“Role Conflict among Female Teachers in Primary School of Shimoga District: A Sociological Study”

Abstract

The present investigation was undertaken to study the Role Conflict among Female Teachers in Primary Schools of Shimoga District. The research employed descriptive, correlation and comparative method. The data was collected through questionnaires and standardized tools. Role conflict scale developed by the researcher with fifty four items related to twelve dimensions, Socio Economic Status Scale (SESS) by Mr. Lakshmi Narayan, Teacher Adjustment Inventory developed by Dr. S.K. Mangal, Job Satisfaction Scale (1993) constructed by Mrs. Meera Dixit with fifty two items related to eight dimensions. For the sample 554 female teachers were selected using stratified random sampling technique. Descriptive statistics, ANOVA, Karl Pearson’s correlation coefficient technique and Multiple Linear Regression were used to analyze the data by using SPSS.

Findings of the study revealed that Moderate-level Socio-economic status of Female Teachers have higher Role Conflict than low and high level Socio-economic status of Female Teachers of Primary schools. Poor Adjustment Female Teachers have higher Role conflict than Moderate and good Adjustment level Female Teachers of Primary Schools. Moderate Job Satisfaction of Female Teachers have higher Role Conflict than low and high level Job Satisfaction. The result also shows that negative moderate of correlation between Adjustment, Job Satisfaction and Role Conflict among female teachers of primary schools. It can be interpreted that, if Adjustment and Job satisfaction increases, the Role conflict decreases and visa-versa.
Teacher Designation (X_1), Religion (X_2), Category (X_3), Age (X_4), Marital Status (X_5), Family Type (X_6), Locality of school (X_7), Type of School (X_8), Type of Job (X_9), Work Experience (X_10), Teaching Subjects (X_11), distance from home to school (X_12), having Own house (X_13), Family members helps in work (X_14), Dependents (X_15) and Number of Children (X_16) are the significant predictors of Role Conflict among female teachers of primary schools. About 14.2 per cent of the variation in Role Conflict among female teachers of primary schools accounted for whatever is measured by the above variables and Type of School is the first contributor or predictor followed by Teacher Designation, Number of Children, Locality of school, Family Type, Marital Status, Family members help in work, having Own House, Category, Dependent, Religion, Age, Work Experience, Type of Job, distance from home to school on Role Conflict among female teachers of primary school.

Total contribution of all the independent variables on Role Conflict among female teachers of primary schools are found to be 18.9 per cent in which, the contribution of SES (X_1) 0.32 per cent, Adjustment (X_2) 18.87 per cent and Job Satisfaction (X_3) -0.29 per cent. Therefore, it is concluded that, Adjustment (X_2) is the first contributor or predictor followed by SES (X_1) and Job Satisfaction (X_3) on Role Conflict among Female Teachers of Primary Schools.

Compared to aided, private school female teachers, government school female teachers have more role conflicts than private school female teachers. Hence, the work load of the female teachers may reduce and to overcome the role conflict better, there is a need for adjustment from female teacher’s family members and colleague teachers.

**Key Words:** Role conflict, Adjustment, Job Satisfaction, Socio-economic Status, Number of Children, Locality of the School, Family Type, Marital Status