Chapter - 2

REVIEW OF LITERATURE
Chapter - 2

REVIEW OF LITERATURE

This chapter is devoted to present and analyze the conceptual framework and other related issues on the role conflict with regards to the present study. An extensive review of literature was made to highlight various conceptual clarities. Review of related literature allows the researcher to be acquainted with current knowledge, in the field or area of research. In other words it gives an understanding of the previous research works that have been already done in the related research. Scots and Mertheims says, “Review of related literature may serve to avoid unnecessary worn out, problems and may help to the progress towards solution of new ones”. John W. Best (1988) observes a familiarity with the literature on any problems or area that help the student to discover what is already know, what others have attempted to find out, what method of attack are promising or disappointing and what problem revived to be solved. This chapter presents a survey of the major studies reviewed.

Research work relating to working women has been one of the sociologically significant areas of work in recent years. Most of the researchers did their work on role conflict among non-teaching professions and some studies about teachers and the teaching profession but primary schools teachers’ role conflict is not explored by any sociologist. Several characteristics of the teaching profession, family duties, and societal expectations make role conflict among teachers an important issue to study.
2.1. Studies Related to Role Conflict and Variables of the Study

The investigator made a careful review of books, research journals, research abstracts, and also the previous literature with the help of internet.

**Bhogle (1971)** attempted to measure role conflict in teachers and to find the relationship of role conflict with some personal characteristics in teachers and head masters. Thirty head masters and 320 teachers from 30 schools of Hyderabad and Secunderabad were selected for the study. They represented all types of schools like government schools, private schools, aided schools and boys and girls schools. The findings of the study have indicated that the headmasters with higher qualifications have role conflict. Headmasters with higher salary have low role conflict. Experienced teachers are inclined to have higher role conflict\(^1\).

**Lavingia (1974)** taken study on ‘Job Satisfaction among School Teachers’, study found that the primary school teachers were more satisfied than secondary school teachers, unmarried teachers more satisfied than married teachers, and women teachers more satisfied than men teachers.

An attempt was made by **Robert T. Keller (1975)** to examine role conflict, ambiguity correlation with job satisfaction. The sample of the study was taken from 80 teachers. The study found that role conflict was significantly related with lower levels of satisfaction and opportunities for promotion, moreover negative relationship with role conflict. Role ambiguity was negatively related to the intrinsic dimension of satisfaction with the work itself.

**“Grosser (1984)** examined variables that contribute to the role conflict among women. Drawing upon role conflict theory and supporting research, other

---

\(^1\) Mary Clemence (1989). *A 3X3 ANOV of Job Satisfaction among High School Women Teachers by their Role conflict and Dimensions of Values*. M.Phil., Dissertation, p. 75.
attempt was made to top the differences in attitudes towards women’s role held by various role models significant to others. Relationships between various demographic variables and role conflict were also examined. A questionnaire consisting of predominantly fixed responses was distributed via a snow-ball sampling design. The responses were from 286 women. The findings suggested that role conflict does exist, but what have been identified in the past as contributory factors have evidently changed or do not hold for the present sample, no differences in role conflict were found by work structure differences. No relationships existed between role conflict and marital status, income level, race/ethnicity, age and employment status.2”

Dixit (1985) in the study ‘Effect of the variables like sex and marital status on the level of Job-satisfaction among primary school teachers’. He found that female teachers are more satisfied than male teachers and marital status had no effect on job satisfaction among teachers.

June Irene (1985) determined the ‘effect of selected variables upon role conflict as experienced by teacher/coachers in small institutions of higher education’. Role Conflict was viewed as being a method to explain conflictual human behaviour which arises in social organisations three types of role conflict were considered:

1. Inter sender role conflict is that which results when two or more members of the role set have conflicting expectations for an individual.
2. Intra sender role conflict is that which results when one member of the role conflict which is that results when one members of the role set has conflicting expectations for an individual.

3. Personal role conflict is that which results when expectations of members of the role set conflict with the needs, values and capacities of an individual (Katz and Kahn, 1966). The subjects were 935 randomly selected teachers/coaches who were employed by small institutions of higher education during the fall of 1984. None of the variables considered had any significant effect upon the intra sender role conflict scores of the subjects. However the role preferred made a significant difference in the inter-sender role conflict and person role conflict. The results indicated that those who prefer the single role of coaching experienced significantly higher inter-sender and person role conflict than those who preferred the dual role of teaching and coaching. 

Srivastava Shobha (1986) made an attempt to find out the relationship between job satisfaction and professional honesty of primary school teachers. The study found that, young teachers compared to old teachers had significantly higher job satisfaction. Teachers with high academic achievement had significantly higher job satisfaction than teachers with low academic achievement.

Sing, Triveni (1988) made an attempt to find out the relationship between teaching efficiency with relation to job satisfaction and socio-economic status, with a sample size of 300 school teachers. The study revealed that positive relationship exists between teaching efficiency and job satisfaction.

Karyle E. Macewen and Julian Barling (1988) have tried to find out the effect of inter-role conflict on marital adjustment and moderating role of social support. To know the correlation with inter-role conflict, family support,

---

personality hardiness and marital adjustment were assessed two times. The sample of the study was 51 working mothers and researcher used hierarchical regression analysis. The result indicated that, high family support exerted negative impact on marital adjustment when the inter-role conflict was high and another alternative hypothesis, that is initial levels of marital adjustment predict change in inter-role conflict was also tested but researchers say it is not supported.

A study was conducted by Higgins *et al.* (1992) was to find that work conflict was the important predictor of family conflict. Work and family conflict had a significant negative influence on a work life and family life.

Dahlia Moore and Noraham Gobi (1995) “Role Conflict and Perceptions of Gender Roles: the case of Israel”. In their study tried to focus on work-family role conflict among Jewish women employed in a female typed occupation that is secondary school teachers and a male-typed occupation, The sample consisted of 83 universities professors and secondary school teachers from the Tel-Aviv, Jerusalem and Haifa cities. The hypotheses of the study were women who work in different occupation type employment different strategies to reduce role conflict and that family roles contribute more to role conflict than work roles. The major findings of the study were, women in a male-typed occupation spend less time on domestic roles and increase their hours of work. Subsequently their burden at home decreases while their burden at work increases.

An attempt was made by Getzels J.W. and E.G. Guba (1995) to know the nature of the expectations attaching to the teacher role, the extent of the conflict among these expectations and the differential effect of such conflict on the teachers a function of certain personal and social characteristics. The sample consisted of 41 teachers in two states. The study concludes with the nature of the
role conflict with related to certain differences among schools and communities and the teacher role were imperfectly integrated with other roles. Thus the consequence of role conflict may be frustration for the teachers.

**Aminah Ahmad (1995)** studied that the married working women experienced conflict between work and family roles, and researcher also analysed the coping behaviour. The samples of 82 professional women were taken for study. In this study conflict intensity was measured by the inter role conflict scale. This scale consists of three most common aspects of work-family conflicts. Those are too much work time, schedule conflicts and tiredness. The study found that, 28% had high intensity of conflict, 32% had low intensity of conflict. In the conclusion, the author says that women will need assistance in terms of education, facilities, and support services and in advisory for trying to cope with the conflict.

**Oby Maureen Nwafor (1998)** “Role Conflicts among Female Teachers in Primary School” this study investigated whether female teachers in the primary schools experience role conflicts? If they do, at what level and what factors are contributing their role conflict and what strategies were used by the teachers in coping with the role conflicts. The study consisted of all married female teachers in primary schools in Nsukka Educational Zone of Enugu state. The data collected through the questionnaire with three sections. Section ‘A’ consists of identifying the existence and degree of conflicts. Section ‘B’ had causes of role conflicts and section ‘C’ was consists of coping strategies. 234 questionnaires were used. The some of the main findings of the study were, 78 present of the total sample experienced role conflicts. 58 percent accepted that the role conflicts affected to job performance and 75% of the female teachers said that it affected their home roles. 87% teachers spared from inadequate time to meet with job demands and
66% poor condition of services. 57% discuss that home and job problems with their friends who give useful suggestions for them, 40% of the female teachers seek their husbands support to do their school work.

**Yimyam et al. (1999)** “Role conflict and rapid socio-economic change: breastfeeding among employed women in Thailand”. In this study the sample consists of 313 women those who resumed employment within Six months after delivery. They found that urban women in the modern work place face many obstacles in undertaking paid work. And it was concluded that current public policies do not address those obstacles effectively.

**Latha Kumari (1991)** conducted a study on the role conflict among secondary school female teachers. The results which the researcher found were that the married teachers had significantly more role conflict than unmarried teachers in their personal-interpersonal and domestic dimensions.

**Steven et al. (2001)** have attempted to find out the relationship between inter-role conflict and job satisfaction and also inter-role conflict and propensity to leave. The sample of the study was 251 professional employed in Hong-Kong firms. In the literature they found that inter-role conflict had a negative relationship on job satisfaction and a positive relationship on propensity to leave. The major findings of the study were professional commitment moderated the relationship between inter-role conflict and propensity to leave.

The research **Kumar M. (2001)** has tried to find out the adjustment level of primary school teachers. The research found that there was a significant difference in the adjustment level of male and female teachers working in government schools in rural areas, Male teacher’s adjustment is better than female teachers. Female teachers who were working in urban and rural government schools then had better adjustment than aided schools female teachers.
Sobha and M.S.N. Reddy (2002) in their study they reported that, role conflict result when an individual is required to fulfil two or more roles. Role conflict is a type of stress arising from a condition in which the individual is confronted with incompatible works. They says that the role conflict which often results in stress and strain could also be attributed to the type of orientation given to the women in their families where they are trained for the role of a housewife rather than a working woman. Author discussed the problems of working women and role conflict. For solving the problems strategies were also suggested by them.

Julie Holliday Wayne et al. (2002) in their study tried to find out the relationship between each of the five personality traits, conflict and facilitation between work and family roles. The samples of 2130 respondents were taken for the study. This study found that the work-family interface by providing three new insights. First, work and family roles influence one another positively rather than only negatively. The second is that conflict between work and family was related to structural factors. Third one was while conflict had generally negative relationships to work-family outcomes, facilitation had positive relationships. study highlighted that other researches need to focus on the positive consequences of multiple role occupation.

Koustelios et al. (2004) tried to examined significant relationship between role conflict, role ambiguity and job satisfaction. Sample consists of 60 physical education teachers. The multiple regression analysis was made in this study. The study found that the role conflict and role ambiguity were significant predictors of job satisfaction and the physical education teachers faced greater role conflict and role ambiguity which reviled lesser degree of job satisfaction.
Prasad (2004) study “A study of psychosocial Factors of Adjustment problems of primary school teachers of Garhwal Mandal was considered.” He made five objectives and eight null hypotheses were formulated. The sample of the study was 500 primary school teachers form the Government, Private, Rural and urban School of Gharwal Mandal. For this study Mandal teacher adjustment inventory by Ahluwalia, self-concept rating scale by Pratibha Deo, vocational interest Record by Kulshreshth and a questionnaire for study the Geographic, Family and personal environment of the teachers were used. The data properly analyzed through mean, standard Deviation etc. The major findings of the study were:

1. The primary school teachers of Gharwal had found better adjusted and contented than the maladjusted teachers.
2. The rural and urban teachers had not been found differing significantly on their adjustment.
3. The rural and urban primary school teachers had not been found differing significantly on their adjustment and professional interest.
4. The SES of teachers have not been found affecting their adjustment significantly.
5. The position of married and unmarried teachers has been found almost similar in their SES.
6. The rural and urban environments had not been found affected to adjustment and SES of teachers significantly.
7. Adjusted and maladjusted teachers had not been found differing significantly on their economic, principle social political and religious values.
8. Married and unmarried primary school teachers had not been found differing significant by on their economic, principle social, political and religious values.
9. The urban teachers had been found to give higher priority to religious values than the rural primary school teachers.

10. The maladjusted teachers had affected significantly by their age, income and experience.

11. The number of married teacher in the study had been found significantly greater than that of unmarried teachers and also maladjustment of the teachers on the bases of the study of their geographic, family and personal environments could be attenuated to uncomfortable place of employment, distance from the family due to job, bad effect of the service conditions on the family relations.

Rachel Gali Cinamon and Yisrael Rich (2005) in their study entitled “Work family conflict among female teachers” examined importance of work and family roles and effects of stress and support variables on work–family and family-work conflict. The researcher also examined effects of teacher’s years of experience and school level on work family conflict. In the methodology, sample size of 187 women was selected. To measure, three scale were used those are, 1) The life Role salience scale (LRSS) (Amatea, Cross, Clark, and Bobby, 1980) 2) Chinamon and Rich’s (2002 a, b) adoption of Gutek, Searles, and klepa’s, questionnaire was used to measure teachers perceptions of two directions of work-family conflict among a five point liker-type scale. 3) Russell and Rushs five item manager support scale were used, the study results showed that junior high school teachers had the lowest levels of the two conflicts compared to elementary and high school teachers. Women teachers similar to their counterparts in other professions, they had a higher level of work family than family work conflict.
Sunita Mothotra and Sapna Sachdeva (2005) the research carried out an investigation to identify the effect of different professions and multiplicity of social (family) roles on the role conflict among working women. The Sample consisted of 270 working women and 3X3 factorials design was used. A.B.C. Factor A (Professions) was classified into three categories those are Doctors, Lecturers and Nurses. Factor B (number of social families roles) the researcher did three role levels those are 1) waking unmarried, 2) Working married 3) Working married and mother. The role conflict scales (Pandey, 1999) are also used in this study. The study found that:

1) Women in professions with low level of perceived social recognition they experienced more role conflict than those were in professions with high level of social recognition with high level of perceived social recognition

2) The number of social roles higher would be the role conflict in working women this hypothesis partially supported by their study.

3) There would be a significant interactive effect of different professions and the level of social roles on the role conflict hypothesis was supported by their study. This research study contributed to understand the role conflict among working women with regarded to their professions and their social roles.

An attempt was made by Ushadevi V.K. (2005) on study entitled ‘Role conflict, Job satisfaction and select variables discriminating between successful and less successful secondary school women teachers of Kerala’. The major findings were as follow, Teachers with High Role conflict was highly different between successful and less successful teacher group and the percentage was higher for less successful teachers group. The study revealed that the percentage of teachers with average role conflict between successful and less successful teachers
groups was not much. And also the study found that role conflict had significant negative relationship with job satisfaction, attitude towards teaching profession and dependence of role conflict was not significant for academic qualification, length of service, preparation hours, age and marital status.

**Geertji Van Dallen et al. (2006)** this study tried to find out the relationship between the four sources of social support those are friends and relatives, colleagues and supervisor and also they examined the time and strain-based work-to-family conflict and family to work conflict. The sample of the study constituted 444 dual earners. To know relationship between the sources of support and work-family conflict, they tested with multiple regression analysis. The major findings of the study were Women reported more strain-based work-to family conflict than men. Social support from supervisor and form colleagues were related differently to work-to-family conflict that was time based and family to work conflict that was strain based for men than for women. It was concluded that social support is especially important in reducing family to work conflict.

**Marjorie Peries**, “Women’s Perceptions of their Dual Roles: A Case Study of School Teachers”. This study examined the teachers in order to assess their perception of their professional career as teachers and under study how they merge their career roles with the other roles they play, as housewife and mother. Date was collated by self-structured questionnaire, the sample of the study constituted 200 women teacher trainers. The researcher says that a higher percentage of married women indicated that they prefer teaching than any other job. The teaching affords them more time to fulfil their duties as mothers and also housewives. Women, married and unmarried claimed that they enjoyed housework and stated they could not visualize a serious role conflict between their profession and home. The researcher also says more than sixty percent among both categories
did not have domestic servants in their homes. In this study teacher travelling related problems were found, travel to work 39 percent of married women and 24 percent of unmarried women travelling was expensive, and it affected their health and gave them less time to prepare for work, due to time spent on travelling married women expressed to neglect of domestic woks.

**Arla L. Day (2006)** “Committing to your work, spouse and Children: Implications for work-family conflict”. The study examined the direct and indirect relationship of role commitment with work-spouse and work-parent conflict. The sample consisted of 253 female nurses and 196 female police officers. Work-spouse and work-parent inter-role conflict scales also included in the study. In the findings, work-spouse was associated with decreased spouse and job commitment. job commitment moderated between work-spouse conflict and job control. Parent commitment moderated the relationship between work-parent conflict and irregular work schedules.

**Akindutire (2006)** in his study the researcher examined the role conflict and stress among physical education teachers working in Nigerian Senior Secondary Schools. For data collation they constructed self-structured questionnaire were used. The sample of the study was 300 physical Education teachers. The objectives of the study were a) The study nature of legitimate and unrelated role performed by the physical Education teachers, b) Reasons for performing such unrelated roles, c) The level of conflict exhibited in role performance and d) The consequences of role conflict.

The major findings of the study were. A high percentage of teachers were performing other roles quite unrelated to physical education role, which could be considered as unhealthy for the improvement of physical Education programs in schools. There was significant difference in the level of conflict in their role
performance using gender and qualification as determining factors, there was no significant difference was recorded in teaching experience variable. The study was concluded that the consequence of role conflict may be stress and frustrations which may have added for behaviour and overall personality of physical teachers.

**Cynthia J. Patel et al. (2006)** in their study they tried to find out the relationship between the family work conflict and job performance. Study also examined demographic variables, family variables and work relation to family-work conflict and job performance. The study found that married women had higher family-work conflict than unmarried women; more respondents indicated that paid work was more important than their household works and paid work had a positive impact on their family’s welfare.

**Jennifer E. Bruening and Marlene A. Dixon (2007)** “Work-family Conflict in Coaching II: Managing Role Conflict”. This study investigated the consequences of work-family conflict at work and at home. The sample of the study constituted 41 mothers who are Divisions head coaches. The result indicated that work-family conflict influenced the outcome with work, family life, and concluded with implications that the women work to promote change within their circle of influence and have to change in perceptions and attitudes.

**Nara S. (2007)** made an attempt to examine the teaching aptitude and adjustment of senior secondary school teachers. Sample consists of 100 teachers from government and private schools. Study revealed that out of fifty female teachers only one female teacher is very good, twenty four female teachers are good, twenty female teachers are average and six teachers are poor in the adjustment. Study also found that there was no significant difference in adjustment between government and private secondary teachers. There was no significant relationship between adjustment and teaching aptitude of female teachers.
Antonia et al. (2009) examined that the teachers burnout in primary education was related to depression role conflict and ambiguity. The findings showed that Greek teachers experienced low moderate levels of Burnout, Depression Role conflict and Role ambiguity.

Yung-Tai Tang and Chen-Hua Chang (2010), “Impact of Role Ambiguity and Role Conflict on Employee Creativity”. This study was undertaken to study how role stress and employee’s creativity are related. In the survey 202 employees was selected. In this study researcher made five hypotheses those are:
1. Role ambiguity negatively affects employee creativity.
2. Role conflict significantly affects employee creativity.
3. Self-efficacy mediates the relation between role ambiguity and employee creativity.
4. Self-efficacy mediates the relation between role conflict and employee creativity.
5. Job satisfaction mediates both the relation between role ambiguity and employee creativity, as well as the relation between role conflict and employee creativity. In the results of the study researcher says that employees perceive role conflict had a positive and direct impact on employee creativity.

Benta Achieng, et al. (2010) aimed to know that the opportunities and challenges for public primary school head teachers in the implementation of free primary Education in Kisumu municipality. The sample was taken of 37 head teachers. The study revealed that the head teachers had a number of opportunities and faced many challenges in the implementation of Primary Education. Inadequate government funding, overcrowded classes, have work load for teachers, student indiscipline, uncooperative parents, where some of the challenges that head teachers faced.
Siti Aisyah Binti Pantik et al. (2011) “The Impact of Work Family Conflict on Psychological Well Being among School Teachers in Malaysia”. The main objectives of the study were:

1. To identify the level of work-family conflict among teachers.
2. To find out the differences of work-family conflict according to the demographic factors.
3. To know the relationship between work-family conflict and life satisfaction.
4. To find out relationship between work-family conflict and mental health.
5. To determine the relationship between work family conflict and turnover intention and
6. To identify the impact of work-family conflict on the life satisfaction.

The Hypotheses also made in this research those are:

1. H1a : There are differences in level of work-family conflict according to types of school.
2. There is difference in level of work-family conflict according to gender.
3. H1c: There are differences in level of work-family conflict according to marital status.
4. H2: There is a negative relationship between work-family conflict and mental health.
5. H3: There is a negative relationship between work-family conflict and life satisfaction
6. H4: There is a positive relationship between work-family conflict and turnover intentions.

The sample constituted of 130 Malaysian school teachers. In the findings they found that the level of WIF is higher compared to FIW. And that there is no
difference in terms of level of work-family conflict based on type of school and
gender. In their study they found the difference in level of work-family conflict in
terms of marital status. Interestingly they also find the single person had a higher
level of work-family conflict compared to the married person. The result also
indicated that there was no relationship between work-family conflict and life
satisfaction. However, they revealed that only time based FIW and Strain-based
WIF were related to life satisfaction. In their regression analysis, they found that
only mental health and turnover intention were influenced by work-family
conflict.

**Uttam Kumar Panda (2011) “Role conflict, Stress and Sual-career
couples: An Empirical study”**. In this research study the researcher carried out an
investigation to identify the reasons of role-conflicts, level of conflict and stress
among the dual career couples. And researcher explores the coping strategies of
policy interventions. The sample size of 320 respondents (couples) was selected
from Orissa and Delhi. The ‘Snowball’ sampling method was adopted in this
research. The researcher assessed the level of role conflict from three major issues;
those are participation in domestic work, Child care and kitchen work, and the
level of role conflict was determined in three levels. Those levels are low,
moderate and high. The results of this study was out of 320 respondents 148 of
them were found stress facing respondents, 29.7% were found in high level of
stress and 35.8% were in low level stress. Out of 160 respondents from Delhi state
66 (41.2%) of them had role conflict. On the other hand Orissa state 77 (48%) out
of 160 respondents faced role conflict. The gender differential was present in low
and medium level of role conflict. In Delhi with more women and in Orissa more
men are facing medium level of role conflict.
Irwan Nadzif Mahpul and Noor Azaian Abdullah (2011) “Achieving work-family balance is dependent on managing the conflict between work and family roles”. This study focuses on the prevalence of work-family conflict among mothers in Peninsular Malaysia. The objectives of this study are to examine the relationship between perceived work-family conflict and socio-demographic and family characteristics of the mothers. Data were obtained from 801 currently working mothers (with at least having one child) who were between 15 and 49 years old in Peninsular Malaysia interviewed in the Fourth Malaysian Population and Family Survey (MPFS-4), 2004. The results of this study showed that ethnicity, age and employment are the main factors contributing to the prevalence of work-family conflict. However, there is no significant relationship between the prevalence of conflict and the studied family characteristics, namely, number of children, childcare arrangement and presence of children aged 7 to 24 years.

Prankash Chandra Jena (2011) “Role Conflict among Secondary School Tribal Teachers in Relation to their Work Motivation”. The present study attempted to find out the difference in role conflict among secondary school tribal teachers in relation to their work motivation. The sample consists of 200 teachers from twenty government secondary schools in Kalahandi district, Odisha. For data collection the investigator used two tools. They are, Teachers’ Role Conflict Inventory (Pomila Prasad and L.I. Bhusan) and work motivation questionnaire (K.G. Aggarwal). For the analysis and interpretation of the data the researcher used quartile deviation and T-test.

The objectives of the study were,

1. To study the difference in role conflict among secondary school male and female tribal teachers.
2. To find out the difference in work motivation among secondary school female and male tribal teachers.
3. To study the relationship between role conflict and work motivation among secondary school tribal male and female teachers.
4. To study the relationship between role conflict and work motivation among secondary school tribal female and male teachers.

The study found that, there is no significant difference in role conflict among secondary school tribal male and female teachers. There is no significant difference in the levels of work motivation among secondary school tribal male and female teachers. There is no significant relationship between role conflict and work motivation among secondary school male and female tribal teachers. There is no significant relationship between role conflict and work motivation among secondary school male tribal teachers.

Surena Sabil and Sabith Marican (2011) their study aimed to examine the relationship between working hours with work-Family conflict and work-family enrichment. The study was conducted on a sample of 286 married professional women who are working in the government sector. The result indicated that working hours had a positive relationship to work-family conflict, but there was no relationship with work-family enrichment. They conclude with the suggestion that was practicing work-home segmentation and support from family members help them to manage work and family commitment with effectively.
Seem Sareen and Sarita Kumari (2011) “Role conflict in Relation to emotional Intelligence of secondary school teachers”. The main aim of the study was to compare the role conflict in male and female teachers. To compare mean scores of emotional intelligence of female and male teachers and also to compare mean scores of role conflict with regard to emotional intelligence. The sample of the study consisted of 100 secondary school teachers from government schools of Chandigarh. Teacher’s role conflict inventory (Pramila Prasad and teachers emotional intelligence inventory Shubhra Mangal inventory was used for collecting the data. The major findings of the study were as follows, there were significant differences in role conflict of male and female teachers. Female teachers have significantly higher role conflict than male teachers. The male teachers are emotionally more intelligent than female teachers. It was also found that the female teachers have high role conflict.

An attempt was made by Yasmin M. and Fayaz Ahamab (2011) to examine work-family conflict can lead to cause problems among the women teachers. The impact of work-family conflict was analysed with the help of work involvement, work experience, family involvement, work conflict, family conflict, work-family conflict, and work and life satisfaction. The sample of the study was 200 women teachers in engineering colleges in Tiruchirapalli city. The sample selected with Random sampling method, Major findings of the study were; work family involvement and work expectations are positively correlated with work-family conflict, work life is most positively correlated with work family conflict. Furthermore Family Expectation, Family conflict, work conflict, life satisfaction are negatively correlated with work family conflict.
Melanie Palmer et al. (2012) have studied Conflict between work and family among New Zealand teachers with dependent children. They examined the relationship between occupational-related demands, family-related demands and work and family conflict. The present study also examines teachers’ use and perceptions of parenting and work life balance programmes. The sample of the study constituted of 69 female teachers of New Zealand. The study found that, the number of working hours is related to higher work-family conflict, the majority of teachers balancing work and family commitments were stressful. The present study also found that, the teacher’s one who had own children’s hyperactive behaviour this predicted an increases conflict between work and family.

Sajjad Akbar and Zeb Jan (2012) made an attempt to study “Work Life Conflict Impact on Female’s Job Performance”. A study of primary level female school teachers in Pakistan” the sample of the study constituted 200 female school teachers. Data collated through the questionnaires. The data was analysed with using Regression and other statistical tests to check that whether organization policies contributed to reduce work life pressure or not. The research report showed that work life conflict has a negative impact on job performance and socio-cultural factors were cause for work life conflict among female teachers. The results also revealed that organization policies do not moderate the relationship between work life conflict and job performance because, lack of policies at primary level schools.

Hedva Braunstein-Bercopvitz et al. (2012). In their study “The Role of Personal Resources in Work-family Conflict: Implications for Young Mother’s Well-being” The sample consisted of 146 mothers with the age between 26 to 48 years. To measures work-family conflict scale developed by Kelloway, Gottlieb,
and Barham (1999) used for the study. The study had two Hypothesis; one is, the relationship between person environment and both burnout and life satisfaction would be mediated by Work Interferes Family (WIF) and Family Interferes Work (FIW) dimensions. Higher levels of person environment congruence would be associated with lower levels of WIF and FIW, which in turn would be associated with: lower burnout levels and higher levels of life satisfaction. Second one is, the relationship between personality and both burnout and life satisfaction would be mediated by WIF and FIW conflict dimensions. The lowest levels of WIF and FIW would be manifested in Resilient, and the highest in over controllers. Lower levels of WIF and FIW would be in turn associated with; lower burnout levels and higher levels of life satisfaction. The study found that person environment congruence was not related to life satisfaction but was negatively related to burnout, a relationship fully mediated by both work-interferes-family and family-interferes-work conflict dimensions.

**Odunlalike Bolawle Abayomi (2012)** research entitled, “Role Conflict among Women in Inter-continental Bank Plc, Lagos Stat”. The researcher examined the reasons for women engagement in formal employment and its eventual consequence on the family. The sample Size was 108 respondents were used to explain the conflicting role of working women. The result indicated that women dual roles as wives, mothers and formal sector employees are stressful.

**Ruchi (2012)**, study tried to find out the relationship between role conflict and role performance, and role conflict with relation to professional commitment of school teachers. Descriptive survey method was used in the study. The sample of the study constituted of 400 teachers. Major findings of the study were: 1) Female and Male teachers do not differ in relationship of role conflict with
frustration tolerance that is in terms of attempt. 2) Female teachers and Male teachers differ in relationship of role conflict with frustration tolerance that is in terms of time. 3) Rural and Urban teachers do not differ in relationship of role conflict with frustration tolerance. 4) Government and Public school teachers do not differ in relationship of role conflict with frustration tolerance in terms of attempt and time.

Izhairi Ismil, “work and Non-work Dichotomy: the influence of Inter-Role Conflict on quality of life of Managers in Klang Valley”. This study attempted to evaluate the associations between work and non-work domain and also inter role conflict. Sample comprised of 350 male and female working in the area of Klang valley, Malaysia. In this study, descriptive results and correlations were analysed using the SPSS and Path Analysis. Researcher carried out to test the nature of linkages between work and non-work variable, inter-role conflict and also evaluating the relationship between quality of life and inter-role conflict. The seven Hypotheses were made in this study are:

1. Inter-role conflict is negatively related to quality of life.
2. Work Role conflict is positively related to Inter-role conflict.
3. Work Role ambiguity is positively related to Inter –role conflict.
4. Work Time commitment is positively related to Inter –role conflict.
5. Family conflict is positively related to Inter-role conflict.
6. Family time commitment is negatively related to Inter-role conflict.
7. Leisure Involvement is positively related to Inter-role conflict.

The result of this study revealed that work role ambiguity, family time commitment and leisure involvement were significantly related to inter-role conflict. Another result recorded in this study was the work role conflict and
family conflict was negatively and significantly affiliated with inter-role conflict. The work time commitment was not significant. Inter-role conflict was significantly and negatively related to quality of life.

**Margaux Couzy and Philippe Daudi (2012)** “Conflicting Roles: Balancing Family and Professional Life-A Challenge for working women”. In this study, the researcher raises the questions like, 1. When and why role conflicts occur in women’s life? 2. What is role? 3. How do these roles affect women’s lives? 4. How could women deal with role conflict? In the methodology, qualitative research and interpretive approach was adopted. The study revealed that role conflict occur when traditional values, lack of time, and unbalance involvement interfere with how women fulfil their different roles in the society.

**Nighat Shahenn (2012)** made an attempt to study work family conflict in Type A and Type B women. The sample was taken of 170 professional women belonging to two different works, namely teaching and medical. Major findings of the Study were there is a positive relationship between Type A behaviour pattern and work-family conflict. Type A women have scored significantly lower than Type B women on work-family conflict and also scale indicated great inter-role conflicts in Type A women. The Type women behaviour obtained significantly low mean scores on the three components those are work schedule, work load and childcare than type B women showing greater work-family conflict.

**Tabassum Ayesha (2012)** made an attempt to exam the impact of different types of social support on WFC and FWC, the nature of interrelation between WFC and FWC, the study revealed that, a significant inter correlation was found between WFC and FWC, there is no significant negative relationship between supervisor support and WFC. Similarly no significant association was found
between co-worker support and WFC. There is significant negative relationship between spouse support and FWC.

**Somyapandi and Shobha Upadhaya (2012)** in their study they talk about types of role conflict faced by middle class working women and measures to reduce the fatal effects of role conflict. They mentioned role conflict as growing daughters, working girl, wife and working married women. They suggested some of the measures that were support from their parents, support from husband, and social interaction with other females of her age group and self help. The study concludes with husband, parents etc must realize her work in their life and take care of her.

The study carried out by **Farida Shikh et al. (2012)** investigated that the degree of job satisfaction and the reason for motivating the girls to join the teaching job, furthermore problems faced by female teachers. The sample consisted of 100 teachers through random sampling technique. The study found that, under graduation level of education motivating to become a primary school teacher. Majority of the responded teachers were dissatisfied with the low social status and pay scale. This study also undergone other problems those are; lack of professional knowledge, lack of co-operation from students and parents, female posting at remote rural areas. These are some of the conditions that not permit them to play a good role in the society.

**Mohammad Kazem Emadzadeh et al. (2012),** the aim of the study was to know the assessing quality of work life and its components in the primary school teachers. The sample was taken of 120 teachers and descriptive survey method was used in this study. Major findings of the study were, 1) Teachers are not enjoying the good quality of work life. 2) Female teachers had the higher quality
of life than male teachers and there was no difference between unmarried and married teachers with relation to quality of work life. Who had more than 20 years of experience they were satisfied with the quality of work life.

**T.G. Vijaya and R. Hemamalini (2012),** the aim of the study was to examine the organizational commitment and turnover intention is influenced by role ambiguity, role conflict and work role balance. They found that role ambiguity and role conflict is negatively commitment. Turnover has a positive relation with role ambiguity and role conflict.

**Kazimcelik** “The Effect of Role Ambiguity and Role conflict on performance of Vice principals. The Mediating Role of Burnout” This research examines the impact of role ambiguity and role conflict on the burnout of principals and on job performance indirectly and directly. The sample consists of 200 principals working in elementary and high schools. The job performance scale, the Maslach Burnout Inventory, Role conflict and Role Ambiguity questionnaire were used. SPSS and AMOS were used to analyze the data. It was found that, the indirect and direct effects of role ambiguity on job performance were significant and the direct and indirect effect of role conflict on job performance was also significant.

**Aminah Ahmad and Noryati Ngah** conducted a study to determine the effect of Role conflict on job satisfaction, with work-family conflict as a potential mediator. The Data was collected form 159 single mother employees from Malaysia. Work-family conflict by Pleck, Staines and Lang, Role conflict scale adapted from Kopelman and job satisfaction scale by Hackmand and old human scales was used for collect the data. The regression analysis finding indicates that work-family conflict serves as one of the mechanisms through which role conflict
influences job satisfaction. This study reported that the Role conflict experienced at the workplace can increase the inter-role conflict between work and family said it can reduce the level of job satisfaction. It was concluded that the role conflict influences the job satisfaction.

**Lucie Houle et al. (2012)**, this study tried to find out the effects of personal and social resources on perceptions of work and family role conflict among working parents. The sample of the study was 410. In this study all hypothesized relations were tested using hierarchical multiple regression analysis. The finding of the study was indicating that self-efficacy is a strong predictor of family interfering with work and work interfering with family. The study concludes with that, gender plays a critical intricate role as a predictor of the successful management of work and family roles and interacting with personal and social variables that tells about experience of working parents.

**Qumarth Karimi et al. (2012)** “The main goal of present research was to study the relationship between work-family conflict and satisfaction, including job satisfaction, family satisfaction, and life satisfaction.166 Iranian married female teachers participated in this study. Brayfield and Rothe (1951) job satisfaction scale was used to measure job satisfaction. Brayfield and Rothe (1951) family satisfaction scale was applied to measure family satisfaction. A scale developed by Diener *et al.* (1985) was used to measure life satisfaction. Netemeyer *et al.* (1996) work-family conflict was used to measure work-family conflict. A scale developed by Netemeyer *et al.* (1996) was applied to measure family-work conflict. There was negative significant relationship between work-family conflict with job satisfaction, and family satisfaction. There was negative significant
relationship between family-work conflict with job satisfaction, family satisfaction, and life satisfaction. Job satisfaction, family satisfaction, and life satisfaction are supposed to be influenced by work-family conflict and family-work conflict. Therefore, by decreasing the conflict between work and family it is possible to improve the job satisfaction, family satisfaction, and life satisfaction among female teachers$^5$.

**Anju Goyat (2012)** the study aimed to know the adjustment level among primary school teachers. The study was conducted on a 100 teachers. The objective of the study was to compare the adjustment of male and female secondary school teachers. Further to compare the adjustment of rural and urban school teachers. The study found that there is no significance difference between adjustment of rural and urban teachers. The study concluded that the method of teaching, curricular should be modelled in such that they can utilize their energies in the right direction.

**Gillian Schofild et al. (2012)** “Professional foster carers and committed parent: Role conflict and role enrichment at the interface between work and family in long term foster care”. This study reviewed theoretical approaches to the work-family interface. The sample of the study was 40 and the result of this study showed that foster carers primarily identified as carers or as parents some of foster carers could move flexibly between these roles while others could not. Who could be flexible, the two roles enriched each other rather the causing stress and role conflict.

S.G. Jadhav (2013) aimed to study about self efficacy, Role conflict and Mental Health of Primary School Teachers. The study was conducted on a sample of 600 primary School teachers from two districts; those are Belgaum and Dharwad districts of the Karnataka state. The objectives of this study as follows:

1. To Study the significant difference in the occupational self efficacy, role conflict and mental health of male and female primary school teachers working in public and private aided schools.
2. To study the correlation between occupational Self-efficacy and Role conflict of School Teachers.
3. To find out the correlation between occupational self-efficacy and mental health of school teachers.

The study reported that there is no significant difference in the occupational self–efficacy, Role conflict and Mental Health of both female and male teachers working in schools. They revealed there was Negative and significant correlation between occupational self-efficacy and Role conflict of teachers. And also they said there is a positive and significant correlation between occupation self-efficacy and Mental Health of school teachers.

Ayesha Tabassum et al. (2013) “Test of work to family and Family to work Models of conflict, Enrichment and Satisfaction: An analysis on the Female Primary School Teachers, Bangladesh”. In this study the sample consisted of 90 female teachers. The study find that work-family conflict and Family work conflict negatively predict family satisfaction and family work conflict negatively predicts job satisfaction. WFC and FWC negatively predict life satisfaction and also study revealed that work family Enrichment and Family work enrichment positively predict job and family satisfaction.
Alfred Henry Makura brought it to the notice that challenges Faced by Female Primary School Heads: the Zimbabwean Experience. In this study 19 female primary school head teachers were selected for sample. The major findings of the study were Organisational factors, culture; women’s personalities were the obstacles of the effectiveness of female teachers in administration. The study also revealed that, shortage of financial and material resources and teacher’s negative attitudes towards female heads teachers were cited as the main impediments to effective work.

Mjoli M. Dywili and N. Dodd (2013), “Demographic determinants of work-family conflict among female factory workers in South Africa” in their study they tried to find out the relationship between work-family conflict and demographic variable among female factory works, the sample of the study constituted 100 female workers in East London and south Africa. They made four Hypothesis for this research and in the results they shows that age is significantly positively correlated with work-family conflict. Marital status is not significantly positively related to work-family conflict and the number of children is significantly positively with work-family conflict and age of youngest child is significantly positively related to work-family conflict.

Rabia Umer and Muhammad Zia-Ur-Rehman (2013) researched with an aim of knowing the impact of work life balance and work life conflict on life satisfaction of working women in Higher Education sector. The study was conducted on a sample of 145 working women of Higher Education sector. The major findings of the study were that work life balance and work life conflict has a significant impact on the life satisfaction of working women. And the Pearson correlation showed that higher the work life conflict and work life imbalance lower will be the life satisfaction.
Taleema Jan et al. (2013), aimed to study the social and family role stress among primary school teachers. The study was conducted on a sample of 120 primary school teachers of Budgam District. The result indicated that female primary school teachers were found more stress as compared to male primary school teachers. Private male primary school teachers were found more stress as compared to Government male teachers and private female teachers were found more stress as compared to Government Female teachers.

An attempt was made by Mallika Dasgupta to find out the relationship between Emotional Intelligence and work-Interfering-family Role conflict among female professionals of Kolkata. The data was collected form 30 female professionals. The major findings of the study were the emotional intelligence had been found to bear significant relationships with variables. It was negatively correlated with both the domains of work-family role conflict, it indicates that emotional intelligence tunes down the perception of role conflict and there by stress produced by it.

Thoappan A. (2013), “A study on conflict among secondary Grade Teachers”. The aim of the research was to find out the conflict among the secondary grade teacher with the variables of Residential Back ground, Gender, subjects studied, Type of Family and locality of working place. The sample was taken of 153 secondary grade teachers. For this study Conflict Rating Scale were used. The study was hypothesised the major findings of the study were as follows,

1. There is no significant difference between male and female secondary grade teachers in their conflict rating score.
2. There is no significant difference between rural and urban teachers in their conflict.
3. There is no significant difference between secondary grade teachers working in urban and rural in their conflict rating.

4. There is no significant difference between arts and science subject studied teachers in conflict.

5. No significant difference between secondary grade teachers who belongs to joint and nuclear family in their conflict rating score.

Dhaifallah Obaid Almutair (2013) studied to find out the relationship between the role conflict and job satisfaction among academic staff of Saudi Arabian Universities. The sample of the study constituted 117 respondents. He found that there was a negative relationship between role conflict and job satisfaction.

Ng Swee Fung et al. (2013) in their study they tested mediation model of work-family enrichment and job satisfaction. The data was collected from 280 public secondary school teachers in Malaysia. This study found that an increasing job autonomy by teachers led to an increase in work family enrichment. This study concluded that involvement in job roles should not be viewed as a hindrance. It can benefit for teachers at home.

An attempt was made by Annam Akram and Muhammad Hassan (2013) to study the “Impact of work life conflict on job Satisfaction” was a study revealed that there is a significant negative relationship between work to family involvement and job satisfaction. And these results were supported by the findings of Abbas and Nadeen (2009) study.

W.M Marieke Jaspers et al. (2014) the aim of the study was to know possibilities and challenges of mentor teachers when they simultaneously combine
the mentor and teacher roles. The seven case studies of mentor teachers in primary education were made. They found that being the teacher of the pupils was their primary task and being a mentor of the student teacher commonly they thought additional task.

Sayed Faroo Q. Shah et al. (2014) in their study tried to know problems faced by female primary school teachers in the Khyber Pakhtunkhwa, Pakistan. The study found that, in many cases female teachers are overburden with additional classes due to lack of teaching staff in primary Schools. In the conclusion of this study recommends that the problems of female teachers could be resolved by providing ongoing proficient advancement opportunities and incentive to those devoted female teachers making arrangement for providing enough teaching and non teaching staff to primary schools.

Kaleem Ahmed and Farrukh Shahad (2014) in their study examines the relationship conflict affects employees performance, the influence of task conflict and impact of role conflict on employee’s performance. The major findings of the study were the employee performance has a significant negative relationship with relationship conflict and role conflict.

Nasreen Khan (2014) in this study the researcher was determined the family to work conflict experienced by working mothers in UAE’s educational sector. The sample of the study was 314 married women working in educational institutions. The major findings of the study were family involvement is related to family to work conflict, but in this study elderly care, number of children, life cycle variables are not took for the study. They find family to work conflict is related to organizational commitment. Family involvement is directly related to organizational commitment.
Nemdeo R. Pushpa in their study tried to find out the relationship between job preference and job satisfaction, adjustment and job satisfaction and professional adjustment and job preference of secondary school teachers. Descriptive survey method was adapted in the study. The sample was taken 100 teachers of government Secondary schools in Bhopal. The study found that, there was a significant relationship between job preference and job satisfaction. They stated that adjustment and job satisfaction affects each other and it had significant relationship. This study also revealed that, there was no significant relationship between adjustment and job preference among school teachers.

Ruhee Rashid and Santhos Kumar Maharashi (2015) in their study aimed to know the problems of female school teachers in Kulgam District; the sample was taken of 100 women teachers. The study found that 45 percent of the female teachers having very good working environment, no female teachers are working in bad environment and 45 percent of female teachers are facing problems related to transportation. 18 percent teachers have normal relations and 55 percent have good relation with their co-workers.

Meguellati Achour et al. (2015) in their study they tried to find out the relationship between work demands related to causes of work-family conflict and coping strategies. Major findings of the research were, Muslim female academicians were experienced conflict between work demand and family life. Study also revealed that, these conflicts were reasons for decline in family satisfaction and job satisfaction.

Sneha Kumari et al., the objectives of the study were 1) to know the socio-demographic characteristics of female faculty, 2) to find out the sources of role conflict among female faculty, 3) to know the consequences of role conflict and
4) to determine the suggestive measures for coping with role conflict among female faculty members.

Their study found that the background of the female faculty members, attitude of the boss, attitude of the colleagues, incompatibly personality, inadequate role sharing, time budgeting, primacy of family, attitude of family members, husband attitude and cooperation, work overload and expectations are source of role conflict among female faculty members. The study also found that the consequence of role conflict those are; weekends bonds, martial conflict, physical disorders, loss of self esteem, reduced work commitment, job satisfaction and performance. The study reveals that family tension, anxiety and guilt, stress and strain was the consequence of role conflict.

The research emerges from the conflicting findings of the earlier studies mentioned above, the research gap as regards to the correlation between the socio-economic status, adjustment, job satisfaction and role conflict. One of the important variables that is demographical variable has not explored by many of the researchers. And also particularly with respect to Shimoga district no specific study was conducted to know the role conflict among primary school teachers.

The review of background studies done in the area of role conflict and related concept was presented in this chapter. In the next chapter the methodology adopted in carrying out this research includes the sample population, the survey instrument, data analysis methods will be discussed in detail.