

---

# A Comparative Study of Role Conflict among Secondary School Teachers in Relation to Occupational Stress And Experience

---

**Prof. (Dr.) Madhu Gupta & Sunita Kumari**

<sup>1</sup>Dept. of Education, M.D. University Rohtak, Haryana. India

Email: [madhugupta1621@gmail.com](mailto:madhugupta1621@gmail.com)

<sup>2</sup>Research Scholar, Dept. of Education, M.D. University Rohtak, Haryana. India

Email: [sunitakumarirohtak@gmail.com](mailto:sunitakumarirohtak@gmail.com)

## Abstract

*The aim of this study was to compare the role conflict of secondary school teachers in relation to occupational stress and experience. Role conflict was treated as dependent variable whereas occupational stress (more and less) and experience (more and less) were treated as independent variables. Descriptive survey method was employed for the present study. A sample of 350 teachers was taken using multi-stage random sampling technique. Teachers Role Conflict Scale by Gupta and Nain (2016) and Teachers Occupational Stress Scale by Jamal and Raheem (2012) were used to collect the data. Two-Way ANOVA with 2x2 factorial design was used to analyze the data. Levene's Test of Homogeneity of Variance was also applied to test the assumption of homogeneity of variance for ANOVA. There was found a significant main effect of occupational stress; and experience on role conflict of secondary school teachers. A significant interaction effect of occupational stress and experience*

*was reported on role conflict of secondary school teachers. The findings of the present study suggested that the employers and administrators should supervise the institutions in such a way to keep the level of role conflict and occupational stress among teachers at minimum, so that maximum productivity and effectiveness can be obtained from the teachers.*

**Keywords:** Experience, Occupational Stress, Role Conflict, Secondary School Teachers

## INTRODUCTION

Education, in its general sense, is a sort of learning that assists in transferring information, dexterity, habits and accumulated experiences of a group of people from generation to generation through didacticism, training, teaching, and investigation process. It provides the right-type of attitudes, values, adequate knowledge and essential skills. It is considered as both developer and depository of knowledge. When humans interact, incompatibility and conflict are often

unavoidable. This conflict has caused human beliefs, opinions, and knowledge different from each other. Because of these differences, according to House and Rizzo (1972)<sup>[8]</sup> conflict occurs. Parikh (2011)<sup>[15]</sup> suggested that the opposition or conflict is a conflict between the needs and goals of individuals or groups. Conflicts can occur anywhere and at any time, and often cannot be avoided so that the individual is required how to manage the conflict in order to avoid a negative impact. According to Wade (2014)<sup>[22]</sup>, conflict can be divided into two types, namely the internal conflict and external conflict. Internal conflicts related to what is believed, principles or handle individual life itself. External conflict occurs when dealing with other people and the environment. Rizzo *et al.* (2013)<sup>[16]</sup> argued that the causes of the conflict can be grouped into three broad categories, namely: (a) the individual characteristics i.e. values, attitudes and beliefs, needs and personality, as well as the perceptions and opinions. (B) Situational conditions which can encourage the emergence of conflict, namely, the circumstances are interdependent, the need to interact with each other, the need for consensus, differences in status, communication, responsibility, and the regulations are ambiguous. (C) the complex factors in the group which can lead to conflict,

namely the existence of specialization and differentiation of work, tasks are interdependent, the main goal to be achieved, scarce resources, authority and influence diverse, decisions, procedures and regulations Helen and Marilyn (2000)<sup>[7]</sup> reported that more experienced secondary school teachers have greater role conflict than their counterparts. Benni (2011)<sup>[2]</sup> revealed that role conflict decreased with the increase of age, education, length service and income. Jena (2011)<sup>[9]</sup> found a significant difference between more experienced and less experienced on role conflict of secondary school teachers. Sareen and Kumari (2011)<sup>[19]</sup> investigated that more experienced teachers were found to have less role conflict than their counterparts. Bavani (2014)<sup>[3]</sup> found that unexperienced teachers faced higher degree of role conflict than their counterparts. Dhanalakshmi (2015)<sup>[4]</sup> found that work family conflict and work satisfaction predicted general health among teachers which showed greater the level of work family conflict, would be work dissatisfaction and health issues.

Occupational stress is a serious phenomenon that refers to any characteristic of workplace that makes a threat for employees. Job demands may be the main cause of stress at workplace in which the employees do not know how to manage themselves in order to

meet their job needs. Job stress has destructive consequences on both individual and organization (Larson, 2004<sup>[13]</sup>; Malik, 2011<sup>[14]</sup>). Kreitner and Kinicki (2005)<sup>[12]</sup> defined stress as an adaptive response characteristic and is connected by an individual or psychological process, which is a consequence of any external action, situation, or event that puts the demands of psychological / physical special to someone. According to Adeoye and Afolabi (2011)<sup>[1]</sup> stress is the external demands on a person, such as objects in the environment or a stimulus that is objectively dangerous. Stress is also commonly interpreted as pressure, tension or unpleasant disturbances originating from outside oneself. Teaching experience and age were found to significantly influence stress level by (Malik, 2011)<sup>[14]</sup> when they studied the factors influencing stress level among 400 secondary school teachers in four states. (Larson, 2004)<sup>[13]</sup> found that variables like age and years of teaching experience differ significantly, and directly contribute to sources of stress among Chennai teachers Personal Stress. On this note, Kreitner and Kinicki (2005)<sup>[12]</sup> showed that less experienced teachers rated a significantly higher level of stress compared to the group of more experienced teachers.

The previous studies examined different factors like working in long hours, low levels

of recognition and reward, organizational justice and poorly management that associated to occupational stress but the effects of role overload, occupational stress and role ambiguity on role conflict have been less studied. Therefore, it is necessary to fill this gap in the literature. To sum up, the main objective of this study was to compare the role conflict of secondary school teachers in relation to occupational stress and experience.

### **VARIABLES USED**

- Dependent Variable: Role Conflict
- Independent Variables: Occupational Stress and Experience

### **OBJECTIVES OF THE STUDY**

1. To find out the effect of (a) occupational stress; and (b) experience on role conflict of secondary school teachers.
2. To find out the interaction effect of occupational stress and experience on role conflict of secondary school teachers.

### **HYPOTHESES OF THE STUDY**

- H<sub>01</sub>** There exists no significant effect of (a) occupational stress; and (b) experience on role conflict of secondary school teachers.
- H<sub>02</sub>** There exists no significant interaction effect of occupational

stress and experience on role conflict of secondary school teachers.

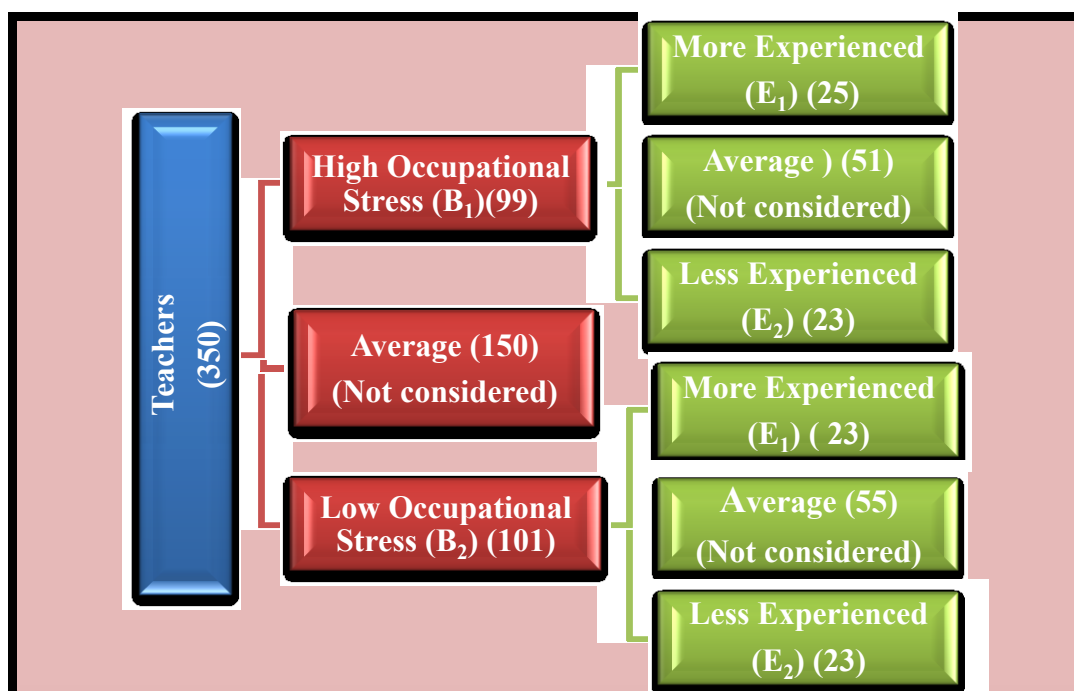
### DESIGN AND METHODOLOGY

In the present study, descriptive survey method was used. The 2x2 factorial randomized group design was used to analyze the data.

### SAMPLE

A sample of 350 secondary school teachers was taken using multi-stage stratified random sampling technique. After that the sample of 350 teachers was also stratified on the basis of occupational stress (high/low) and experience; more experienced (above than ten years experienced), less experienced (below five years experienced) and average

experienced (five to ten years experienced were not considered) in the present study. 99 teachers (25 more experienced, 51 average experienced (not considered) and 23 less experienced) who scored 87 and above were considered as teachers having high occupational stress and 101 teachers (23 more experienced, 55 average experienced (not considered) and 23 less experienced) who scored 61 and below were considered as teachers having low occupational stress. 150 teachers (scored between 62 to 86) were not considered as teachers having average occupational stress and average experience in the present study. A schematic layout of the sample for the study of role conflict on the basis of occupational stress and gender of secondary school teachers depicted below:



**Fig: 1 Schematic Layout of the Sample for the Study of Role Conflict on the basis of Occupational Stress and Experience of Secondary School Teachers**

**TOOLS USED**

- **Teacher's Role Conflict Scale (TRCS)** developed by Gupta and Nain (2016)<sup>[7]</sup> was used to assess the role conflict among secondary school teachers. This scale contains 28 items. The reliability of the test was 0.748. The validity of the scale determined by calculating correlation coefficients between the dimensions of TRCS ranged from 0.523 to 0.797.
- **Teacher's Occupational Stress Scale (TOSS)** was developed by Jamal and Raheem (2012) to analysis the occupational stress among secondary school teachers. The reliability of the scale was 0.74. The scale is found to be highly valid as it is highly correlated with the standardized scales, the coefficients of correlation being ranged from 0.71 to 0.89.

**STATISTICAL TECHNIQUES USED**

The data was analyzed using descriptive as well as inferential statistics. The Two -Way Analysis of Variance (ANOVA) with 2×2 factorial design was computed to study the main effect and interaction effect of the variables i.e. occupational stress and gender on role conflict of secondary school teachers. The Levene's Test of Equality of Error

Variance was used to test the assumption of homogeneity of variance before applying Two-Way ANOVA. Wherever F-value was found significant, 't' test was applied for further investigation.

**DATA ANALYSIS AND DISCUSSION**

To study the main and interaction effect of occupational stress and experience on role conflict of secondary school teachers, data were subjected to Analysis of Variance of 2x2 factorial study with a randomized group design. Levene's test of equality of variance has been applied on the data to test the assumption of homogeneity of variance as Two Way ANOVA with 2×2 factorial design is quite sensitive to heterogeneity of variance. It has been presented in the Table-1. The means and S.Ds of different sub samples have been presented in the Table-2. Mean role conflict scores of secondary school teachers in relation to occupational stress and experience have been presented graphically through 3-D histograms in fig: 2. The summary of ANOVA (2x2) has been further, presented in the Table-3 which is analyzed in terms of main and interaction effect of independent variables i.e. occupational stress and experience on role conflict of secondary school teachers.

**Table-1**

**Levene's Test for Homogeneity of Variances**

Variable	F-value	df <sub>1</sub>	df <sub>2</sub>	p-value
Role Conflict	0.515	3	90	0.673

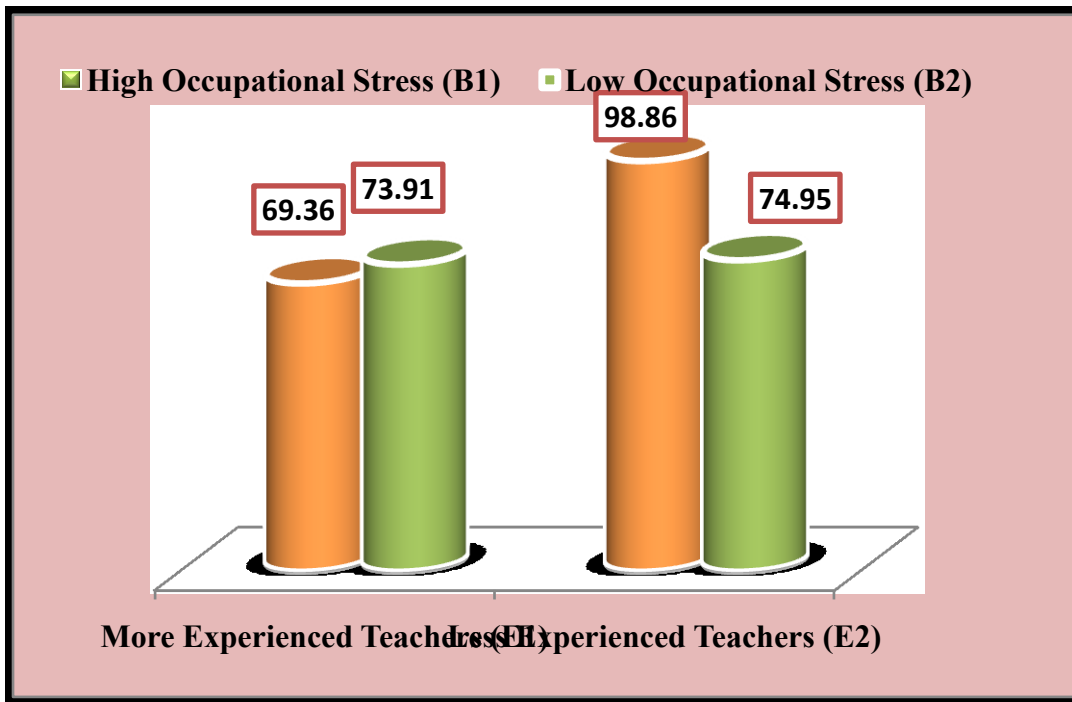
Table-1 indicates that  $F_{(Levene)}$  is 0.515 with degree of freedom 3 and 90 ( $p=0.673$ ) which does not fall in the critical region therefore, the investigator retains the null hypothesis  $H_0$  (no difference) for the assumption of homogeneity of variance and conclude that

there is no significant difference between the four group's variances ( $\sigma^2A=\sigma^2B=\sigma^2C=\sigma^2D$ ). Therefore, it is reasonable to believe that the variances of four groups are homogenous i.e. groups are assumed to have similar or equal variances.

**Table-2**

**Means and S.Ds of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Occupational Stress and Experience**

Occupational Stress	N	Experience	Mean	S.D
High Occupational Stress	25	More	69.36	18.43
	23	Less	98.86	17.54
Low Occupational Stress	23	More	73.91	19.26
	23	Less	74.95	17.95
Total	94		79.06	21.39



**Fig: 2 Mean Scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Occupational Stress and Experience**

**Table-3**

**Summary of Two Way ANOVA (2X2 Factorial Design) for Role Conflict of Secondary School Teachers with respect to Occupational Stress and Experience**

Source of Variance	df	Sum of Squares (SS)	Mean Sum of Squares (MS)	F-Value
Occupational Stress (B)	1	2199.138	2199.138	6.555*
Experience (E)	1	5477.101	5477.101	16.325**
Occupational Stress x Experience (B x E)	1	4754.417	4754.417	14.171**
Between Cells	3	12374.466	-----	-----
Within Cells	90	30195.151	335.502	-----
Total	93	-----	-----	-----

\*Significant at 0.05 level

\*\*Significant at 0.01 level

## Main Effect of Occupational Stress (B) and Experience (E) on Role Conflict of Secondary School Teachers.

### Occupational Stress (B)

It is evident from the Table-3 that f-value (6.555) for the main effect of occupational stress on role conflict of secondary school teachers is found to be significant at 0.01 level which leads to the inference that occupational stress has a highly significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis  $H_{01}$ , (a) "There exists no significant effect of occupational stress on role conflict of secondary school teachers" is rejected. It may therefore, be said that there is a significant effect of occupational

stress on role conflict of secondary school teachers. This finding is against with the finding of Upadhyay and Singh (2001)<sup>[21]</sup> who found that the college teachers had significantly lower level of stress than the higher secondary school teachers on the factors associated with role conflict and role ambiguity. So, it is concluded that occupational stress not a significant effect on role conflict of secondary school teachers. In order to investigate further, the 't'-value computed and has been given in Table-4.

**Table-4**

**'t'-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Occupational Stress**

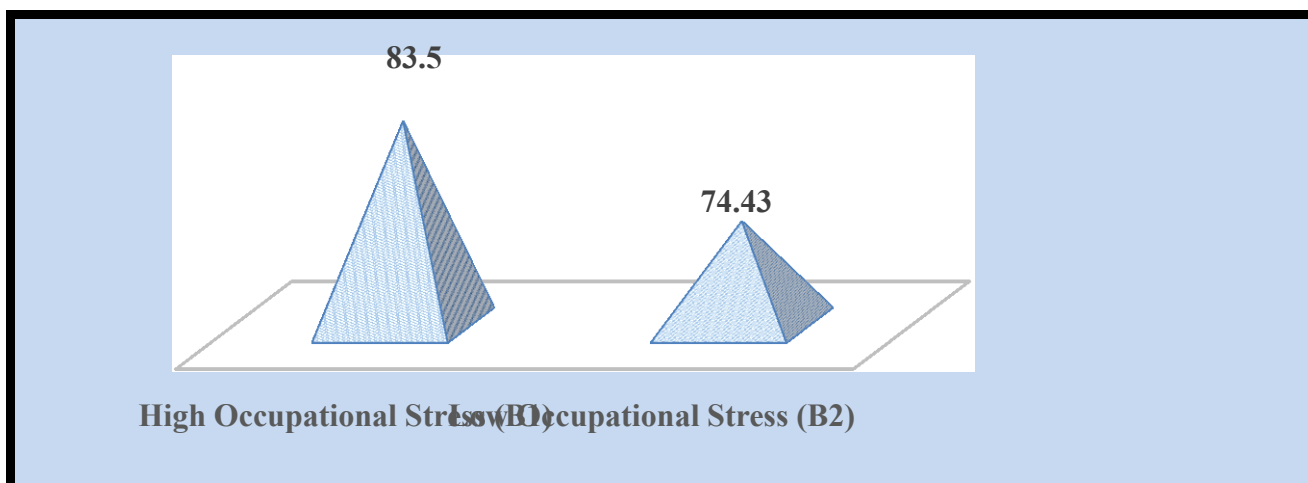
Groups	N	Mean	S.D	t-values
High Occupational Stress	48	83.50	23.23	2.09*
Low Occupational Stress	46	74.43	18.42	

**\* Significant at 0.05 Level**

On perusal of the Table-4 it is evident that the 't'-value (2.09) for the mean scores of role conflict between the teachers having high occupational stress and the teachers having low occupational stress is significant at 0.05 level. Further, it can be inferred that mean scores for the teachers having high occupational stress (84.88) is higher than the teachers having low occupational stress (73.42). Therefore, it may be concluded that the teachers having high occupational stress

possess more role conflict than the teachers having low occupational stress. This finding is against with the finding of Upadhyay and Singh (2001)<sup>[21]</sup> who found that the college teachers had significantly lower level of stress than the higher secondary school teachers on the factors associated with role conflict and role ambiguity. The mean scores for the effect of occupational stress on role conflict of secondary school teachers have been presented in Fig:3.





**Fig: 3 Mean scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Occupational Stress**

**Experience (E)**

It is evident from the Table-3 that F-value(16.325) for the main effect of experience on role conflict of secondary school teachers is significant at 0.01 level which reveals that experience has a significant effect on role conflict of secondary school teachers. Therefore, the null hypothesis  $H_{01}$ , (b) “There exists no significant effect of experience on role conflict of secondary school teachers” is Table-5.

rejected. The present finding is in agreement with the finding of Kumar (2000)<sup>[11]</sup> who indicated that “experience has a significant effect of on role conflict of secondary school teachers”. Therefore, it may be concluded that experience has a significant effect of on role conflict of secondary school teachers. In order to investigate further, the ‘t’-value computed and has been shown through the

**Table-5**

**‘t’-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Experience**

Groups	N	Mean	S.D	t-values
More Experienced Teachers	48	71.54	18.77	3.71**
Less Experienced Teachers	46	86.91	21.31	

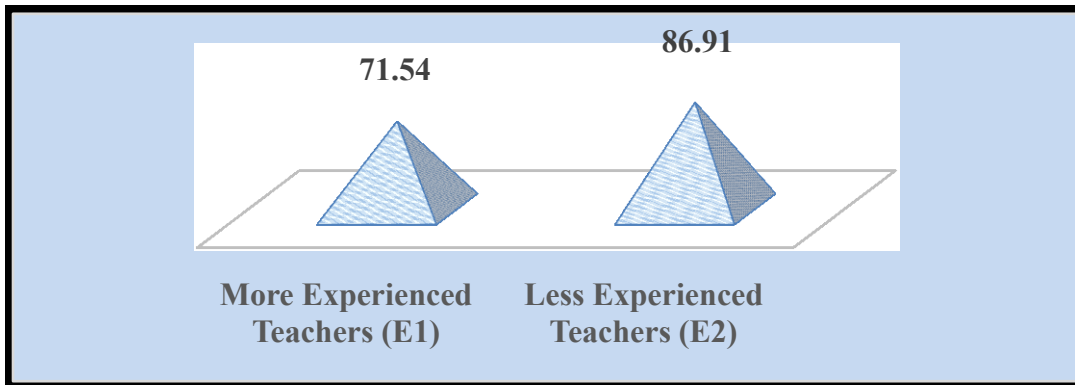
**\*\* Significant at 0.01 Level**

As depicted from the Table-5 indicates that the ‘t’-value (3.71) for the mean scores of

role conflict between the more experienced teachers and less experienced teachers of

secondary school is significant at 0.01 level which leads to inference that the mean scores of role conflict of more experienced teachers (71.54) is lower than less experienced teachers (86.91). Therefore, it may be indicated that

more experienced teachers have low role conflict than their respective counterparts. The mean scores for the effect of experience on role conflict of secondary school teachers have been presented in graphically Fig: 4.



**Fig: 4 Mean scores of Sub Samples of (2X2) Design for Role Conflict of Secondary School Teachers with respect to Experience Double Interaction Effect of Occupational Stress and Experience (B x E) on Role Conflict of Secondary School Teachers.**

On perusal of the Table-3 it is evident that F-value (14.171) for interaction between occupational stress and experience on role conflict of secondary school teachers is significant at 0.01 level, which leads to inference that the occupational stress and experience has significantly interact with each other. Therefore, the null hypothesis  $H_{014}$  “There exists no significant interaction effect of occupational stress and experience on role conflict of secondary school teachers” is rejected. This finding is against with the

finding of Upadhayay and Singh (2001)<sup>[21]</sup> who found that “the experienced teachers had significantly lower level of stress than the less experienced secondary school teachers on the factors associated with role conflict and role ambiguity”. The present finding shows that there is a highly significant double interaction effect of occupational stress and experience on role conflict of secondary school teachers. In order to investigate further, the ‘t’ value was computed and has been given in Table-6 to find out the difference for role conflict of different groups and presented graphically in Fig:5.

**Table-5**

**‘t’-values for the Mean scores of Role Conflict of Secondary School Teachers with respect to Occupational Stress and Experience**

Groups	N		Mean		S.D		t-values
B <sub>1</sub> E <sub>1</sub> vs B <sub>2</sub> E <sub>1</sub>	25	23	69.36	73.91	18.43	19.26	0.83(NS)
B <sub>1</sub> E <sub>2</sub> vs B <sub>2</sub> E <sub>2</sub>	23	23	98.86	74.95	17.54	17.95	4.56**
B <sub>1</sub> E <sub>1</sub> vs B <sub>2</sub> E <sub>2</sub>	25	23	69.36	74.95	18.43	17.95	1.06(NS)
B <sub>1</sub> E <sub>2</sub> vs B <sub>2</sub> E <sub>1</sub>	23	23	98.86	73.91	17.54	19.26	4.59**
B <sub>1</sub> E <sub>1</sub> vs B <sub>1</sub> E <sub>2</sub>	25	23	69.36	98.86	18.43	17.54	5.66**
B <sub>2</sub> E <sub>1</sub> vs B <sub>2</sub> E <sub>2</sub>	23	23	73.91	74.95	19.26	17.95	0.19(NS)

\*\* Significant at 0.01 Level

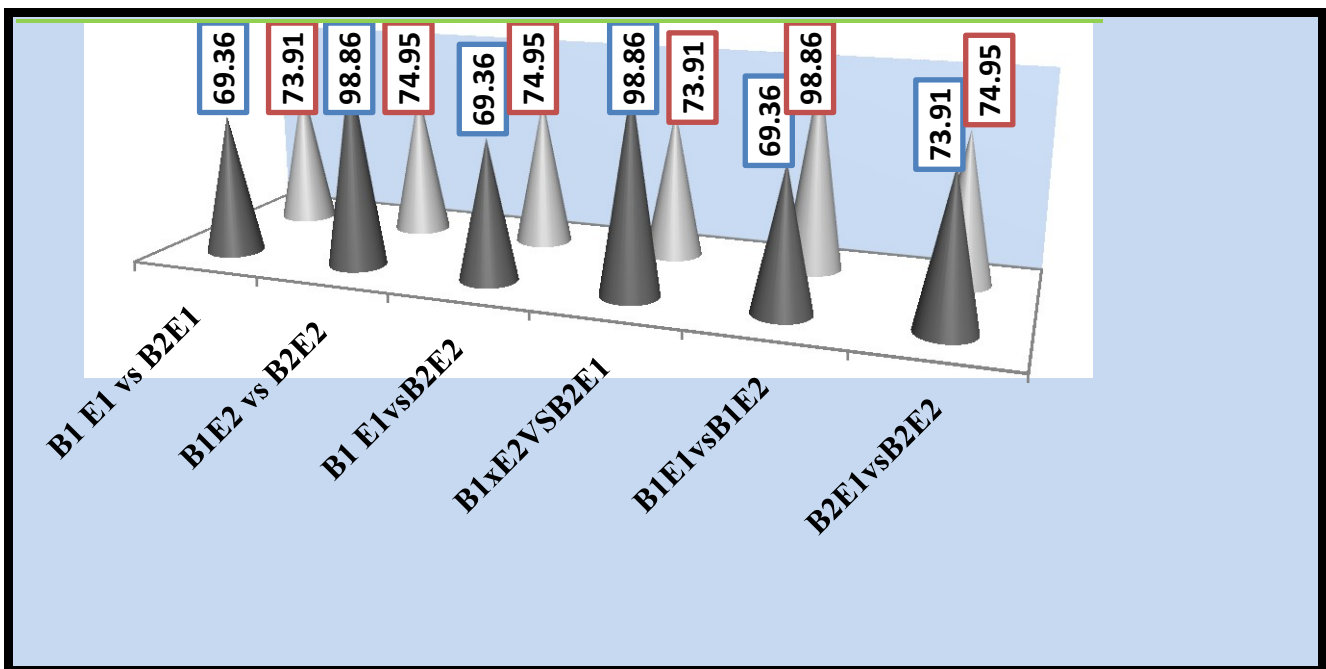
(NS) Not Significant

B<sub>1</sub>: Teachers having High Occupational Stress

E<sub>1</sub>: More Experienced Teachers

B<sub>2</sub>: Teachers having Low Occupational Stress

E<sub>2</sub>: Less Experienced Teachers



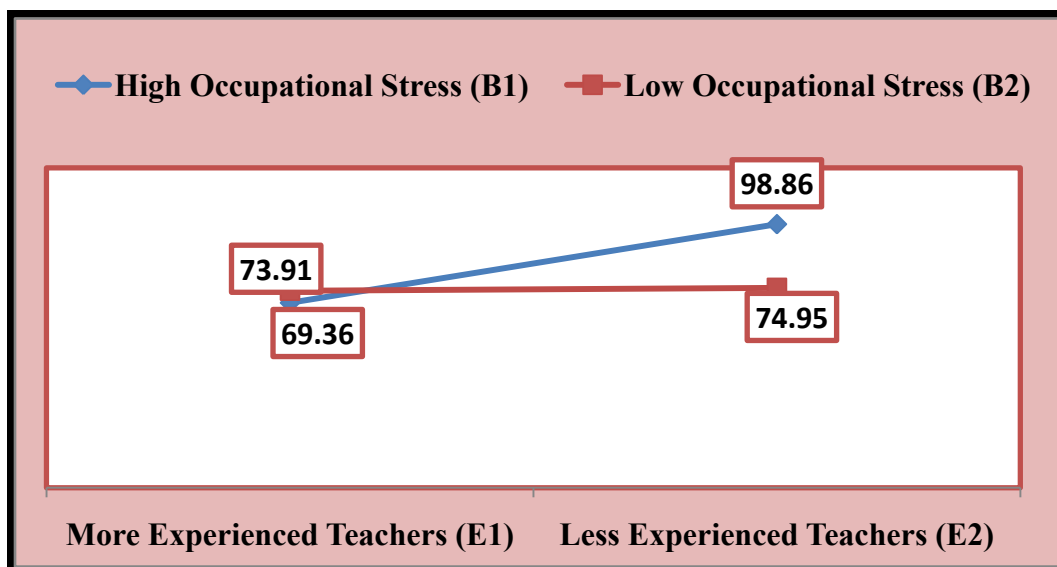
**Fig: 5** Mean scores for Interaction Effect of Occupational Stress and Experience on Role Conflict of Secondary School Teachers

An examination of the Table-6 reveals that the 't'-value (0.83) for more experienced teachers having high occupational stress ( $B_1E_1$ ) and for more experienced teachers having low occupational stress ( $B_2E_1$ ) is not significant at 0.05 level. Further, it shows that the mean scores of more experienced teachers having high occupational stress (69.36) is lower than more experienced teachers having low occupational stress (73.91), but it is not significant difference between them. Therefore, it may be concluded that more experienced teachers having high occupational stress have not significantly lower role conflict than more experienced teachers having low occupational stress. A glance at the Table-6 indicates that the 't'-value (4.56) for less experienced teachers having high occupational stress ( $B_1E_2$ ) and for less experienced teachers having low occupational stress ( $B_2E_2$ ) is found to be significant at 0.01 level. Further, the mean scores for less experienced teachers having high occupational stress (98.86) is higher than less experienced teachers having low occupational stress (74.95). It revealed that the less experienced teachers having high occupational stress have significantly higher role conflict than their counterparts. It is also apparent from the Table-6 shows that the 't'-value (1.06) for more experienced teachers having high occupational stress ( $B_1E_1$ ) and less

experienced teachers having low occupational stress ( $B_2E_2$ ) is not found to be not significant at 0.05 level. It shows that the mean scores of more experienced teachers having high occupational stress (69.36) is lower than less experienced teachers having low occupational stress (74.95), but its difference is not significant. Therefore, it may be revealed that the more experienced teachers having high occupational stress and less experienced teachers having low occupational stress don't differ significantly with respect to their role conflict. It is palpable from the Table-6 that the 't'-value (4.59) for less experienced teachers having high occupational stress ( $B_1E_2$ ) and for more experienced teachers having low occupational stress ( $B_2E_1$ ) is highly significant at 0.01 level. On comparison of the mean scores, it is found that the less experienced teachers having high occupational stress (98.86) is higher than more experienced teachers having low occupational stress (73.91). Therefore, it may be concluded that less experienced teachers having high occupational stress have significantly higher role conflict than more experienced teachers having low occupational stress. The 't'-value (5.66) vide Table-6 depicts that for more experienced teachers having high occupational stress ( $B_1E_1$ ) and less experienced teachers having high occupational stress ( $B_1E_2$ ) is found to be highly significant

at 0.01 level. On comparison of the mean scores of more experienced teachers having high occupational stress (69.36) is lower than less experienced teachers having high occupational stress (98.86). Therefore, it may be concluded that the less experienced teachers having high occupational stress have significantly lower role conflict than less experienced teachers having high occupational stress. It can be interpreted from the Table-6 that the 't'-value (0.19) for more experienced teachers having low occupational stress ( $B_2E_1$ ) and for less experienced teachers

having low occupational stress ( $B_2E_2$ ) is not significant at 0.05 level. On comparison of the mean scores of more experienced teachers having low occupational stress (73.91) is lower than less experienced teachers having low occupational stress (74.95), but it is not significant difference between them. Therefore, it may be concluded that more experienced teachers having low occupational stress and less experienced teachers having low occupational stress don't differ significantly with respect to their role conflict.



**Fig: 6 Interaction Effect of Occupational Stress (B) and Experience (E) on Role Conflict of Secondary School Teachers**

The interaction effect of occupational stress (B) and experience (E) on role conflict of secondary school teachers have been presented in form of line graph in Fig: 6 which exhibits a significant interaction effect

of occupational stress (B) and experience (E) on role conflict of secondary school teachers. The figure showed that occupational stress (B) and experience (E) intersect at a point. Therefore, this line graph supports the inference interaction effect between occupational stress (B) and experience (E) is found highly significant.

## EDUCATIONAL IMPLICATIONS

Any research work can only be considered effective when the amount of knowledge generated through it can be implied to improve the present practices of the education. There was found a significant main effect of occupational stress and experience on role conflict of secondary school teachers. A significant interaction effect of occupational stress and experience was reported on role conflict of secondary school teachers. Counselling sessions should be organized for the teachers to give them ample opportunities to present themselves and to show their capabilities for taking decisions so that they may feel themselves capable of doing things independently and start believing themselves. Since teachers are a valuable resources to educational institutes, management must invest significant resources in the assessment of their working environment both mental and physical, to maximize the quality of service delivery. To prevent the teachers from role conflict and occupational stress, it is suggested that many programmes and workshops should be organized in various teacher training institutes and schools as well.

## REFERENCES

- [1] Adeoye, A.O. and Afolabi, O.O.(2011). The impact of administrative demand, work schedule and environmental factors on job stress among private owned universities in Nigeria. *Academic Leadership*, 9(2)15-29
- [2] Benni, B. S. (2011). Socio economic consequence of role conflict of working women. *Rai Management Journal*, 8(1). 43-56.
- [3] Bhavani (2014). *Impact of role conflict on quality of work life among woman teachers in select colleges in Karnataka* (Doctoral Thesis) Bharathiar University, Coimbatore. Retrieved from: <http://hd1.handle.net/10603/37212>.
- [4] Dhanalakshmi, D. (2015). Work family conflict work satisfaction, sense of coherence and general health among teachers. *Indian Journal of Psychology and Education*, 5(1), 12-17.
- [5] Fawzi, I.L.(2001). Stress At Work On Computer Programmer Job Bank environment (Journal of Human Resource Development from the Perspective of Quality PIO). Jakarta: *Industrial and Organizational Psychology*, Faculty of Psychology UI.
- [6] Gupta, M. & Nain, I. (2016). Manual of teacher's role conflict scale. National Psychological Corporation, Kacheri Ghat, Agra.
- [7] Helen, L. and Marilyn, Z. T. (2000). Gender role conflict: The interaction of gender, gender role and occupation. 33, 607-620. [www.springerlink.com](http://www.springerlink.com).
- [8] House, RJ, & Rizzo, J.R. (1972). Role Conflict and ambiguity as Critical Variables in a Model of Organizational Behavior. *Organizational Behavior and Human Performance*, 7: 467-505
- [9] Jena (2011). Role conflict among secondary school tribal in relation to

- their work motivation. *Online International Interdisciplinary Research Journal*, {Bi-Monthly}, I & II, 22-28.
- [10] **Jamal, S. and Raheem, A. (2012)**. Manual of teacher's occupational stress scale. National Psychological Corporation, Kacheri Ghat, Agra.
- [11] **Kumar, L. R. (2000)**. Relationship of personal and school-based variables of married women to their role conflict. *Experiments in Education*, XXVIII(6), 97-101.
- [12] **Kreitner and Kinicki. (2005)**. Organizational Behavior. Jakarta. Salembaempat.
- [13] **Larson, L.L., (2004)**. Internal auditors and job stress. *Managerial Auditing Journal*, 19(9): 1119-1130.
- [14] **Malik, N., 2011**. A study on occupational stress experienced by private and public banks employees in Quetta city. *African Journal of Business Management*, 5(8): 3063-3070.
- [15] **Parikh, P., A. (2011)**. Occupational stress and coping among nurses. *Journal of Health Management*, 6(2): 115.
- [16] **Rizzo, J.R. (2013)**. Role conflict and ambiguity in complex organizations. *Administrative Science Quarterly*, 15(2): 150-163.
- [17] **Roa, S.S. & Ramasundaram, A. (2008)**. Eves in academia: Conflicting roles. *SCMS Journal of Indian Management*, 5(2), 102-107.
- [18] **Robin, W. (2005)**. Gender, multiple roles, role meaning, and mental health. *Journal of Health & Social Behavior*, 36 (2), 182-194.
- [19] **Sareen, S. and Kumari, S. (2011)**. Role conflict in relation to emotional intelligence of secondary school teachers. *International Referred Research Journal*, 3(27), 66-67.
- [20] **Sumangala, V. and Devi, U. V. K. (2009)**. Role conflict, attitude towards teaching profession and job satisfaction as predictors of success in teaching. *Edu. Tracks*, 8(9), 25-28.
- [21] **Upadhayay, Bal Krishna and Singh, Bhupendra (2001)**. Occupational stress including role conflict among college and higher secondary school *Psycho-Lingua*, 31(1), 49-52.
- [22] **Wade, H. (2014)**. The impact of gender role conflict on multidimensional social supporting older men. *International Journal of Men Health*, 4 (3), 267-276.