

STUDY OF LIFE SATISFACTION AMONG SECONDARY SCHOOL WOMEN TEACHERS IN RELATION TO THEIR ROLE CONFLICT

Dr. Jasbir Kaur*

ABSTRACT

Life Satisfaction of women depends upon many factors. This study was based on a survey of Life satisfaction among secondary school women teachers in relation to their role conflict. Sample of the study was 100 women teachers from Joint and Nuclear family selected randomly from schools of Ludhiana district. Life satisfaction scale by Alam and Srivatava (2001) and Teacher's role conflict inventory by Prasad and Bhusan (2011) were used by the investigator to conduct this study. Findings of the study revealed that significant difference exists between the mean scores of Life Satisfaction of Secondary School Women Teachers living in Nuclear and Joint families. Further no significant mean difference between the role conflict of Secondary School Women Teachers living in Nuclear and Joint families were found. As far as relationship is concerned a significant positive relationship exists between the Life satisfaction and role conflict of Secondary School Women Teachers living in Nuclear and Joint families.

Key words: *Life Satisfaction, role conflict, women Teachers*

Teaching is the noblest of the professions which has been attracting and engaging a good number of women from time and ago. Women become good teachers especially at the primary level, and are, in fact, preferred to men because of characteristics of gentleness, patience and nurturing which are natural and peculiar to their motherhood for dealing with children. But, so many studies have shown that most of the women teachers are generally not satisfied with the type of life they are living. Job stress and conflicting roles has resulted in severe physical and emotional exhaustion. Several investigations have studied the correlation of life satisfaction. Positive relationships have consistently been obtained between life satisfaction, socio economic status, perceived adequacy of income and health status. It is typically defined as the degree to which individual judge the quality of their lives favorably and it can be equated with happiness.

A school teacher has to play many roles to meet the various expectations in different situations. To the extent teachers perceives difficulty in

performing their role in one situation vis-a-vis some other situation, they experience role conflict. Both role ambiguity and role conflict are significantly related to a number of organizational and interpersonal factors (Bedlian et al., 1981). Teachers role are not perceived alike by all. There is significant effect of perceiver's characteristics on findings, concerning teacher's role conflict (Harnitz, 1975, Kyostio, 1969, Evans, 1981). In teacher's life, three life situations figured as most relevant in respect of their roles and role conflict, they are family, school and society. Each of these situations has certain role demands from a teacher, who at time perceive them as incompatible to produce role conflict.

Review of Related Literature

Zhaoyong and Baoya (2009) aimed to research the impact of the multiple roles of middle school physical education teachers on their job satisfaction. The results show that most role conflict has a negative impact on job satisfaction for middle school physical education teachers.

* Assistant Professor, GHG Khalsa College of Education Gurusar Sadhar

Kumari and Sharma (2011) in their study self-esteem and role conflict as a predictor of life satisfaction among married teachers found Positive relation between self-esteem and life satisfaction and a negative relation between life satisfaction and role conflict.

Kaur (2015) conducted a study to find out the relationship between burnout and role conflict of secondary school teachers. The sample comprised of 100 secondary school women teachers of district Ludhiana. The tool used for the present investigation was Maslach Burnout Inventory (MBI) by Christina Maslach and Jackson (1981) and Teachers' Role Conflict Inventory (TRCI) by Prasad and Bhusan (2011). The study indicated a significant positive relationship between Emotional Exhaustion, Depersonalization dimension of burnout and role conflict and negative but in significant relationship between the Personal Accomplishment dimension of burnout and role conflict.

Leticia Arellano-Morales and Christopher T. H. Liang (2016) examined associations among perceived racism, gender role conflict, and life satisfaction among Latino day laborers. Participants included 159 Latino day laborers recruited from various informal sites within Southern California. Findings indicated that perceived racism moderated the association between gender role conflict and life satisfaction. Implications for clinical practice and future research with Latino day laborers are provided.

Emergence of The Problem

Teaching is considered to be one of the noblest professions and it is also known to be a women dominated field as far as Indian education scenario is concerned. Woman as a teacher has to make a perfect balance between her home responsibilities and her responsibilities towards her profession. Woman teachers have to play divergent and dynamic roles. Expectations of the roles may sometimes generate role conflicts in them. If the role conflict persists for a long time then it can diminish their level of satisfaction in life.

The underlying factors in role conflict are found to be directly related to the type of home

environment in which a women teacher is living. The composition of family in the form of joint and nuclear one has certainly its different effects on the personality of a working woman. The new system of education provides opportunities to all the complete development. For all this, the whole responsibility lies on the shoulders of teachers and teacher effectiveness is not possible until there is stress due to the role conflict among teachers.

Moreover, an organization cannot achieve its goal unless the employees are mentally healthy and satisfied with his/her life. As it is well known fact that there are certain factors that can be directly linked to satisfaction of people in general and teacher in particular including teaching attitude, teaching experience, locus of control, job satisfaction, congenial working environment as well as conflicting roles performed.

Through this study the investigator will try to research the relationship of life satisfaction with role conflict among secondary school women teachers. Role of nuclear and joint families will also be assessed by the investigator as an underlying cause for role conflict and reduced level of life satisfaction among secondary school women teachers.

Objectives

1. To study the life satisfaction of secondary school women teachers.
2. To study the role conflict of secondary school women teachers.
3. (a) To investigate the significance of mean difference in life satisfaction of secondary school women teachers living in joint and nuclear families.
3. (b) To investigate the significance of mean difference in role conflict of secondary school women teachers living in joint and nuclear families.
4. (a) To investigate the significance of relationship between life satisfaction and role conflict of secondary school women teachers living in joint and nuclear families.
4. (b) To investigate the significance of relationship between life satisfaction and role conflict of secondary school women teachers living in joint families.

4. (c) To investigate the significance of relationship between life satisfaction and role conflict of secondary school teachers living in nuclear families.

Hypotheses of The Study

1. (a) There will be no significant mean difference in life satisfaction of secondary school women teachers living in joint and nuclear families.
1. (b) There will be no significant mean difference in role conflict of secondary school women teachers living in joint and nuclear families.
2. (a) There will be no significant relationship between life satisfaction and role conflict of secondary school women teachers living in joint and nuclear families.
2. (b) There will be no significant relationship between life satisfaction and role conflict of secondary school women teachers living in joint families.
2. (c) There will be no significant relationship between life satisfaction and role conflict of secondary school women teachers living in nuclear families.

Design of The Study

To meet the above objectives of the study, descriptive survey method of research was used for collection of data and various descriptive and inferential statistical techniques were used for the analysis and interpretation of data.

Sample of The Study

The sample of the present study consisted of 100 married women teachers (50 from nuclear and 50 from joint families) from secondary schools of Ludhiana district selected randomly.

Results and Discussions

Table 1. Significance of The Difference Between Mean Scores of Life Satisfaction of secondary school teachers living in nuclear and joint families (N=100)

S.No.	Group	N	M	S.D	SE _d	t-value
1.	Nuclear family	50	42.58	7.05	2.24	2.01*
2.	Joint Family	50	38.06	7.92		

*= Significant at 0.05 level

Table 1 revealed that the mean scores of life satisfaction of Secondary School Women Teachers living in Nuclear and Joint families' are 42.58 and 38.06 respectively and their standard deviations are 7.05 and 7.92 respectively. The t-ratio 2.01 is significant at 0.05 level of significance. This revealed that no significant difference exists between mean scores of life satisfaction of Secondary School Women Teachers living in Nuclear and Joint families. Therefore the hypothesis 1(a) stating that 'There will be no significant mean difference in life satisfaction of secondary school women teachers living in joint and nuclear families stands rejected.

Table 2. Significance of difference between Mean Scores of Role conflict of Secondary School Women Teachers living in nuclear and joint families

S.No.	Group	N	Mean	S.D	SE _D	t-value
1.	Nuclear family	50	32.5	11.58	4.97	0.929 (N.S)
2.	Joint Family	50	27.88	10.71		

NS = Non Significant

Table 2 revealed that the mean scores of role conflict of Secondary School Women Teacher living in Nuclear and Joint families are 32.5 and 27.88 respectively and their standard deviation is 11.58 and 10.71 respectively. The t-ratio is 0.929 in significant at 0.05 level of significance. This revealed that no significant difference exists between mean scores of role conflict of Secondary School Women Teachers living in Nuclear and Joint families. Therefore the hypothesis 2(b) stating that 'There will be no significant difference in role conflict of Secondary School Women Teachers living in Nuclear and Joint families stands accepted.

Table 3. Significance of relationship between Life Satisfaction and Role Conflict of Secondary School Women Teacher living in Nuclear and Joint Families (N=100)

Variables	N	r
Life Satisfaction	100	.424**
Role Conflict	100	

** Significant at .01 level

Table 3 reveals that for the secondary school Women Teacher, the value for correlation between

Life Satisfaction and Role Conflict comes out to be 0.424 which is significant at 0.01 level of significance. Life Satisfaction thus has a positive and significant relation with the Role Conflict Secondary School Women Teacher living in Nuclear and Joint Families. Thus the hypothesis 2(a) there will be no significant relationship between Life Satisfaction and Role Conflict of Secondary School Women Teachers stands rejected.

Table 4. Significance of relationship between Life Satisfaction and Role Conflict of Secondary School Women Teachers living in Nuclear Families (N=50)

Variables	N	r
Life satisfaction	50	-0.09 (N.S)
Role Conflict	50	

NS=Non Significant

Table 4 reveals that for the secondary school women Teachers, the value for correlation between Life Satisfaction and Role Conflict comes out to be -0.09 which is no significant. Life Satisfaction thus has no significant relation with the Role Conflict Secondary School Women Teachers living in Nuclear Families. Thus the hypothesis 2(b), there will be no significant relationship between Life Satisfaction and Role Conflict of Secondary School Women Teacher living in Nuclear Families stands accepted.

Table 5. Significance of relationship between Life Satisfaction and Role Conflict of Secondary School Women Teacher living in Joint Families (N=50)

Variables	N	r
Life Satisfaction	50	-0.33**
Role Conflict	50	

** Significant at.01 level

Table 5 reveals that for the secondary school Women Teachers, the value for correlation between Life Satisfaction and Role Conflict comes out to be -0.33 which is significant at 0.01 level of significance. Life Satisfaction thus has a negative but significant relation with the Role Conflict Secondary School Women Teacher living in Joint Families. Thus the hypothesis 2(c) there will be no significant

relationship between Life Satisfaction and Role Conflict of Secondary Schools Women Teachers living in Joint Families stands rejected.

Conclusions

On the basis of data collected, analysis and interpretation some conclusions were drawn, which are given as below.

- There is a significant difference between the mean scores of Life Satisfaction of Secondary School Women Teachers living in Nuclear and Joint families.
- There is no significant mean difference between the role conflict of Secondary School Women Teachers living in Nuclear and Joint families.
- There is a significant positive relationship between the Life satisfaction and role conflict of Secondary School Women Teachers living in Nuclear and Joint families.
- There is insignificant negative relationship between the Life satisfaction and role conflict of Secondary School Women Teachers living in Nuclear families
- There is no significant relationship between the Life satisfaction and role conflict of Secondary School Women Teachers living in Joint families.

Educational Implications

Findings of the present study further reveals that there is a significant positive relationship between life satisfaction and role conflict of secondary school women teachers. So a careful investigation is required to know the underlying common factors between the two. Life satisfaction is showing a negative but insignificant relationship with the role conflict among secondary school women teachers living in nuclear families. It clearly indicates that structure of the family has no contribution as far as relationship between these two variables are concerned. Life satisfaction is showing negative but significant relationship with the role conflict among secondary school women teachers living in joint families. So more focus should be given to raise the level of life satisfaction as it will help in reducing role conflict among working population in general and Secondary School Teachers in particular

especially living in joint families. Moreover if the Secondary School Teachers are more clear in their role perception more will be their level of satisfaction.

Findings of the present study also clearly highlights the importance of sound mental health for our nation builders. As it is a well known saying that India's destiny is shaped in its classrooms, so even a minor negligence on the part of the role played by teachers can have serious consequences for our upcoming generation.

Now a days the teachers are assigned the most important and difficult tasks. Their slightest negligence is blown out of proportions. The stress and strain due to demands of the society and family is making the role of teacher a complex and difficult one. These continuous stressful conditions can be emotionally drained and can lead to signs of dissatisfaction. This study will help the teachers in solving complexities, overworked situations and unrealistic expectations and to work more efficiently.

References

- Bedlian, A., G., Achilles, A., Curran, & Shirley, M. (1981). The relationship between role stress and job related interpersonal and organizational climate factors. *Journal of Social Psychology*, 113, 247-260.
- Erdamar, G & Demirel, H. (2016). Job and Life Satisfaction of Teachers and the Conflicts They Experience at Work and at Home. *Journal of Education and Training Studies*. 4(6).
- Harnitz, K. (1975). Roles of elementary school teachers. *Dissertation Abstract International*, 4, 256-257.
- Kaur, B. (2015). Study of Burnout among secondary school women teachers in relation to Role Conflict. (M. Ed Dissertation), P.U. Chandigarh.
- Kumari, P. & Sharma, G. (2011). Self esteem, role conflict as a predictor of life satisfaction among married teachers. *Indian Journal of Psychological Science*, 2 (2), 12-18.
- Kyostio, O.K. (1969). A study of teacher role expectations. *Annales Academia Scientiarum Fennica*, 154(1), 246.
- Luo, L., Gilmour, R., Shu-Fang, K., & Mao-Ting, H. (2006). A cross cultural study of work/family demands, work family conflict and well being. *Career Development International*, 11, ABI/INFORM Global Cited in <http://web.ba.ntu.edu.tullolu/A>
- Malhotra, S., & Sachdeva, S. (2005). Social roles and role conflict: An interprofessional study among women. *Journal of the Indian Academy of Applied Psychology*, 31 (1-2), 37-42, M.D. University Rohtak.
- Nalina, B. (2012). Social support, role conflict, mental health and life satisfaction among married women teachers working in Arts and Science colleges affiliated to Bharathiar, University, Coimbatore, *Ph.D. Thesis*, Bharathiar University.
- Viren, S., Tomas, C.P, Dhachayani, S., Thambu, M., Kumaraswami, K, Debbi, S., & Adrain, F. (2007). General health mediates the relationship between loneliness, life satisfaction and depression: A study with Malaysian medical students. *Journal Social Psychiatry and Psychiatric Epidemiology*, 42, 161-166.
- Zhaoyong, Z., & Baoya, W. (2009). An empirical study of the impact of trole conflict on job satisfaction for middle sc hool physical education teachers. *Computing, Communication, Control and Management*. 3(8-9), 423-427.