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## **GRT** **ROLE OVER LOAD, ROLE AMBIGUITY AND ROLE CONFLICT OF SCHOOL TEACHERS: GENDER DIFFERENCES**

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**Abstract:-**The purpose of this study was to explore and examine Role Over Load, Role Ambiguity and Role Conflict of male and female high school teachers. A descriptive research design was used to study teachers working in high schools of Mysore city, Karnataka State, India. The data were collected from 388 teachers using stratified random sampling. The instrument used to measure the variable was Occupational Stress Index (OSI) by Srivastava and Singh (1984). The statistical techniques of descriptive statistics, and independent samples't' test were employed to analyze the data. Results revealed that male and female teachers had significant difference in Role Ambiguity and Role Conflict.

**Keywords:**Role Over Load, Role Ambiguity and Role Conflict, Occupational Stress, Age Groups, High School Teacher.

### **1.INTRODUCTION:**

The cause of stress is not from a single source nor is it a single symptom issue. It can be and is often characterized in many subjective and objective ways to provide an explanation for numerous problems at any time (Fimian, 1984). Much of the research on stress and teacher stress in particular has led to numerous definitions (Cartwright & Cooper, 1997; Kelly & Berthelsen, 1995; Kyriacou & Sutcliffe, 1978; Lazarus, 1966; Pithers, 1995). Lazarus and Folkman (1984) proposed the most widely accepted definition of stress as follows: "Psychological stress involves a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (p. 19).

Definition of occupational stress According to Kyriacou (1987), defines "teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher."

Kyriacou (1998) hypothesized four major concerns to authenticate any definition of teacher stress. The first issue was whether to use the term teacher stress to refer to the level of demands made on teachers or to refer to the psychological state stimulated in the teacher when attempting to meet such demands.

### **2. LITERATURE REVIEW**

The amount and degree of occupational stress a teacher experiences may be related to his negative self-perception, negative life experiences, low morale, and the struggle to maintain personal values and standards in the classroom (Worrall & May, 1989), while the extent to which a teacher perceives and experiences occupational stress in any school situation likely depends upon the appraisal of demands and the teacher's coping mechanism to deal with them. Kyriacou (2001) stated, "The stress experienced by a particular teacher will be unique to him or her, and will depend on the precise complex interaction between his or her personalities, values, skills, and circumstances"

Aftab and Khatoon (2012) examined the relationships of a set of independent variables (gender, qualification,

teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. According to the results of the analysis, teachers with an experience of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two.

Chaudhry (2012) explored the level of occupational stress among university teachers based on age, gender and type of organization. Descriptive statistics, inferential statistics, frequency tables, and ANOVA analysis have been used to analyze the data. The results indicate significant difference in the mean scores of faculty members having different age brackets regarding their perceived level of stress. The statistics shows the decreasing trend of stress with the increasing of age among the faculty members.

Numerous studies have confirmed that teaching can be a stressful profession. There is reduced of consistency of findings with regard to demographic variables and occupational stress. Therefore, the problem focused in this study was whether the demographic factors are associated with teachers' stress.

### 3. RESEARCH METHODOLOGY

#### 3.1 Hypotheses of the study

1. There is no significant difference between male and female high school teachers in Role Over Load.
2. There is no significant difference between male and female high school teachers in Role Ambiguity.
3. There is no significant difference between male and female high school teachers in Role Conflict.

#### 3.2 Sample

The population for the study consists of teachers working in schools in Mysore city, India which includes 788 teachers. In this research stratified random sample was used. Sample size was calculated according to the table provided by Krejcie and Morgan (1970). Regarding the statistical range which is 788 number of sample is 388.

#### 3.4 Instrument

**Occupational Stress Index:** In this research the researcher used a standard test to measure the occupational stress that developed by Srivastava and Singh (1984), Incorporating 46 items, each to be rated on five point scale. Out of 46 items, 28 are true keyed and rests 18 are false keyed. Split half method was applied to establish the reliability of the scale which was found to be 0.935 by the authors.

#### 3.3 Data collection

The questionnaires were administrated individually. The data required for the present study were collected from the high schools in Mysore. 400 respondents were requested to read each question carefully and then encircle the choice which best described their opinion regarding each item. Finally, the investigator collected 388 questionnaires from teachers.

### 4-RESULTS

Independent samples't' test revealed there is a significant difference between mean Role Ambiguity ( $t=4.836$ ;  $p=.005$ ), Role Conflict ( $t=2.573$ ;  $p=.010$ ) scores of male and female teachers in high schools. But a non-significant difference was found between mean Role Over Load, score of male and female teachers in high schools. In Role Ambiguity male teachers had higher mean scores ( $M=11.14$ ) than female ( $M=10.17$ ) teachers. The mean values in Role Conflict, clearly revealed that male teachers had higher scores than female teachers.

**Table 4.1 Mean Role Over Load, Role Ambiguity and Role Conflict of male and female high school teachers on various components and results of independent samples't' test**

Components of Occupational stress	Gender	N	Mean	S.D	't' Value	P Value
Role Over Load	Male	188	18.08	4.97	1.885	.060
	Female	199	17.15	4.72		
Role Ambiguity	Male	188	11.14	3.57	4.836	.005
	Female	199	10.17	3.12		
Role Conflict	Male	188	14.52	3.023	2.573	.010
	Female	199	13.76	2.807		

N=388; df=385; Significant at 0.05 level

According to the results, the null hypothesis that there is no significant difference between male and female high school teachers in Role Over Load is accepted.

The null hypothesis that there is no significant difference between male and female high school teachers in Role Ambiguity is rejected.

And the third hypothesis that there is no significant difference between male and female high school teachers in Role Conflict also is rejected.

## **5. DISCUSSION**

Most of the researches mainly addressed teacher's stress problems. Pervez and Hanif (2003) based on a previous study by Freudenberg (1992), found out that secondary school teachers experience more stress as compare to primary school teachers. In addition, Hakanen et al. (2006) confirmed quite different from what Pervez and Hanif (2003) proposed. Study by Antoniou, Ploumpi and Ntalla (2013) on occupational stress revealed that teachers of primary education experience higher levels of stress compared to the teachers of secondary education. Idris (2011) indicated that role overload and role ambiguity predicted change in strain over time but not role conflict. Chan, Chen and Chong (2010) also claimed that teachers of primary schools experience significantly higher perceived stress level than those of secondary schools. These studies were supported by current research findings on occupational stress. Previous research in the area of role ambiguity has also demonstrated the potential for role perceptions to differ based on gender, playing status, and tenure (Beauchamp et al., 2005; Eys, Carron, Beauchamp, & Bray, 2003).

In addition, Sullivan and Feltz (2003) found gender differences in communication dimensions. To determine if differences existed as a result of these variables, three MANOVAs were conducted with the communication and role-ambiguity dimensions serving as dependent variables, while gender, starting status, and tenure represented the three separate independent variables. More specifically, one possible source that may cause male teachers to experience role ambiguity is the degree to which supportive, trusting, and disclosing verbal communication is exchanged between teachers principal and colleagues. Considering that this type of communication would not appear to function in directly supplying role information, it may be that such communication offers to provide an indirect mechanism by creating a comfortable social atmosphere in which teachers are more open to suggesting and accepting role-related information to and from one another (Cunningham & Eys, 2007).

Role conflict occurs when employees interact with each other in a department within a company, or outside of the organization. Gender effect on role conflict has been identified as a risk factor for teachers, both prevention and intervention efforts with regard to gender can be helpful.

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