



Research Article

OCCUPATIONAL STRESS AS THE MAJOR DETERMINANT OF ROLE CONFLICT AMONG TEACHERS: AN EMPIRICAL STUDY

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ABSTRACT

The aim of this study was to investigate the role conflict on the basis of occupational stress and gender among secondary school teachers. Role conflict was treated as dependent variable whereas occupational stress (more and less) and gender (male and female) 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. Two-Way ANOVA with 2x2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumptions of homogeneity of variance for ANOVA. There was found a significant main effect of occupational stress; and gender on role conflict of secondary school teachers. A significant interaction effect of occupational stress and gender was reported on role conflict of secondary school teachers. The findings of the present study suggested that the employers and administrators should supervise the institutions in such a way to keep the level of role conflict and occupational stress among teachers at minimum so that maximum productivity and effectiveness can be obtained from the teachers.

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INTRODUCTION

Education is considered to be the most powerful instrument for bringing about the desired changes in the society. In any country, education is charged with the twin responsibility of conserving the country's traditional culture, initiating healthy social change and progressive modernization. The quality of nation relies upon the quality of its citizens. The quality of the citizens in a critical sense is depend on the quality of their education. The quality of their education depends upon quality of their teachers and the quality of teachers depends extremely upon the quality of their own education (Barrington, 1963)^[2].

Teaching, a profession that creates all other profession, has been regarded as the most significant and noblest social service since centuries. Teaching profession has historically been perspected as the label of affection and kindness. Nowadays, it 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^[19]; Sage, 1987)^[25]. 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 inter role 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)^[22] revealed that married women were subjected to more role conflict than unmarried/single women. Douglas (2008)^[5] 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)^[27]. Benni (2011)^[3] revealed that role conflict decreased with the increase of age, education, length service and income.

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

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in order to meet their job needs. Job stress has destructive consequences on both individual and organization (Larson, 2004^[11]; Malik, 2011^[14]). The negative effects of stress on individuals are tiredness, depression, anxiety, sleep disorders and difficulty in making decision (Adeoye and Afolabi, 2011^[1]; Malik, 2011^[14]). Rosse & Rosse (1981)^[24] reported that role conflict (incompatible demands from supervisor or colleagues) and role ambiguity (lack of clarity of supervisor or colleagues' expectations) significantly lead to job stress and consequently intention to leave job. Research findings have shown the existence of significant relationships between occupational stress of male and female teachers, to this non-parallel result was reported by Monroe,(2009)^[17]. The occupational stress and gender were not related to each other. Male and female teachers have same occupational stress levels (Parikh,2011)^[20]. Rizzo (2013)^[21] found that no notable difference in job satisfaction among high and low occupational stressed secondary school teachers. There exists a significant interaction between occupational stress and sex among secondary school teachers with job satisfaction as the dependent variable.

The previous studies examined different factors like working in long hours, low levels of recognition and reward, organizational justice and poorly management that are associated to occupational stress but the effects of role overload, occupational stress and role ambiguity on role conflict have not been studied. Therefore, it is necessary to fill this gap in the literature. Hence, the present study was undertaken to investigate the effect of occupational stress and gender on role conflict among secondary school teachers.

Variables Used

- Dependent Variable: Role Conflict
- Independent Variables: Occupational Stress and Gender

Objectives of the Study

1. To find out the effect of (a) occupational stress; and (b) gender on role conflict of secondary school teachers.
2. To find out the interaction effect of occupational stress and gender on role conflict of secondary school teachers.

Hypotheses of the Study

- H₀₁** There exists no significant effect of (a) occupational stress; and (b) gender on role conflict of secondary school teachers.
- H₀₂** There exists no significant interaction effect of occupational stress and gender on role conflict of secondary school teachers.

Design and Methodology

In the present study, descriptive survey method was used. The 2x2 factorial randomized group design was used to analyze the data.

Sample

A sample of 350 secondary school teachers was taken using multi-stage stratified random sampling technique. The sample of 350 teachers was also stratified on the basis of occupational stress (high/low) and gender (male/female). In the present study, the first independent variable i.e. occupational stress coded as (B) and was varied into three group; high occupational stress (B₁), average occupational stress (not considered) and low occupational stress (B₂). The second

independent variable i.e. gender coded as (D) and was varied at two levels; male (D₁) and female (D₂). 99 teachers (43 male and 56 female) who scored 87 and above were considered as teachers having high occupational stress and 101 teachers (51 male and 50 female) who scored 61 and below were considered as teachers having low occupational stress. 150 teachers (scored between 62 to 86) having average occupational stress were not considered in the present study. A schematic layout of the sample for the study of role conflict on the basis of occupational stress and gender of secondary school teachers depicted below:

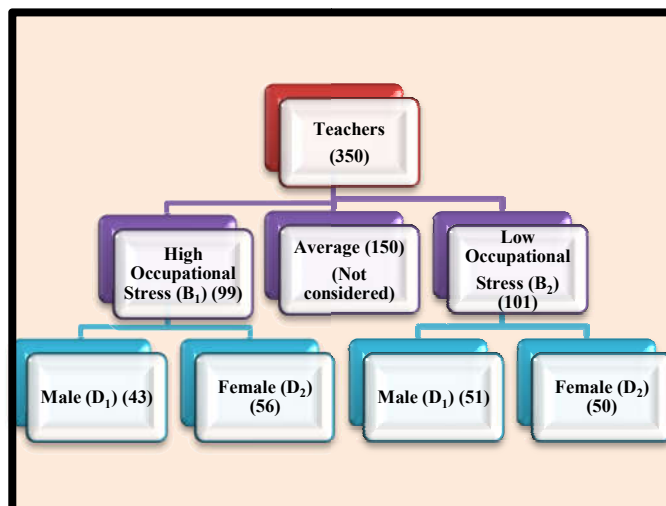


Fig 1

Schematic Layout of the Sample for the study of Role Conflict on the basis of Occupational Stress and Gender of Secondary School Teachers

Tools Used

- **Teacher's Role Conflict Scale (TRCS)** developed by Gupta and Nain (2016)^[7] 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)** was developed by Jamal and Raheem (2012) to analysis the occupational stress among secondary school teachers. 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

The data was analyzed using descriptive as well as inferential statistics. The Two-Way Analysis of Variance (ANOVA) with 2x2 factorial design was computed to study the main effect and interaction effect of the variables i.e. occupational stress and gender on role conflict of secondary school teachers. The Levene's Test of Equality of Error Variance was used to test the assumption of homogeneity of variance before applying Two-Way ANOVA. Wherever F-value was found significant, 't' test was applied for further investigation.

DATA ANALYSIS AND DISCUSSION

To study the main and interaction effect of occupational stress and gender on role conflict of secondary school teachers, data were subjected to Analysis of Variance of 2x2 factorial study with a randomized group design. Levene’s test of equality of variance has been applied on the data to test the assumption of homogeneity of variance as Two Way ANOVA with 2x2 factorial design is quite sensitive to heterogeneity of variance. It has been presented in the Table-1. The means and S.Ds of different sub samples have been presented in the Table-2. Mean role conflict scores of secondary school teachers in relation to occupational stress and gender have been presented graphically through 3-D histograms in fig: 2. The summary of ANOVA (2x2) has been further, presented in the Table-3 which is analyzed in terms of main and interaction effect of independent variables i.e. occupational stress and gender on role conflict of secondary school teachers.

Levene’s Test for Homogeneity of Variance

Table 1 Levene’s Test for Homogeneity of Variance

Variable	F-value	df ₁	df ₂	p-value
Role Conflict	0.355	3	196	0.785

Table-1 shows that $F_{(Levene)}$ is 0.355 with degrees of freedom 3 and 196 ($p=0.785$) which does not fall in the critical region therefore, the investigator retains the null hypothesis H_0 (no difference) for the assumption of homogeneity of variance and concluded that there is no significant difference between the four group’s variances ($\sigma^2A=\sigma^2B=\sigma^2C=\sigma^2D$). Therefore, it is reasonable to believe that the variances of four groups are homogenous i.e. groups are assumed to have similar or equal variances.

Table 2 Means and S.Ds of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Occupational Stress and Gender

Occupational Stress	N	Gender	Mean	S.D
High	43	Male	75.25	22.28
Occupational Stress	56	Female	92.28	19.76
Low	51	Male	72.29	21.52
Occupational Stress	50	Female	74.58	21.22
Total	200		79.10	22.56

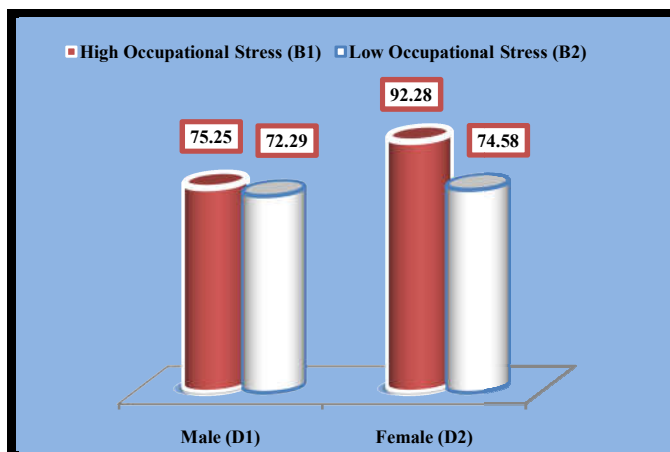


Fig 2 Mean scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Occupational stress and Gender

Table 3 Summary of Two Way ANOVA (2X2 Factorial Design) for Role Conflict of Secondary School Teachers with respect to Occupational Stress and Gender

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-Value
Occupational Stress (B)	1	5291.596	5291.596	11.843**
Gender (D)	1	4622.098	4622.098	10.344**
Occupational Stress x Gender (B x D)	1	2693.061	2693.061	6.027*
Between Cells	3	13755.617	-----	-----
Within Cells	196	87578.383	446.828	-----
Total	199	-----	-----	-----

*Significant at 0.05 level
**Significant at 0.01 level

Main Effect of Occupational Stress (B) and Gender (D) on Role Conflict of Secondary School Teachers

Occupational Stress
It is depicted in the Table-3 that f-value (11.843) for the main effect of occupational stress on role conflict of secondary school teachers is found to be significant at 0.01 level which leads to the conclusion that occupational stress has a significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis H_{01} , (a) “There exists no significant effect of occupational stress on role conflict of secondary school teachers” is rejected. It shows that there is a significant effect of occupational stress on role conflict of secondary school teachers. This finding is in contrast with the finding of Upadhyay and Singh (2001)^[28] revealed that the college teachers had significantly lower level of stress than the higher secondary school teachers on the factors associated with role conflict and role ambiguity.

Table 4 ‘t’-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Occupational Stress

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

** Significant at 0.01 Level

Table-4 illustrates that 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).

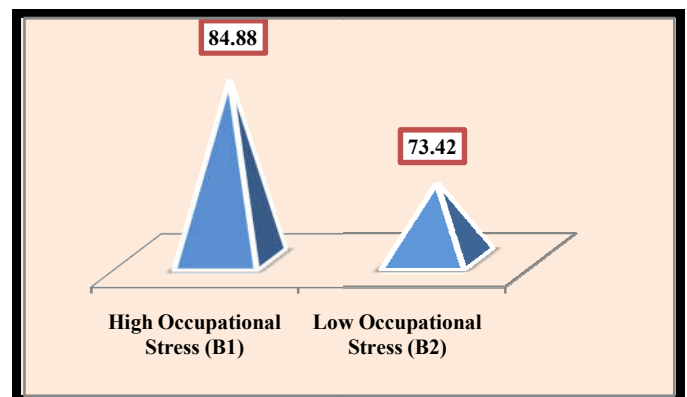


Fig 3 Mean scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Occupational Stress

The present finding is in agreement with the finding of Lai, Saridakis, & Blackburn (2013)^[12] who revealed that work over load and occupational stress have positive effect on role conflict. The mean scores for effect of occupational stress on role conflict of secondary school teachers have also been presented in Fig: 3.

Gender (D)

The Table-3 depicts that the F-value (10.344) for the main effect of gender on role conflict of secondary school teachers is significant at 0.01 level leading to the inference that gender has significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis H_{01} , (b) “There exists no significant effect of gender on role conflict of secondary school teachers” is rejected. It may therefore, be concluded that there is significant effect of gender on role conflict of secondary school teachers. This finding is in line with the finding of Robin (2005)^[23] who found that men and women have different aspects on role conflict which led to different levels of distress. In order to investigate further, the ‘t’ test was employed and have also been represented in Table-5.

Table 5 ‘t’-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Gender

Groups	N	Mean	S.D	t-values
Male	94	73.64	21.80	3.29**
Female	106	83.93	22.21	

** Significant at 0.01 Level

The Table-5 also demonstrates that the ‘t’-value (3.29) for the mean scores of role conflict between the male and female secondary school teachers is significant at 0.01 level. On comparison of mean scores, it is found that role conflict of male teachers (73.64) is lower than female teachers (83.93). The result is in agreement with the findings of Helen and Marilyn (2000)^[7] who reported that the female secondary school teachers are greater role conflict than male secondary school teaches. Therefore, it may be revealed that the female teachers have greater role conflict than their counterparts. The mean scores for the effect of gender on role conflict of secondary school teachers have been presented in Fig: 4.

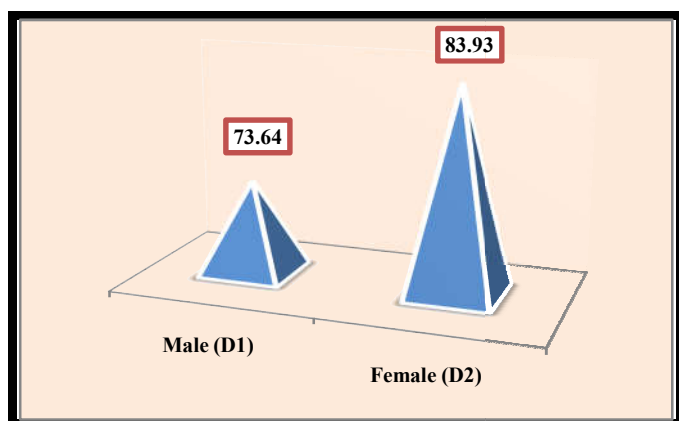


Fig 4 Mean Scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Gender

Double Interaction Effect of Occupational Stress and Gender (B x D) on Role Conflict of Secondary School Teachers

It is clear from the Table-3 that F-value (6.027) for double interaction between occupational stress and gender on role conflict of secondary school teachers is significant at 0.05 level which depicts that occupational stress and gender interact

significantly with each other. Therefore, the null hypothesis H_{02} “There exists no significant interaction effect of occupational stress and gender on role conflict of secondary school teachers” is rejected. The result is in agreement with the findings of Helen and Marilyn (2000)^[7] who reported that the female secondary school teachers are greater role conflict than male secondary school teaches. It shows that there is a significant interaction effect of occupational stress and gender on role conflict of secondary school teachers. For further, explanation, the ‘t’ test was employed to find out the difference for role conflict of different groups. The mean scores for role conflict of different groups for occupational stress and gender have been shown through the Table-6 and also represented in graphically Fig: 5.

Table 6 ‘t’-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Occupational Stress and Gender

Groups	N	Mean	S.D	t-values
B ₁ D ₁ vs B ₂ D ₁	43	75.25	22.28	0.65(NS)
B ₁ D ₂ vs B ₂ D ₂	56	92.28	21.22	4.44**
B ₁ D ₁ vs B ₂ D ₂	43	75.25	21.22	0.15(NS)
B ₁ D ₂ vs B ₂ D ₁	56	92.28	21.52	5.00**
B ₁ D ₁ vs B ₁ D ₂	43	75.25	19.76	4.02**
B ₂ D ₁ vs B ₂ D ₂	51	72.29	21.52	0.53(NS)

** Significant at 0.01 Level

(NS) Not Significant

B₁: Teachers having High Occupational Stress

D₁: Male Teachers

B₂: Teachers having Low Occupational Stress

D₂: Female Teachers

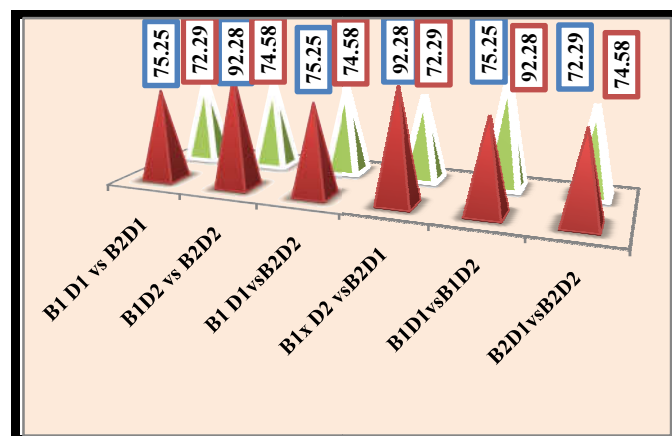


Fig 5 Mean scores for Interaction Effect of Occupational Stress and Gender on Role Conflict of Secondary School Teachers

A close perusal of the Table-6 reveals that the ‘t’-value (0.65) for male teachers having high occupational stress (B₁D₁) and for male teachers having low occupational stress (B₂D₁) is not significant at 0.05 level. Further, it shows that the mean scores of male teachers having high occupational stress (75.25) is higher than male teachers having low occupational stress (72.29), but it is not significant difference between them. Therefore, it may be revealed that male teachers having high occupational stress have not significantly higher role conflict than their respective counterparts. From the Table-6, it reveals that the ‘t’-value (4.44) for female teachers having high occupational stress (B₁D₂) and for female teachers having low occupational stress (B₂D₂) is found to be significant at 0.01 level. In the context of the mean scores, it is found that mean scores of female teachers having high occupational stress (92.28) is higher than female teachers having low occupational stress (74.58). This implies that the mean scores of female teachers having high occupational stress have significantly

higher role conflict than female teachers having low occupational stress.

It is clear from the Table-6 indicates that the 't'-value (0.15) for male teachers having high occupational stress (B₁D₁) and female teachers having low occupational stress (B₂D₂) is not found to be significant at 0.05 level. It shows that the mean scores of male teachers having high occupational stress (75.25) is higher than female teachers having low occupational stress (74.58), but not significant. Therefore, it may be concluded that the male teachers having high occupational have not significantly higher role conflict than their respective counterparts. A close perusal of the Table-6 reveals that the 't'-value (5.00) for female teachers having high occupational stress (B₁D₂) and for male teachers having low occupational stress (B₂D₁) is highly significant at 0.01 level. In the context of the mean scores, it is found that the female teachers having high occupational stress (92.28) have higher role conflict than male teachers having low occupational stress (72.29). This implies that female teachers having high occupational stress have significantly higher role conflict than their counterparts. It is clear from the Table-6 that 't'-value (4.02) for male teachers having high occupational stress (B₁D₁) and female teachers having high occupational stress (B₁D₂) is found to be significant at 0.01 level. 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 having high occupational stress have significantly lower role conflict than male teachers having high occupational stress. An examination of the Table-6 reveals that the 't'-value (0.53) for male teachers having low occupational stress (B₂D₁) and for female teachers having low occupational stress (B₂D₂) is not significant at 0.05 level that leads to the inference that the mean scores of male teachers having low occupational stress (72.29) is lower than female teachers having low occupational stress (74.58). Therefore, it may be concluded that male teachers having low occupational stress not significantly lower role conflict than female teachers having low occupational stress.

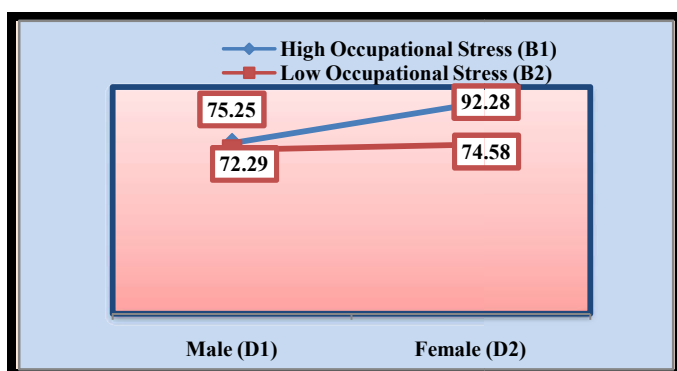


Fig 6 Interaction Effect of Occupational Stress (B) and Gender (D) on Role Conflict of Secondary School Teachers

The interaction effect of occupational stress (B) and gender (D) on role conflict of secondary school teachers have been presented in form of line graph in Fig: 6 which exhibits a significant interaction effect of occupational stress (B) and gender (D) on role conflict of secondary school teachers. The figure showed that occupational stress (B) and gender (D) intersect at a point. Therefore, this line graph supports the inference interaction effect between occupational stress (B) and gender (D) is found significant.

CONCLUSION

The teacher's role conflict is largely the consequence of social, economic and political changes in the world. The present study reveals that the female teachers had high role conflict than the male teachers; and the mean scores of the female teachers high had higher than the male teachers on their role conflict. The interaction effect between occupational stress and gender was found significant on their role conflict. So ample opportunities should be provided to the teachers to show their capabilities for taking decisions to prevent the teachers from facing role conflict. It is further suggested that many programmes and workshops should be organized frequently in various teacher training institutes. Since teachers are a 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. Open discussions and continuous researches should be done in this field that may be helpful to control the role conflict among teachers. Theoretically, the present research contributes to body of knowledge and practically, the results of current study would be effective and valuable to guide policy makers and teachers to prevent or reduce role conflict and occupational stress.

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