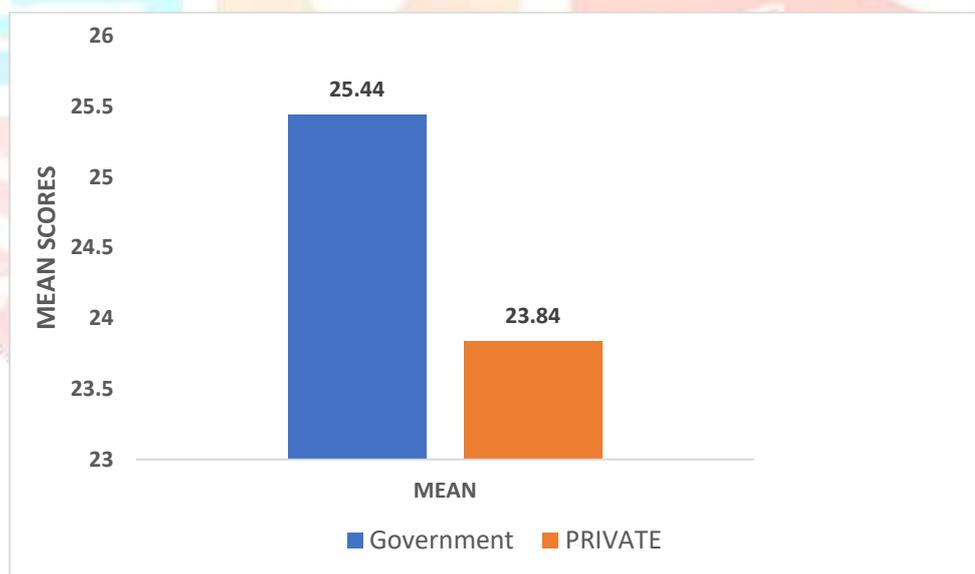
CONCLUSION

From the findings of the study, it is evident that there is a significant difference in Domestic Role Conflict among female teachers working in Government and Private schools. It is clear that female teachers working in Private schools have a Higher level of Domestic Role Conflict than female teachers working in Government schools. The findings also show that female teachers working in Government and Private schools do not differ significantly in their Mean scores of Social Role Conflict. It can be concluded that there is no significant difference in Social Role Conflict among female teachers working in Government and Private schools. It can also be concluded from the results of the study that female teachers working in Private schools have a higher Work-Role Conflict than female teachers working in Government schools.

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