

SELF EFFICACY OF PRIMARY SCHOOL TEACHER IN RELATION TO ROLE CONFLICT

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ABSTRACT

The purpose of present study was to study self-efficacy of secondary school teachers in relation to role conflict. The sample consisted of 100 Primary school teachers. Data were collected by using The General Self Efficacy Scale (GSE) by Jerusalem and Schwarzer (1979) and Teacher's Role Conflict Inventory (TRCI) by Prasad and Bhusan (1971). Findings of the study revealed that there exists significant difference in mean scores of self-efficacy of male and female primary school teachers. It is also found that there exists significant difference in mean scores of role conflict of male and female primary school teachers. Further there exists a significant relationship between self-efficacy and role conflict among male as well as female primary School teachers.

Keywords: Self-efficacy, Role conflict, Primary School teachers

A teacher's experiences in family and professional roles vary in many other ways. Like in case of motherhood and final examination in school, for example, spacing of the children, their temperaments or spousal agreement over parenting practices along with finishing of syllabus, revision of the syllabus, preparation of test papers, commanding authority's attitude are the factors that affect the teaching of a teacher and the efficiency and dedication towards teaching is reduced.

Self-efficacy, as defined by Bandura (1997), is the belief in one's ability to mobilize the necessary motivation, cognitive resources, and actions to meet situational demands. The stronger the perceived self-efficacy, the greater the challenges individuals set for themselves, and the stronger their commitment to achieving them (Locke and Latham, 1990). For teachers, who must juggle diverse and dynamic roles to fulfill various obligations and expectations, this can lead to role strain or role conflict, especially when these roles conflict or are incompatible.

Role conflict arises from a painful emotional state caused by inconsistent or contradictory role expectations. According to Sorbin (1954), it occurs when a person holds multiple positions simultaneously, and the expectations of one role clash with those of another. However, role conflict is not only caused by external expectations; self-expectations can also lead to role strain, particularly when these internal standards are at odds with actual performance. When individuals perform roles they perceive as undesirable or inappropriate, the greater the discrepancy between their role performance and self-expectations, the more intense the role conflict becomes. These self-expectations often stem from the internalization of social norms, values, and attitudes, leading to conflict when individuals perceive inconsistencies in fulfilling their roles.

The teacher is the most important factor for the improvement of students in school education. Education is the vehicle of social change. Education is the chief symptom and

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even the means of progress of human civilization. Unless its standard is raised the nation cannot progress. Yet adequate attention is not paid to the fundamental questions pertaining to the education, occupational self-efficacy, Role-conflict and Mental Health of the teachers. Hence, the present study is in that direction. On the through various other variables and some studies shows significant relationship between self-efficacy with role conflict (Davies and Brember (1999); Linnenbrink and Pintrich (2003); Eaton, Watson, Foxcroft and Pattonn (2004); Brahnma, Margavio, Hignite, Barrier and Chin (2005); Rathi and Rastogi (2009); Frank, Marwin and Gamze (2019); Daniel, Steven and Karissa (2020); Pervez, Noshaba, Arshad and Noureen (2022) that shows the relationship of self-efficacy and role conflict with other variables basis of some review.

Objectives of The Study

1. To study the relationship between self-efficacy and role conflict among secondary school teachers in regard to Gender
2. To study the significance of difference in mean scores of self-efficacy of secondary school teachers in relation to locale.
3. To study the significance of difference in mean scores of role conflict of primary school teachers in relation to locale.

Method

Sample

In the present study, a descriptive method of research was employed to study self-efficacy of Primary school teachers of Fatehgarh Sahib district in relation to their role conflict. Keeping in mind the limited source of time and money, only 100 Primary school teachers of Fatehgarh Sahib district were randomly selected. Out of which 50 Primary school teachers were male and 50 Primary school teachers were female.

Procedure

On selected samples, Tools used for collecting data were The General Self Efficacy Scale (GSE) by Jerusalem and Schwarzer (1979) and Teacher's Role Conflict Inventory (TRCI) by Prasad and Bhusan (1971).

Measures

- The Generalized Self-Efficacy Scale is a 10-item psychometric tool designed to assess an individual's optimistic self-beliefs in their ability to cope with various life challenges. It is intended for the general adult population, including adolescents, but should not be used for individuals under the age of 12. The scale takes approximately 4 minutes to complete, with responses given on a 4-point scale. The final composite score is obtained by summing the responses to all 10 items, yielding a score ranging from 10 to 40. In samples from 23 countries, Cronbach's alpha values ranged from .76 to .90, with most falling in the high .80s, indicating strong internal consistency. The scale is unidimensional, and its criterion-related validity has been supported by numerous correlation studies, which found positive associations with favorable emotions, dispositional optimism, and job satisfaction.
- Teacher's Role Conflict Inventory (TRCI) was developed by Prasad and Bhusan (1971). TRC inventory has 22 items. The scoring is awarded as Very often-4, Often-3, cannot say-2, Seldom-1 and Never -0. The TRC Inventory was validated against 'Self role Conflict inventory' and other role conflict inventories (ORCT). Reliability of TRC Inventory by Split half is 0.88. This shows that the TRC inventory is fairly reliable to be used in research.

Results and Conclusion

Table 1 Coefficient of correlation between self-efficacy and role conflict among primary school teachers of Fatehgarh Sahib district

Group	N	r
Total Teachers	100	0.872**
Male Primary School Teachers	50	0.362**
Female Primary School Teachers	50	0.482**

Table 1 represents the coefficient of correlation between self-efficacy and role conflict among primary school teachers of Fatehgarh Sahib district. The value of coefficient of correlation is 0.872 which is significant at both levels of confidence that is 0.05 and 0.01. This indicates that there exists a significant relationship between self-efficacy and role conflict among primary school teachers of Fatehgarh Sahib district. Hence hypothesis stating, "There exists a significant relationship between self-efficacy and role conflict among primary school teachers of Fatehgarh Sahib district" stands accepted. This suggests that as self-efficacy increases, so does role conflict. High self-efficacy can motivate teachers to take on multiple roles and responsibilities, it can also lead to increased role conflict as the demands placed on them may start to conflict with each other. The positive correlation between self-efficacy and role conflict in this study could thus reflect a scenario where greater confidence in one's ability leads to an increased load of conflicting expectations and responsibilities.

Table 1 represents the coefficient of correlation between self-efficacy and role conflict among male primary school teachers of Fatehgarh Sahib district. The value of coefficient of correlation is 0.362 which is significant at

both levels of confidence that is at 0.05 and 0.01. This indicates that there exists significant relationship self-efficacy and role conflict among male primary school teachers of Fatehgarh Sahib district. Hence hypothesis stating, "There exists significant relationship in mean scores of self-efficacy and role conflict among male primary school teachers of Fatehgarh Sahib district" stands accepted. This moderate positive correlation of 0.362 suggests that while there is a significant relationship between self-efficacy and role conflict among male primary school teachers, the strength of this relationship is weaker compared to other groups. This could indicate that, for male teachers, increased self-efficacy results in some degree of role conflict, but other factors may also play a larger role in shaping their experiences of role conflict.

Table 1 represents the coefficient of correlation between self-efficacy and role conflict among female primary school teachers of Fatehgarh Sahib district. The value of coefficient of correlation is 0.482 which is significant at both levels of confidence that is 0.05 and 0.01 levels. This indicates that a significant relationship exists between self-efficacy and role conflict among female primary school teachers of Fatehgarh Sahib district. Hence hypothesis stating, "There exists significant relationship in mean scores of self-efficacy and role conflict among female primary school teachers of Fatehgarh Sahib district " stands accepted. The correlation of 0.482, which is significant at both 0.05 and 0.01 levels, indicates a moderate positive relationship between self-efficacy and role conflict among female teachers. This suggests that as female teachers' self-efficacy increases, they may experience greater role conflict, potentially due to increased expectations and responsibilities they place on themselves.

Table 2 Mean scores of self-efficacy among male and female primary school teachers of Fatehgarh Sahib district

Gender	Mean	SD	Mean Difference	S.Ed	t-value	Significance level
Male	33.82	3.78	3.01	0.78	3.85**	Significant at 0.05 and 0.01 level of confidence
Female	30.81	4.11				

Table 2 represents mean differentials in self-efficacy of male and female primary school teachers. Entries showed means scores of school teachers in regard to their gender. The mean value for primary school male teachers came to be 33.82 and for female primary school teachers 30.81. Their SDs were 3.78 and 4.11 respectively. The t-value calculated in this respect was 3.85, which is significant at 0.05 and 0.01 level of confidence. Entries made in table 2 showed that t-value of self-efficacy among primary school male and female teachers is significant at both levels. This indicated that the self-efficacy score of primary school male teachers differs from primary school female teachers. Hence hypothesis stating, “There

exists significant difference in the mean scores of self-efficacy among primary school teachers of Fatehgarh district with respect to gender” stands accepted. Further, it is observed that the mean scores of self-efficacy of male primary school teachers are more than that of female primary school teachers of Fatehgarh district. The significant t-value of 3.85 indicates that there is a meaningful difference in self-efficacy scores between male and female primary school teachers, with male teachers scoring higher. This may be due to gender-based differences in societal expectations, self-perception, or the roles that male teachers may assume within the school setting, leading to higher confidence in their abilities.

Table 3 Mean scores of role conflict among male and female primary school teachers of Fatehgarh Sahib district

Gender	Mean	SD	Mean Difference	S.Ed	t-value	Significance level
Male	39.74	17.68	15.67	3.28	4.77**	Significant at 0.05 and 0.01 level of confidence
Female	24.07	15.12				

Table 3 represents mean differentials in role conflict of male and female primary school teachers. Entries made in this table showed means scores of primary school teachers in regard to their gender. The mean value for primary school male teachers came to be 39.74 and for female primary school teachers 24.07. Their SDs were 17.68 and 15.12 respectively. The t-value calculated in this respect was 4.77, which was significant at both 0.01 as well as 0.05 level of significance.

Entries made in table 3 showed that t-value

of role conflict among male and female of primary school teachers was significant at both 0.01 and 0.05 levels. This indicated that the role conflict score of school male teachers was significantly higher than that of school female teachers. Hence hypothesis (3) stating, “There exists significant difference in the mean scores of role conflict among primary school teachers of Fatehgarh sahib district with respect to gender” stands accepted. Further, it is observed that the mean scores of role conflict of male primary school teachers are more than that of female

primary school teachers. The findings of the research are directly consistent with the results of Eaton, Watson, Foxcroft and Patton (2004) which reveals that no significant differences were found between male and female, suggesting that career interventions based on social cognitive career theory in high school need not be sex-specific in content. Further, it is observed that the mean scores of career decision making self-efficacy of female senior secondary school students are more than that of male senior secondary school students of Ludhiana district.

Conclusion

1. There exists a significant relationship between self-efficacy and role conflict among primary school teachers. This could be the result of the fact that Self-efficacy influences how teachers perceive their ability to manage tasks, which can reduce role conflict. Teachers with high self-efficacy are better at balancing diverse responsibilities, leading to less stress and role ambiguity. In contrast, low self-efficacy can increase role conflict by undermining teachers' confidence in handling multiple demands.
2. There exists a significant relationship between self-efficacy and role conflict among primary male school teachers. It concludes that male primary school teachers with high self-efficacy are more likely to navigate the challenges of their roles effectively, reducing role conflict. Confidence in their abilities allows them to manage both teaching and administrative responsibilities with less stress. Conversely, lower self-efficacy can exacerbate role conflict, as it limits their coping strategies in demanding situations.
3. There exists a significant relationship

between self-efficacy and role conflict among primary female school teachers. This analysis shows that female primary school teachers with high self-efficacy tend to manage the pressures of their roles more effectively, leading to less role conflict. Their confidence in handling classroom demands, along with other professional expectations, reduces stress and confusion. On the other hand, low self-efficacy can amplify role conflict by diminishing their ability to juggle multiple responsibilities efficiently.

4. There exists a significant difference in the mean scores of self efficacy of male and female primary school teachers. The difference in self-efficacy scores between male and female primary school teachers could be due to varying social expectations, gender roles, or support systems. Women may face additional pressures balancing professional and personal responsibilities, which can impact their confidence in their teaching abilities. On the other hand, male teachers might experience different societal expectations or workplace dynamics that influence their sense of self-efficacy differently.
5. There exists a significant difference in the mean scores of role conflict of male and female primary school teachers. The difference in role conflict between male and female primary school teachers may stem from gendered expectations and societal pressures. Female teachers often face a greater balancing act between teaching responsibilities and domestic duties, leading to higher role conflict. In contrast, male teachers might experience fewer societal pressures regarding household responsibilities, which can contribute to lower role conflict in comparison.

Educational Implication

Teaching today is more complex and demanding than ever, as it is the foundational profession that enables all other fields to thrive. The relationship between role conflict and self-efficacy among school and college teachers highlights the negative impact of conflicts between their family and work lives. This underscores the urgent need to reduce such conflicts to preserve teachers' self-efficacy. The findings suggest that male teachers are more susceptible to role conflict affecting their self-efficacy compared to females, who are generally better at managing stress without it interfering with their duties. To address this, it is essential for teachers, counselors, guidance workers, and educational staff to develop strategies that improve self-efficacy and help teachers and students navigate their roles more effectively. Family, friends, colleagues, and psychologists should collaborate to reduce role conflicts and promote self-efficacy by introducing new teaching methods and supporting teachers' professional growth. Parents, too, should recognize their children's abilities, ensuring they are given appropriate responsibilities without overwhelming them, thereby preventing role conflict and nurturing their self-efficacy.

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