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SUMMARY, FINDINGS AND SUGGESTIONS

5.1. Introduction

In the previous chapter, data analysis and interpretation is presented in detail. This chapter going to conclude with the summary of the study, discussion of the findings, limitations and also suggestions for further study.

5.2. Summary

It has become an uphill task for women teachers in specific to cope with the changing societal demands with reference to their multi faced roles made upon them. Role conflict can also be explained in terms of the conditions of incomplete works forcing to tension, frustration and stress. This arises in women teachers because of profuse societal and family expectations. The problem of working women is that they have to work in the environment which is totally different from their home situations. Also distant place of work, low salaries consume considerable inconvenience to work teachers. With these problems, it is difficult to perform one’s role efficiently in any sphere of life. So, due to these problems, an attempt is made to study the role conflict among female teachers of primary schools in relation to role conflict, adjustments, socio economic status and job satisfaction and also difference between demographical variables, Teacher Designation, Religion, Category, Age, Marital Status, Family Type, Locality of School, Type of School, Type of Job, Work Experience, Teaching Subjects, Distance from home, hence this study was undertaken on the topic entitled “Role Conflict among Female Teachers in Primary Schools of Shimoga District: A Sociological Study”.

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The objectives of the study are:

1. To measure the different levels of education status, occupation status, annual income status and socio-economic status, role conflict, adjustment and job satisfaction among female teachers of primary schools.

2. To study the different levels of SES, Adjustment and job satisfaction among female teachers with respect to their means score of female teachers role conflict.

3. To study the relationship between socio-economic status and role conflict among female teachers of primary schools.

4. To study the relationship between adjustment and role conflict among female teachers of primary schools.

5. To study the relationship between job satisfaction and role conflict among female teachers of primary schools.

6. To find out the difference in the mean score of role conflict among female teachers of primary schools with respect to School Locality, Type of Job, Type of Family, Age, Marital Status, Religion, Type of School, Teaching Subjects, Category, Work Experience, Distance from Home to Working School, Dependents and Number of Children.

7. To study the difference in the contribution of predictor variables (Teacher Designation, Religion, Category, Age, Marital Status, Family Type, Locality of School, Type of School, Type of Job, Work Experience, Teaching Subjects, Distance from Home, Having Own Houses, Family members helps in Work, Dependent, Number of Children) in predicating the criterion variable (Role Conflict) among female teachers of primary schools.
8. To study the difference in the contribution of predictor variables (SES, Adjustment, Job Satisfaction) in predicating the criterion variable (Role Conflict) among female teachers of primary schools.

To test these objectives the following null hypotheses were formulated those are;

1. There is no significant Relationship between SES and Role Conflict among Female Teachers of Primary Schools.
2. There is no significant Relationship between Adjustment and Role Conflict among Female Teachers of Primary Schools.
3. There is no significant Relationship between Job Satisfaction and Role Conflict among Female Teachers of Primary Schools.
4. There is no significant difference in the mean score of Role Conflict among Female Teachers of Primary Schools with respect to their Locality of the Schools.
5. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Type of Job.
6. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Type of Family.
7. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Age.
8. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Marital Status.
9. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Religion.
10. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Type of School.
11. There is no significant difference in the mean score of Role Conflict among Female Teachers of primary schools with respect to their Teaching Subjects.

12. There is no significant difference in the mean score of Role Conflict among female teachers of primary schools with respect to their Category.

13. There is no significant difference in mean score of Role Conflict among Female Teachers of primary schools with respect to their Work Experience.

14. There is no significant difference in the mean score of Role conflict among Female Teachers of primary schools with respect to their Distance from Home to Working School.

15. There is no significant difference in the mean score of Role Conflict among Female Teachers of primary schools with respect to their Dependents.

16. There is no significant difference in the mean score of Role Conflict among Female Teachers of primary schools with respect to their Number of Children.

17. There is no significant difference in the contribution of predictor variables (Teacher Designation, Religion, Category, Age, Marital Status, Family Type, Locality of School, Type of School, Type of Job, Work Experience, Teaching Subjects, Distance from home, Having Owen house, Family members helps in work, Dependent, Number of Children) in predicating the criterion variable (Role conflict) among female teachers of primary schools.

18. There is no significant difference in the contribution of predictor variable (SES, Adjustment, and Job Satisfaction) in predicating the criterion variable (Role Conflict) among female teachers of primary schools.
Three kinds of variables were taken for the present study. Independent variable role conflict, dependent variable socio-economic status, adjustment and job satisfaction and also demographic variables teacher designation, religion, category, age, marital status, family type, locality of school, type of school, type of job, work experience, teaching subjects, distance from home, having own house, family members helps in work, dependent and number of children.

Stratified random sampling technique was adopted to select appropriate number of female teachers for the study. The stratification has been done on the basis of taluk or Blacks of Shimoga district, rural and urban areas, government and aided/private schools. There are 5,569 female teachers in Shimoga district; sample of the study consists of 554 female teachers as respondents. 82 female teachers from urban government schools, 137 urban aided/private schools, 267 teachers from rural government schools teachers and 69 female teachers from rural aided/private schools in Shimoga district have been selected for the study.

The research employed descriptive, correlation and comparative method. The data was collected through questionnaires and standardized tools. Role conflict scale developed by the investigator with fifty four items related to twelve dimensions, socio-economic status scale (SESS) constructed by Mr. Lakshmi Narayan, teacher adjustment inventory developed by Dr. S.K. Mangal, and job satisfaction scale (1993) invented by Mrs. Meera Dixit with fifty two items related to eight dimensions were used for data collection in the present study.

To analyze the data, statistical techniques descriptive, correlation-coefficient, f-test, ‘t’ test and multiple regression analysis was made by using SPSS.
5.3. Findings

- The study indicates that the majority of the respondents (female teachers) 79.06% are Hindus, 12.27% are Muslims and the remaining 8.66% are Christians. That majority of the female teachers 57.76% belongs to OBC category, 22.38% are GM, 13.53% are SC and 6.31% are ST category. Majority of the respondents 79.24% belongs to Nuclear family and 20.75% to joint family. The respondents age group from 21 to 25 years are 18.05%, where 10.64% belongs to the age group of 26-30, 10.46% belongs to the age group of 31-45. 14.44% belongs to 36-40 years, 33.39% are 41-50 years, 7.58% are 51-55 years, 4.51% belongs to 56-60 years and 0.90% belongs to 61 and above age group. Majority of the respondents 74.72% are married, 20.03% are unmarried and remaining 5.23% are widows. It also reveals that majority of the respondents 44.04% have two children, 29.06% of the respondents do not have children and 21.84% have only one child and 5.05% have three children.Nearly half of the respondents i.e., 44.94% have one to two dependents. 32.12% have three to four dependents, 14.62% of the respondents do not have any dependents. 4.51% of the respondents have four to five dependents and 3.79% have five or more than five dependents. Majority of the respondents 63.53% have their own houses 36.10% do not have own houses. The female teacher’s family have below Rs. 1,00,000 annual income, 42.05% having Rs. 1,00,001 to 2,00,00 and 31.76% of the respondents family’s annual income is above Rs. 2,00,001 to 3,00,00.

- The education level of female teacher’s family found that, 26.17%, 48.01% and 25.81% are having low, moderate and high level of education
respectively. It can be concluded that nearly 50% of the respondents are having average educational level.

- The occupational level of female teacher’s family found to be 25.63% low level, 46.38% of moderate level and 27.97% belongs to high occupational level. It can be concluded that nearly 46% of the respondents family belongs to moderate occupational level.

- The annual income level of the respondents family found to be 26.17% with low income level, 42.05% have moderate income level and 31.76% have high income status level. It can be concluded that, majority i.e., 42% of the female teachers’ family belongs to moderate income level.

- The socio-economic level of female teachers’ family found to be 25.63% have low socio-economic status, 48.55% have moderate socio-economic status and 25.81% have high status. It can be concluded that nearly 49% of the respondents family are having moderate level of socio-economic status.

- The role conflict level of female teachers of primary school found that 24.90% with low level of role conflict, 49.81% have moderate level and 25.27% have high level of role conflict. It can be concluded that majority of the respondents 50% belongs to moderate role conflict level.

- The dimension of individual versus family role conflict found that 31.58% of the female teachers were in low level, 36.46% have moderate level and 31.94% have high role conflict level. Majority of the female teachers’ Individual versus family role conflict was in moderate level.

- The result on the levels of dimension on family versus individual role conflict shows that 26.71% of the female teachers were in low level, 41.69%
moderate level and 31.58% of the female teachers’ high level. Majority of the female teachers’ family versus individual role conflict was in moderate level.

- The dimension of individual versus school role conflict found that 26.53% of the female teachers have low level role conflict, 46.93% is moderate and 26.53% are high level. Majority of the female teachers’ individual versus school role conflict is moderate level.

- The findings of the study illustrates that, 25.81% of the female teachers school versus individual role conflict is in low level, 42.41% is moderate level and 31.76% have high level of role conflict. Majority of the female teachers’ school versus individual role conflict is moderate level.

- Furthermore, 37.54% of the female teachers’ society versus individual role conflict is low level, 34.11% moderate level and 28.33% high level. Majority of the female teachers’ society versus individual role conflict is moderate.

- The findings also shows that 24.90% of the female teachers family versus school role conflict is in low level, 7.58% moderate level and remaining 24.90% are having high level. Majority of the female teachers’ family versus school role conflict is moderate level.

- The result shows that 30.14% of the female teachers’ school versus family role conflict is in low level, 38.62% are in moderate level and 31.22% teachers are in high level. Majority of the female teachers’ school versus family role conflict is moderate level.

- The findings reveals that dimensions of family versus school role conflict shows that 37.18% of the respondents are in low level, 27.97% of them have
moderate level and remaining 34.83% have high level. Majority of the female teachers’ family versus society role conflict is moderate level.

- The findings illustrates that, 27.07% of the female teachers have society versus family role conflict in low level, 72.56% was moderate level and remaining 0.36% of the respondents high level. Majority of the female teachers’ society versus family role conflict is moderate level.

- The result shows that, 25.45% of the female teachers have dimension of school versus society role conflict in low level, 48.55% moderate level and remaining 25.99% have high level. Majority of the female teachers’ school versus society role conflict is moderate level.

- Furthermore, 28.15% of the female teachers’ society versus school role conflict level is low, 28.88% role conflict level is moderate and remaining 42.96% is high. Majority of the female teachers’ society versus school role conflict is moderate level.

- The adjustment level of female teachers of primary school found to be 26.89% with poor adjustment, 44.40% have moderate adjustment and 28.70% with good adjustment. It can be concluded that majority of the respondents i.e., 44% belongs to moderate adjustment level.

- The job satisfaction level of female teachers of primary school found to be 25.63% with low job satisfaction, 49.27% have moderate level and 25.09% have high level job satisfaction. It can be concluded that majority of the respondents 49% belongs to moderate job satisfaction.

- Moderate level SES of female teachers have higher role conflict than low level and high level SES 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 having higher role conflict than low and high level job satisfaction of female teacher’s of primary schools.

• There is no significant relationship between socio-economic status and role conflict among female teachers of primary schools.

• Negative moderate of correlation exists between adjustment and role conflict among female teachers of primary schools. It can be interpreted that if adjustment increase role conflict decreases.

• The findings showed that the negative moderate relationship exists between role conflict and job satisfaction among female teachers of primary schools. Further, we concluded that, if job satisfaction decreases role conflict increases or vice-versa.

• The findings show that there is no significant difference in the mean score of role conflict among female teachers of primary schools with respect to their school locality (rural and urban schools).

• The result found that there is a significant difference in the mean score of role conflict among female teachers of primary schools with respect to their type of job (permanent and guest teachers). The permanent female teachers of primary schools have higher role conflict than guest female teachers of primary schools.

• There is no significant difference in the role conflict among female teachers with respect to their type of family.
• The results indicated that there is a significant difference in the role conflict among female teachers with respect to their age. The female teachers with the age group of 26 to 30 years have higher role conflict than the age group of 21 to 25, 31 to 35, and 36 to 40, 41 to 50, 51 to 55, 56 to 60, and above 60 years.

• There is a significant difference in the role conflict among female teachers with respect to their marital status. The married female teachers of primary schools have higher role conflict than unmarried and widow female teachers of primary schools.

• The result shows that there is no significant difference in the mean score of role conflict among female teachers of primary schools with respect of their religions.

• There is a significant difference in the role conflict among female teachers with respect to their type of schools. The unaided schools female teachers of primary schools have higher role conflict than aided and government schools female teachers of primary schools.

• There is no significant difference in the mean score of role conflict among female teachers of primary schools with respect to their teaching subject.

• There is a significant difference in the role conflict among female teachers with respect to their category. SC category female teachers of primary schools have higher role conflict than ST, OBC and GM category female teachers of primary schools.
• There is a significant difference in the role conflict among female teachers with respect to their work experience. 31-35 years work experience of female teachers has more role conflict than 1-30 years of work experience.

• There is no significant difference in the teacher role conflict among female teachers with respect to their distance from home to working school.

• There is a significant difference in the role conflict among female teachers with respect to their dependents. The female teachers of primary schools who have 1-2 dependents they have higher role conflict than 0 dependents.

• There is a significant difference in the role conflict among female teachers with respect to their number of children. The female teachers who have three and above children’s they have higher role conflict than how don’t have children’s and having one and two children’s.

• Teacher designation (X₁), religion (X₂), category (X₃), age (X₄), marital status (X₅), family type (X₆), locality of school (X₇), type of school (X₈), type of job (X₉), work experience (X₁₀), teaching subjects (X₁₁), distance from home to school (X₁₂), having own house (X₁₃), family members helps in work (X₁₄), dependents (X₁₅), number of children (X₁₆) are the significant predictors of role conflict among female teachers of primary schools. 14.2 percent of the variation in role conflict among female teachers of primary schools accounted for whatever is measured by teacher designation (X₁), religion (X₂), category (X₃), age (X₄), marital status (X₅), family type (X₆), locality of school (X₇), type of school (X₈), type of job (X₉), work experience (X₁₀), teaching subjects (X₁₁), distance from home to school (X₁₂), having own house (X₁₃), family members helps in work (X₁₄), dependents (X₁₅) and number of children (X₁₆) taken together.
• Role conflict among female teachers of primary schools was found to be 14.2 percent in which the contribution of teacher designation ($X_1$)= 3.13%, religion ($X_2$) 0.08%, category ($X_3$) 0.27%, age ($X_4$), 0.70, marital status ($X_5$) 0.43%, family type ($X_6$) 0.60 %, locality of school ($X_7$) 1.19 %, type of school ($X_8$) 6.51%, type of job ($X_9$) -0.69 %, work experience ($X_{10}$) -0.55% and teaching subjects ($X_{11}$) 0.02%, distance from home to school ($X_{12}$)-0.21 %, having own house ($X_{13}$) 0.29 %, family members helps in work ($X_{14}$) 0.36 %, dependents ($X_{15}$) 0.11% and number of children ($X_{16}$) 3.36 %. Therefore we conclude that, 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 helps 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.

• The regression equation developed for the contribution of predictor variables (teacher designation, religion, category, age, marital status, family type, locality of school, type of school, type of job, work experience, teaching subjects, distance from home, having own house, family members helps in work, dependent, number of children) in predicating the criterion variable (role conflict) among female teachers of primary schools (N=554) i.e., $Y=155.991-.188 (X_1) - .013 (X_2) - .037 (X_3) - .196(X_4), 057 (X_5) - .074(X_6)$ -.084 ($X_7$) -.282 ($X_8$), 077 ($X_9$) -.081 ($X_{10}$) .027 ($X_{11}$) -.048 ($X_{12}$) .048 ($X_{13}$) .081 ($X_{14}$) .013 ($X_{15}$) .185 ($X_{16}$).

• SES ($X_1$), adjustment ($X_2$) and job satisfaction ($X_3$) are the significant predictors of role conflict among female teachers of primary schools.
Nearly 18.9 percent of the variation in role conflict among female teachers of primary schools accounted for whatever is measured by SES ($X_1$), adjustment ($X_2$) and job satisfaction ($X_3$) taken together.

- The total contribution of all the independent variables on role conflict among female teachers of primary schools found to be 18.9% in which, the contribution of SES ($X_1$) 0.32%, adjustment ($X_2$) 18.87%, and job satisfaction ($X_3$) -0.29%. Therefore, conclude 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.

- The regression equation developed for the contribution of predictor variables (SES, adjustment and job satisfaction) in predicating the criterion variable (role conflict) among female teachers of primary schools. ($N=554$) i.e., $Y=182.036.+088\ (X_1) -.444\ (X_2).027\ (X_3)$.

### 5.4. Discussion and Conclusion

The present study shows the factors contributed to the role conflict among female teachers of primary schools.

There is no significant relationship between socio-economic status and role conflict. Since conflict tendency is more of psychological and attitudinal in nature, it is ones innate accommodative and perception of the situation plays a significant effect.

The study found that permanent female teachers of primary schools have higher role conflict than guest female teachers of primary schools. Because, permanent teachers are assigned various other allied responsibilities formed by state government policies, especially in government aided schools due to dearth of clerical staff, the teachers are forced to play multi duties.
The result shows that there is no significant difference in the mean score of role conflict among female teachers of primary schools with respect to their religion. Though religion Durkhem is considered as social fact, here in a formal educational institution plays insignificant in everyday life of teachers.

The present study shows that, negative moderate relationship exists between role conflict and job satisfaction among female teachers of primary schools. This result is supported by the findings of Ushadevi V.K. (2005) she pointed out the same results that the role conflict had significant negative relationship with job satisfaction.

Marriage is an important social institution. It not only leads for status change, but also occupies various roles and responsibilities towards each and every spare of family. Marital status may influence on role conflict, because the married female teachers have more responsibilities than unmarried. The present study found that married female teachers of primary schools have higher role conflict than unmarried female teachers. This result is supported by the findings of Latha Kumari (1991) who conducted a study on the role conflict among secondary school female teachers. The findings of the study was married teachers have significantly more role conflict than unmarried teachers. Hibbard and Pope (1987) have found that married working women faced greater risks than men because of their dual role of work and family responsibility.

Caste of the female teachers may affect the role conflict. Female teachers who are from high caste may experience low role conflict with much better family condition than low caste. SC category female teachers of primary schools have higher Role Conflict than ST, OBC and GM category female teachers of primary schools.
Age as a main factor, has an influence on role conflict. B. Nalina (2012) has found that the respondents from different age groups differ with role conflict. It is also seen that role conflict is maximum at lower age group. Benni (2011) who found that among young age groups, the degree of percentage of respondents role conflict was high. Ryans (2008) has found that age did correlate with role conflict. He found that younger teachers experience more role conflict than older Teachers. In the present study the researcher has found that the group aged 26 to 30 years have higher role conflict than the other groups. Sociologically age of an individual is important indicator in personality building. It determines not only biological growth, but also factor for social experience and analytical ability an individual. It carries a social image and expectation. Hence age of any person also explains about psychological status of an individual.

The number of dependents also influences the role conflict. The number of dependents increases the role and responsibilities of female teachers. The study confirms that those who have more dependents, they have high role conflict than how have less dependents.

There is no significant difference in the role conflict among female teachers of primary schools with respect to their school locality (rural and urban schools) and there is no significant difference in the role conflict among female teachers with respect to their type of family. These findings supported with the findings of Thoappan A, (2013) who revealed that there is no significant difference between rural and urban teachers in their role conflict. There is no significant difference between secondary grade teachers, who belongs to joint and nuclear family in their role conflict.
The female teachers who have three and above children, they have higher role conflict than those who do not have any child, and have one or two children. The reason behind this may be more children demands more responsibility from mother role of female teachers.

5.5. Limitations

1. The present study has stressed only the role conflict among female teachers.
2. Study is conducted on primary school female teachers only.
3. The sample selected in this study covers only the limited female teachers in the Shimoga district.
4. Tools used for the study is also one of the limitation of the study.

5.6. Suggestions and Recommendations

Based on the findings of the study, the following suggestions and recommendations are drawn:

1. Compared to aided and government school female teachers have more role conflict than private school female teachers. Hence, the work load of the female teachers may reduce.
2. Job satisfaction has significant relationship between role conflicts, so provide a satisfactory working environment for female teachers.
3. Arrange counselling service for female teachers to reduce the role conflict.
4. Many female teachers are facing role conflict. To reduce their role conflict and mental stress arrange the yoga class and leisure hours.
5. Proper adjustment should be taken by family members and college teachers of the female teachers.
6. More flexible transfer norms can be implemented for female teachers.

7. Special training programmes should be organized for female teachers of primary school in order to help them to manage their role in a planned manner.

8. Salary should be given to private school teachers as like government school teachers.

9. Regular orientation course should be conducted to the teacher, for effective communication, academic preparation and time management.

5.7. Suggestions for Further Study

1. Similar type of research can be conducted in other districts and also in other states.

2. Co-relational study also possible in role conflict related variables like role strain, role stress, work commitment.

3. A similar study can be conducted on secondary schools teachers, college teachers and comparative study can be done between primary school teachers and high school teachers.

4. A study on the effect of role conflict in home and school can be done.

5. A comparative study can be done between male and female teachers.

6. A study can be done to know the female teachers problems and effect of role conflict.

7. A study can be conducted to find out the reason why there is no significant relationship between socio-economic status and role conflict.