

# Construction and Standardization of Teachers' Role Conflict Scale (TRCS)

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## Abstract

This paper has been designed to construct and standardize the Teachers' Role Conflict Scale for assessing the degree of role conflict among teachers. It has been found that this is an important area of study for both investigators and practitioners as more and more employees are struggling with multiple roles as employees, parents, students, caretakers of elderly parents, social community etc that causes role conflict. Different steps were being followed to develop and standardise this scale as planning and preparation, first try-out, second try-out, scoring, item analysis, final form of the scale, reliability, validity and interpretation of raw scores. Initially, 103 Likert-type items written in English and Hindi for preliminary form covering the five areas of role conflict as Work/Policies implementation related Role Conflict, School Role Conflict, Family Role Conflict, Social Role Conflict and Personal Role conflict were given to twenty judges belonging to the fields of Education, Psychology and Language for further rating, 73 items were retained on the basis of their unanimous decision and these items were administered to 200 teachers selected randomly from secondary schools of Varanasi District. Final selection of the items was made on the basis of t-test computation. Items which were found to be significant at 0.01 level or 0.05 level were selected. The final draft of the scale consisted of 68 items (in both English & Hindi versions). Split-half method was used for estimation of reliability and .94 was found as the calculated value of Reliability coefficient. The scale was validated against content and construct validity. Percentile norms have been prepared to measure the level of role conflict among teachers.

**Keywords:** Role Conflict, Item analysis, Reliability, Validity.

## Introduction

A role or social role is a different set of societal responsibilities and expectations of behaviour based on situations one encounters (Desertrain & Weiss, 1988; O'Connor & MacDonald, 2002). People fulfil numerous roles in their lives, and are faced with many conflicting demands of the time. These conflicts are a certainty in many aspects of life whether it involves work, family, religion, or personal beliefs. Teaching can include multiple expectations or responsibilities for a role that may create stress, or conflict (Decker, 1986). Aside from rethinking their primary responsibility of teaching, learning and extension, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect Indians' children to acquire. They are participating in day-to-day decision making in schools, working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning. Teachers have to deal with the expectations which administrators have for their role. They are also vulnerable to pressures concerning their role from other groups: school board members, community organizations and parents. Conflict is due not only to the uncertainties and confusion surrounding the goals of formal education, but also to the range of differing and sometimes contradictory expectations about the role of the teacher within the school community (Drugan, 1979).

## Review of Literature

According to Ryan (2008), "Teaching is a challenging job, with many teachers often being required to teach five to six classes a day, preparing lesson plans, and completing various assignments and duties in addition to their actual classroom responsibilities". Research shows teachers having high amounts of stress, burnout and role conflict. In the

studies related to role conflict conducted Al-Hamali et al. (2013) found that nature of work and the supervision of employees are the major source of role conflict. Capal et al. (1987) found that role conflict was consistently related to burnout. Further Russel et al. (1987) revealed in a study that sex, stressful events experience and social support were predictor of teachers' burnout. Cinnamon (2006) and Erduman&Demirel (2016) found that teachers suffer more from work-family conflict than family-work conflict. Almutairi (2013) and Erduman & Demirel (2016) found negative and significant correlation between role conflict and job-satisfaction. Lathakumar (2000), Malhotra and Sachdeva (2005), Srivastava (2011), Nalina (2012), Shabana (2013), Bhatt and Mali(2014) found that role conflict negatively affect teaching experiences, number of children, Job involvement, success rate, level of performance, mental health, life-satisfaction, self-esteem, emotional intelligence and productivity while Usha devi(2005) found that the percentages of teachers with low role conflict is highly different between successful and the less successful, the percentage is higher among successful group. Kaur (2014) revealed that positive value of coefficient of correlation depicts that more is work motivation among teachers more is ability to overcome role conflicts. Kusum (2011) reported a significant positive relationship between burnout and organizational role stress among secondary school teachers.

Role conflict is defined in terms of the dimensions of congruency-incongruency or compatibility-incompatibility in the requirements of the role, where congruency or compatibility is judged relative to a set of standards or conditions which impinge upon role performance (Rizzo et al., 1970). Kahn *et al.* (1964) defined role conflict as the simultaneous occurrence of two or more pressure such that compliance with one would make compliance with the other more difficult. They used such concepts as person-role conflict, interrole conflict, intersender conflict, and intrasender conflict. Gross *et al* (1958) used intrarole and interrole conflict with emphasis on exposure to incompatible expectations and on the perceiver of the incompatibility, i.e., focal person or observer. Gupta () identified six dimensions namely Role diffusiveness conflict, Role vulnerability conflict, Role marginal conflict, Role commitment conflict, Role value conflict and Role institutional conflict to measure Teachers' role conflict (Ruchi, 2012). Prasad and Bhushan (1991) have developed Teacher Role Conflict Inventory to measure teachers' role conflict which have six dimensions namely School v/s Family, School v/s Society, Family v/s School, Society v/s School, Family v/s Society and Society v/s Family. Gupta and Nain (2016) have also developed Teacher Role Conflict Scale which have six areas of role conflict as Work-Family Conflict, Family-Work Conflict, Work-Professional Growth Conflict, Work-Self Conflict, Work-Health Conflict and Work-Social Conflict to measure role conflict among teachers.

Reviewing the scales or questionnaires used to assess the teachers' role conflict reveals that

scales described above need improvement. The previous scales dealt with teachers' work, family and social, professional growth roles as dimensions. Apart from these dimensions the investigators felt the need of some other dimensions of teachers' role conflict due to emergence of many expectations from the teachers which are not supposed earlier are made teaching into a galaxy of dilemma. That's why the investigators had decide to construct and standardize a scale to measure the role conflict among secondary school teachers which occurs due to different roles played by them inside and outside the institution.

### Development of the Scale

To measure the role conflict among secondary school teachers, a properly related and effective tool was required. The research literature revealed that most of the tools were developed and adopted for the secondary school teachers to measure their role conflict in the different contexts of the different countries of the world. But to the best of researcher's knowledge, no such tool was available that could fulfill all the dimensions of the study in the Indian perspective and context. Moreover, most of the Indian researchers adopted the multiple dimensions questions from the different international contexts, to measure the role conflict of secondary school teachers. Although, some tools were available to measure the role conflict, but all these tools were not appropriate according the need of the study. Hence, in view of limited availability of role conflict measures in India, a dire need was felt to develop a proper measure of role conflict scale for secondary school teachers and validate it for the present study. After reviewing the various types of tools, the researcher found use of scales more suitable rather than the other available tools of data collection as scales are considered the best option for measuring qualitative variables, such as feelings, attitudes and many other such variables. On the basis of available literature, while comparing various types of scales, it was found that there are a number of advantages to use the Likert-type scale for scoring measurement of attitudes/feelings and other like variables. It is because of ease of construction, high reliability of results, economy of expenses of money and time, that Likert-type scale has been adapted to construct the role conflict scale.

### Dimensions of Role Conflict Scale

Construction of any scale mainly depends on the intensive study of the available literature on the particular concept as well as in terms of the scales to be used for measuring the same. Thus, for the construction of this scale, the researchers tried to engage in an intensive study of the accessible literature and scales on role conflict among secondary school teachers.

For preparing the items of the scale, literature revealed a wide range of the personal, social and environmental characteristics, which lead to the role conflict among teachers. Literature revealed that there are number of characteristics that are recognized for role conflict among teachers and also used for measuring this, but it is not possible for a researcher to examine all these characteristics

through a single questionnaire. Hence, the researchers, firstly, consulted literature that put emphasis most frequently on the most of the characteristics of the secondary school teachers.

The most common way of assessing role conflict is through self-reports covering of several dimensions that make up the construct. However, there is no unanimous agreement on the dimensions comprising the role conflict construct. On the basis of literature and discussions with the supervisor and other experts of the field, a list of five dimensions covering whole phenomenon of role conflict was prepared and thereafter the scale was developed on the basis of these dimensions. Details of dimensions is given below: -

#### **Work/Policies implementation related Role Conflict**

It arise when teachers meet with the incompatible demands in the implementations of work-planning/policies.

#### **School Role Conflict**

The extent to which teachers experience conflict due to incompatible demands from school side.

#### **Family Role Conflict**

The extent to which teachers experience conflict due to incompatible demands from family side.

#### **Social Role Conflict**

The extent to which teachers experience conflict due to incompatible demands from society side.

#### **Personal Role Conflict**

It results when role requirements are not consistent with the values, interest or beliefs of the individual in the role.

#### **Writing of Items for the Scale**

To begin with, interviews were conducted with some secondary school teachers for the scale development. The main purpose of the interviews was to arrive at a decision as to what type of questions could be developed as well as which types of questions were easily understood by the teachers belonging to the chosen population. The statements for the scale were framed on the basis of the views expressed by the teachers. The researchers also studied large number of statements, which might come under the dimensions; those were collected and listed from various sources for guidance. A large number of needed items were generated and some were gathered by the researchers on the basis of interviews. To frame the items of role conflict scale, many previous studies consulted such as research papers, P.G., M.Phil. dissertation and Ph.D. thesis in the concerned areas of the study were consulted by the researcher.

#### **Preliminary Draft of Role Conflict Scale**

After reviewing the literature and on the basis of interview of teachers, researcher formulated 108 items based on five dimensions in Hindi and English language for the first draft. These 108 items were edited by the investigator to bring clarity, relevance, brevity and attitudinal direction after discussions with the supervisor. Non-attitudinal and factual as well as parallel statements were excluded

at this stage, 103 items were left for further processes which were given to 20 experts belonging to the fields of Education, Psychology, and language for their opinion about the language, expressive style, content validity, clarity and relevance of the statements within the dimension etc. These experts were personally requested to respond critically and objectively with their comments and observations. The investigator along with her supervisor devoted several sittings, to consider the judgments of the said experts on the statements relating to different dimensions of role conflict. Thus, on the basis of this suggestions of the experts, some items were reframed and reworded with view point of sentence formation and skipping from the ambiguity in items. Depending upon the unanimity among the expert, 73 items were retained and 30 statements were dropped out of 103. As the items were constructed in two languages (Hindi & English) so to ascertain the *translation validity*, the researcher took the help of two experts of English language and two experts of Hindi language.

#### **First Try-out of the Role Conflict Scale for Teachers**

To find out the items for the final scale, the second draft of the scale containing 73 items with 5 alternative responses (Always, often, can't say, rarely and never) was administrated on a sample of 275 teachers (male and female) from the secondary school of Varanasi District selected randomly. The statements were scored from 5 to 1 (*i.e.* Always=5, often=4, can't say=3, rarely=2, never=1). For this scale, a total number of 200 responses of college teachers were found suitable for analysis and therefore, the researcher used the data from 200 teachers only for the purpose of item analysis.

By summing up the scores obtained for each of the statements in the scale, the total score for each respondent was obtained by the above-mentioned procedure, the number of judgments for each statement was found and scale value of each particular statement was calculated by finding out the t-ratio.

#### **Item Analysis**

After the collection of data of the preliminary test, it was decided that item analysis be used to further improve and refine the new scale, as item analysis is done to find out the discriminatory power of each of the statements. As a result, for improving items through item analysis, the responses of each respondent scored as per the scoring procedure detailed above were carefully examined. As an index of discrimination between high and low group, 't' value is a very common measure of the extent to which a given item differentiated high group from low group. Thus, after obtaining the total score of each respondent, the total scores of the respondent in each category were arranged in descending order and then on the basis of total scores on role conflict scale, the two groups were selected- 27% higher score group and 27% lower score group by leaving out the middle 46%. 't' value was calculated for each statement between higher 27% and lower 27% cases to find the discrimination index for each statement. The criterion of selecting the statements was 't' value, which should

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be significant at 0.05 or 0.01 levels. According to this step, 68 items were selected and 05 items were

eliminated which has been presented in the following table 1:

**Table-1**  
**Mean differences between lower 27% and upper 27% item of TRCS**

Item	Groups	Mean	t-values	Item	Groups	Mean	t-values	Item	Groups	Mean	t-values
1.	Lower	3.09	5.14	26.	Lower	1.61	7.23	51.	Lower	1.45	6.65
	Upper	4.43			Upper	3.28			Upper	2.98	
2.	Lower	1.55	5.17	27.	Lower	1.42	5.87	52.	Lower	1.55	9.92
	Upper	2.94			Upper	2.52			Upper	3.61	
3.	Lower	2.03	3.75	28.	Lower	2.09	4.87	53.	Lower	2.01	7.44
	Upper	2.96			Upper	3.52			Upper	3.83	
4.	Lower	2.16	5.93	29.	Lower	3.59	<b>1.51*</b> <b>R</b>	54.	Lower	1.50	9.71
	Upper	3.57			Upper	4.06			Upper	3.54	
5.	Lower	1.37	3.87	30.	Lower	1.31	7.01	55.	Lower	3.57	<b>1.21*</b> <b>R</b>
	Upper	2.24			Upper	2.94			Upper	3.91	
6.	Lower	1.59	4.23	31.	Lower	1.37	8.74	56.	Lower	1.79	6.59
	Upper	2.72			Upper	3.13			Upper	3.24	
7.	Lower	1.68	4.55	32.	Lower	1.94	7.31	57.	Lower	1.64	9.71
	Upper	2.87			Upper	3.74			Upper	3.63	
8.	Lower	1.38	4.52	33.	Lower	1.37	8.17	58.	Lower	1.11	7.10
	Upper	2.41			Upper	3.22			Upper	2.61	
9.	Lower	1.29	6.35	34.	Lower	1.11	7.65	59.	Lower	1.53	12.56
	Upper	2.63			Upper	2.54			Upper	3.89	
10.	Lower	1.53	5.68	35.	Lower	1.46	7.59	60.	Lower	1.24	8.30
	Upper	2.81			Upper	3.13			Upper	3.07	
11.	Lower	2.51	3.23	36.	Lower	1.62	6.93	61.	Lower	1.14	9.38
	Upper	3.35			Upper	3.44			Upper	2.89	
12.	Lower	2.20	3.39	37.	Lower	1.35	9.95	62.	Lower	1.90	5.52
	Upper	3.07			Upper	3.52			Upper	3.30	
13.	Lower	1.24	6.43	38.	Lower	1.31	4.75	63.	Lower	1.31	6.33
	Upper	2.80			Upper	2.35			Upper	2.74	
14.	Lower	1.12	10.00	39.	Lower	1.24	8.61	64.	Lower	1.42	8.74
	Upper	3.33			Upper	2.80			Upper	3.22	
15.	Lower	2.12	5.38	40.	Lower	1.20	7.60	65.	Lower	1.11	5.94
	Upper	3.48			Upper	2.65			Upper	2.37	
16.	Lower	1.37	6.89	41.	Lower	1.50	10.19	66.	Lower	1.18	5.31
	Upper	3.09			Upper	3.59			Upper	2.15	
17.	Lower	1.27	10.13	42.	Lower	1.24	10.96	67.	Lower	3.77	<b>-322*</b> <b>R</b>
	Upper	3.13			Upper	3.15			Upper	3.69	
18.	Lower	1.44	9.46	43.	Lower	1.35	13.62	68.	Lower	3.66	<b>.647*</b> <b>R</b>
	Upper	3.28			Upper	3.52			Upper	3.85	
19.	Lower	1.37	5.84	44.	Lower	1.25	6.45	69.	Lower	1.81	4.77
	Upper	2.83			Upper	2.70			Upper	2.94	
20.	Lower	1.37	4.14	45.	Lower	1.27	9.28	70.	Lower	1.70	8.51
	Upper	2.31			Upper	3.11			Upper	3.52	
21.	Lower	3.24	<b>1.39*</b> <b>R</b>	46.	Lower	1.62	9.47	71.	Lower	1.66	6.78
	Upper	3.69			Upper	3.69			Upper	3.41	
22.	Lower	3.16	2.16	47.	Lower	1.18	5.85	72.	Lower	1.14	7.99
	Upper	3.83			Upper	2.11			Upper	2.59	
23.	Lower	1.50	6.89	48.	Lower	1.51	9.21	73.	Lower	1.55	9.45
	Upper	3.24			Upper	3.31			Upper	3.63	
24.	Lower	1.75	7.58	49.	Lower	1.27	9.70				
	Upper	3.61			Upper	3.19					
25.	Lower	1.44	7.01	50.	Lower	1.29	9.32				
	Upper	2.98			Upper	3.06					

\* R Item Rejected.

Finally, after the item analysis and discussion with the experts, the final draft of role

conflict has 68 statements (both English & Hindi version) spread over 5 dimensions is given in table 2.

**Table-2**

**Final Draft of Scale with distribution of the Items in Dimensions with Serial Numbers**

Code no.	TRCS Dimensions	Serial wise Item Numbers	Total Items
I.	Work/Policies Implementation related Role Conflict	1,6,10,15,19,22,27,30,34,38,41,44,48	13
II.	School Role Conflict	2,7,11,16,23,31,35,39,51,54,56,59,64,65,66,67,68	17
III.	Family Role Conflict	3,8,12,17,20,24,32,36,42,45,49,52,57,60,62	15
IV.	Social Role Conflict	4,13,25,28,46	5
V.	Personal Role conflict	5,9,14,18,21,26,29,33,37,40,43,47,50,53,55,58,61,68	18
<b>Total</b>			<b>68</b>

**Second Try-Out of the Role Conflict Scale**

The third draft of the scale having 68 items was again administrated on 200 secondary school teachers selected randomly. The obtained data was used for ensuring reliability, validity and norms of the scale. Thus, this stage includes three steps i.e. (i) determining validity of the scale (ii) determining reliability of the scale (iii) determining norms of the scale.

**Determination of Validity of Scale**

A test is valid if it measures what it claims to measure (Best & Khan, 2003). There are different types of validity and these are: (i) content validity, (ii) criterion validity, and (iii) construct validity. Since the researchers could not find any other such tool available to establish criterion validity of the constructed scale, the researchers made efforts to determine the validity of the present scale, in below mentioned ways: (i) *content validity* and (ii) *construct validity*.

**Content Validity**

Content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed. It shows how adequately the test covers the universe of knowledge and skills related to that trait (Best & Khan, 2001).

To determine the content validity, the scale was given to a panel of twenty (20) experts in field of education and psychology belonging to different Universities. This process has already been described

under the experts' opinion given in preliminary draft of scale. Content validity of scale is ensured as the items having 100% agreement amongst experts were selected only. Apart from this, The Statement of the scale are relevant to measure the role conflict among secondary school teachers which has been supported by literature available in the area of role conflict.

**Construct Validity**

Construct validity is the degree to which scores on a test can be accounted by the explanatory constructs of a sound theory (Best & Khan, 2001). Construct validity of a test is the extent to which the test may be said to measure a theoretical construct or trait (Anastasi, 1997). Thus, it is concerned with the theory, which seeks to explain or to account for the results, which are obtained by using test or scales. In order to assess construct validity of scale, the researcher measured:

- (a) Correlation coefficient between each dimension and total score of the scale,
- (b) Correlation coefficient among the dimensions of the scale

**Relationship between Dimensions and Total Score**

To assess the relationship between each dimension and total score, Pearson correlation coefficient was calculated on the fourth draft of the scale consisting 68 items. The table given below (3) presents the correlation between all dimensions and total score:

**Table-3**

**Correlation Coefficient between Dimensions and Total Score**

DIMENSIONS	ONE	TWO	THREE	FOUR	FIVE
'r' Values	.861**	.882**	.855**	.775**	.938**
Sig.	.000	.000	.000	.000	.000

\*\* Significant at 0.01 Level

From the above given table (3), it can be concluded that the values of correlation coefficients of all the dimensions with total score are respectively .861, .882, .855, .775 and .938 and all are significant at 0.01 level. It indicates that all dimensions are

related to the main construct of the scale, 'role conflict' thus, the scale has good construct validity.

**Relationship among the Dimensions of the Scale**

The inter-dimensional coefficients of correlation of the scale have been found to be significantly high.

**Table-4**

**Inter-correlation among the Dimensions of the Teachers' Role Conflict Scale**

Dimensions	W/P IRC	School RC	Family RC	Social RC	Personal RC
Work/Policies Implementation related Role Conflict	1.000	.766	.591	.667	.725
School Role Conflict	.766	1.000	.619	.567	.744
Family Role Conflict	.591	.619	1.000	.652	.836
Social Role Conflict	.667	.567	.652	1.000	.718
Personal Role Conflict	.725	.744	.836	.718	1.000

The correlation coefficient among the dimensions of Teachers' Role conflict Scale ranged from .567 to .836. The obtained 'r' values indicate high construct validity of the scale as given in Table 4.

### Determination of Reliability of the Scale

Before using the tool for collecting data for the purpose of the study, it was imperative to determine its reliability. To determine the reliability of the present scale, the researcher used Split-half method.

### Split-Half Method

The reliability is indicated by a reliability coefficient based on correlation by the Spearman-Brown Formula between two sets of scores. For split-half method, summed scores of odd and even items were found and product moment correlation was computed between the two sets of summed scores. Reliability of the half length of the 68-item role conflict scale was found to be 0.91.

The Split-half reliability co-efficient in this case is 0.94, which is significant at .01 level of significance.

**Table-5**  
Split-half reliability of the Teachers' Role Conflict Scale

Method	Values of the reliability coefficient
Split-half method	0.94

**Norms-** Percentile norms were computed with respect to role conflict as under:

**Table-6**  
Norms for Teachers Role Conflict Scale

Role Conflict Level	Range of Score
High	207 and Above
Moderate	127-206
Low	126 and Below

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