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An Analysis of Teacher Resilience in the Face of Role Ambiguity and Role Conflict in Government and Private School Environments

ABSTRACT : This research explores the nuanced dynamics of role ambiguity and role conflict among teachers in government and private schools through a comprehensive comparative analysis. Drawing insights from 304 participants in the Bihar Southwest region, the study reveals that both sectors experience a moderate level of role ambiguity, with private school teachers facing slightly elevated challenges. Similarly, a moderate level of role conflict is noted in both government and private schools, with a marginally reduced conflict perception among private school teachers. The correlation analysis unveils intricate interconnections between specific dimensions of role ambiguity and role conflict, offering valuable insights into the complex relationships within the teaching profession. These findings underscore the need for targeted interventions to clarify role expectations, particularly in private schools, and provide a basis for further exploration into the factors contributing to these perceptions. Ultimately, the study contributes to a deeper understanding of organizational stressors in education, emphasizing the importance of addressing role-related challenges for teacher well-being and educational effectiveness.

Keywords: Role Ambiguity, Role Conflict, Organizational

Stress, Government and Private School Teachers

INTRODUCTION : The educational landscape represents a crucial foundation for societal advancement, with teachers bearing the weight of multifaceted responsibilities within both government and private school sectors (Smith, 2018). However, inherent within this dynamic and demanding profession lie persistent challenges related to role ambiguity and role conflict, significantly impacting the job satisfaction, well-being, and overall performance of educators (Jones & Brown, 2019). Role ambiguity, characterized by the perception of ill-defined job responsibilities, often arises from vague job descriptions, evolving expectations, and insufficient training (Green, 2017). Similarly, role conflict emerges from the inherent tensions between diverse responsibilities, such as educator, mentor, disciplinarian, and administrator, resulting in reduced job satisfaction, heightened stress levels, and potential burnout among teachers (Johnson et al., 2020). Distinct challenges are encountered by teachers in government and private schools. Government school educators face constraints posed by limited resources, bureaucratic intricacies, and diverse student populations, significantly contributing to role ambiguity and conflict (Adams, 2019). In contrast, the pressures faced by teachers in private schools stem from high parental expectations, the need to meet rigorous academic standards, and potential job insecurity within profit-oriented structures (Baker & Smith, 2021). These diverse challenges necessitate a comprehensive analysis to discern the unique factors contributing to role ambiguity and conflict within each educational setting (Williams, 2018). This study adopts a mixed-method research approach incorporating surveys and interviews to explore the experiences and perceptions of teachers in government and private school sectors. By comparing and analyzing these distinct challenges, the research endeavors to illuminate the prevalence and intensity of role ambiguity and conflict among teachers in both sectors. The exploration further aims to determine whether the factors contributing to these issues significantly differ between government and private schools (Taylor et al., 2022). Understanding the origins and impact of role ambiguity and conflict within these diverse educational settings is pivotal for devising targeted strategies to alleviate these challenges (Anderson, 2019). By identifying similarities and disparities in teachers' experiences, this research aims to provide sector-specific recommendations to enhance the working conditions for educators. Ultimately, addressing these issues has the potential to significantly impact teacher satisfaction, performance, and the quality of education provided to students in government and private school settings (Brown, 2020).

METHODOLOGY

Objectives : The primary objective of this research is to conduct a comparative analysis of role ambiguity and role conflict experienced by teachers in government and private school

teachers. The specific aims are as follows:

- To assess and compare role ambiguity and role conflict levels among teachers in government schools and private schools.
- To identify and analyze factors contributing to role ambiguity and conflict in government and private school settings.
- To formulate recommendations to alleviate role-related challenges based on research findings.
- Contribute to the field of organizational research by advancing our understanding of the comparative aspects of role-related challenges in diverse educational settings, thereby enriching the literature on teacher resilience and organizational dynamics in education.

These objectives aim to provide a comprehensive understanding of the differences in role-related challenges between government and private school teachers and offer insights to foster a supportive and conducive environment for educators in both sectors.

Hypotheses :

- There is no significant difference in the levels of role ambiguity experienced by teachers in government schools compared to those in private schools.
- There is no significant difference in the levels of role conflict experienced by teachers in government schools compared to those in private schools.

Tools Used : Singh and Srivastava Organizational Stress Inventory (OSI) Scale : The OSI scale, designed to measure organizational stress, comprises 12 sub-scales assessing various stress-related factors within an organization. For the purpose of this research, only two specific sub-scales from the OSI were utilized based on the demands of the study: the sub-scales focusing on role ambiguity and role conflict. These selected sub-scales were specifically tailored to measure the perceived levels of role ambiguity and role conflict among government and private school teachers.

Research Design : Utilizing a descriptive research design to analyse role ambiguity and role conflict among teachers in government and private schools. This design allows for the examination of differences between the two educational sectors.

Participants and Sampling :

- Sample Selection: Selection of 304 school teachers, with 152 participants from government schools and 152 from private schools in five districts of Bihar Southwest region (Kaimur, Rohtas, Buxar, Bhojpur and Patna) using a purposive sampling technique.
- Inclusion Criteria: Criteria for selection include diverse teaching experience, subject expertise, and administrative roles to ensure a representative sample.

Data Analysis : Quantitative Analysis: Statistical Package for the Social Sciences (SPSS) was used for quantitative data analysis, including descriptive statistics, correlation analysis, comparative tests ANOVA, and potentially regression analysis based on collected survey data.

This methodology provided a structured approach to collect both quantitative and qualitative data, allowing for a comprehensive analysis of role ambiguity and role conflict among teachers in government and private school sectors.

RESULTS

Table 1 : Comparison of Mean value.

Type of Job		RA1	RA2	RA3	RA4	RC1	RC2	RC3	RC4	RC5
Government	Mean	2.45	3.62	3.11	3.03	2.49	3.31	3.28	3.52	3.51
	N	152	152	152	152	152	152	152	152	152
	Std. Deviation	.890	.861	.998	.969	.861	.930	.936	.763	.806
	Kurtosis	.020	1.242	-1.107	-1.192	.004	-1.054	-.758	.751	.769
	Skewness	1.025	-1.258	-.498	-.141	.872	-.355	-.580	-1.019	-1.254
Private	Mean	2.45	3.52	3.29	3.40	2.47	3.13	3.31	3.39	3.53
	N	152	152	152	152	152	152	152	152	152
	Std. Deviation	.890	.853	.946	.915	.853	.947	.964	.877	.845
	Kurtosis	-.235	.122	-.965	-.328	.527	-1.510	-.886	-.636	.222
	Skewness	.932	-1.034	-.801	-.990	1.207	-.315	-.702	-.907	-.938
Total	Mean	2.45	3.57	3.20	3.21	2.48	3.22	3.29	3.45	3.52
	N	304	304	304	304	304	304	304	304	304
	Std. Deviation	.889	.857	.975	.960	.856	.941	.949	.823	.824
	Kurtosis	-.125	.627	-1.059	-1.029	.227	-1.270	-.836	-.046	.454
	Skewness	.974	-1.135	-.641	-.530	1.032	-.333	-.639	-.977	-1.078
		TOTAL					**Average**			

Type of Job		RA1	RA2	RA3	RA4	RC1	RC2	RC3	RC4	RC5
Government	Mean	2.45	3.62	3.11	3.03	2.49	3.31	3.28	3.52	3.51
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Government teachers RA Mean		12.21					3.05			
Private teachers RA Mean		12.66					3.16			
Government teachers RC Mean		16.11					3.22			
Private teachers RC Mean		15.83					3.16			

The table no 1.unveils the experiences of government and private school teachers regarding Role Ambiguity (RA) and Role Conflict (RC). Government school teachers report a

moderate level of Role Ambiguity, with a mean score of 12.21 (average rating 3.05), indicating a discernible level of perceived ambiguity in role expectations. In contrast, private school teachers exhibit a slightly higher mean score of 12.66 (average rating 3.16), indicating a marginally elevated level of role ambiguity. Both groups perceive a moderate degree of ambiguity, yet private school teachers face slightly greater challenges. In terms of Role Conflict (RC), government school teachers report a mean score of 16.11 (average rating 3.22), suggesting a moderate level of perceived conflict in their roles. Private school teachers display a slightly lower mean score of 15.83 (average rating 3.16), indicating a marginally reduced level of role conflict. Both sectors experience a moderate degree of role conflict, but private school teachers navigate their roles with a slightly lower perception of conflict. These findings emphasize the prevalence of organizational stressors in the form of role ambiguity and role conflict among teachers, warranting further exploration into contributing factors and their potential impact on teacher well-being and educational effectiveness.

Table 2: Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	RA1& RC1	304	.378	.000
Pair 2	RA2 & RC2	304	.315	.000
Pair 3	RA3& RC4	304	.007	.900
Pair 4	RA4 & RC5	304	.301	.000

The table no. 2 correlation analysis of Role Ambiguity (RA) and Role Conflict (RC) factors among the study participants reveals notable associations. The pairs RA1 & RC1 and RA2 & RC2 exhibit strong and statistically significant positive correlations (0.378 and 0.315, respectively). In contrast, the relationship between RA3 & RC4 is weak and non-significant (0.007). However, RA4 & RC5 demonstrate a moderate positive correlation (0.301) that is statistically significant. These results suggest intricate interconnections between specific dimensions of Role Ambiguity and Role Conflict, providing valuable insights into the nuanced relationships within the teaching profession. Further exploration could shed light on the implications and potential causes of these observed correlations.

Table 3: Paired Differences

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	RA1 - RC1	-.030	.973	.056	-.139	.080	-.531	303	.596
Pair 2	RA2 - RC2	.349	1.055	.060	.230	.468	5.764	303	.000
Pair 3	RA3 - RC4	-.257	1.272	.073	-.400	-.113	-3.518	303	.001
Pair 4	RA4 - RC5	-.306	1.060	.061	-.426	-.186	-5.031	303	.000

The table no. 3 paired differences analysis between Role Ambiguity (RA) and Role Conflict (RC) factors reveals nuanced variations in specific dimensions. While the differences in RA1 - RC1 scores are not statistically significant, indicating a lack of substantial disparity, significant distinctions emerge in other pairs. RA2 - RC2 scores show a highly significant difference (p = 0.000), suggesting a meaningful divergence between these dimensions. Similarly, RA3 - RC4 and RA4 - RC5 pairs exhibit statistically significant differences (p = 0.001 and p = 0.000, respectively), underscoring notable variations in these dimensions. These findings emphasize the intricacies of the relationships between Role Ambiguity and Role Conflict factors in the teaching profession, offering valuable insights for further exploration and potential interventions to address organizational stressors.

Table 4: Correlations

Correlations												
		Type of Job	City	RA1	RA2	RA3	RA4	RC1	RC2	RC3	RC4	RC5
Type of Job	Pearson Correlation	1	.000	-.004	-.058	.095	.196**	-.015	-.095	.017	-.080	.016
	Sig. (2-tailed)		1.000	.949	.316	.100	.001	.789	.100	.763	.164	.781

	N	304	304	304	304	304	304	304	304	304	304	304
City	Pearson Correlation	.000	1	-.071	-.072	.209**	.220**	-.038	-.059	.199**	.001	.113*
	Sig. (2-tailed)	1.000		.220	.213	.000	.000	.509	.302	.000	.993	.049
	N	304	304	304	304	304	304	304	304	304	304	304
RA1	Pearson Correlation	-.004	-.071	1	-.238**	.175**	.084	.378**	-.194**	.113*	-.091	.121*
	Sig. (2-tailed)	.949	.220		.000	.002	.144	.000	.001	.049	.113	.035
	N	304	304	304	304	304	304	304	304	304	304	304
RA2	Pearson Correlation	-.058	-.072	-.238**	1	-.076	-.164**	-.180**	.315**	-.084	.264**	.028
	Sig. (2-tailed)	.316	.213	.000		.189	.004	.002	.000	.145	.000	.621
	N	304	304	304	304	304	304	304	304	304	304	304
RA3	Pearson Correlation	.095	.209**	.175**	-.076	1	.477**	.191**	-.155**	.526**	.007	.241**
	Sig. (2-tailed)	.100	.000	.002	.189		.000	.001	.007	.000	.900	.000
	N	304	304	304	304	304	304	304	304	304	304	304
RA4	Pearson Correlation	.196**	.220**	.084	-.164**	.477**	1	.196**	-.210**	.467**	-.140*	.301**
	Sig. (2-tailed)	.001	.000	.144	.004	.000		.001	.000	.000	.015	.000
	N	304	304	304	304	304	304	304	304	304	304	304
RC1	Pearson Correlation	-.015	-.038	.378**	-.180**	.191**	.196**	1	-.263**	.285**	-.100	.146*
	Sig. (2-tailed)	.789	.509	.000	.002	.001	.001		.000	.000	.083	.011
	N	304	304	304	304	304	304	304	304	304	304	304

RC2	Pearson Correlation	-.095	-.059	-.194**	.315**	-.155**	-.210**	-.263**	1	-.150**	.216**	.018
	Sig. (2-tailed)	.100	.302	.001	.000	.007	.000	.000		.009	.000	.758
	N	304	304	304	304	304	304	304	304	304	304	304
RC3	Pearson Correlation	.017	.199**	.113*	-.084	.526**	.467**	.285**	-.150**	1	.045	.303**
	Sig. (2-tailed)	.763	.000	.049	.145	.000	.000	.000	.009		.437	.000
	N	304	304	304	304	304	304	304	304	304	304	304
RC4	Pearson Correlation	-.080	.001	-.091	.264**	.007	-.140*	-.100	.216**	.045	1	.099
	Sig. (2-tailed)	.164	.993	.113	.000	.900	.015	.083	.000	.437		.086
	N	304	304	304	304	304	304	304	304	304	304	304
RC5	Pearson Correlation	.016	.113*	.121*	.028	.241**	.301**	.146*	.018	.303**	.099	1
	Sig. (2-tailed)	.781	.049	.035	.621	.000	.000	.011	.758	.000	.086	
	N	304	304	304	304	304	304	304	304	304	304	304
** Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

In the table no. 4 within Role Ambiguity (RA) factors, strong positive correlations are observed between RA1 and RA3 (r = 0.378**), as well as between RA3 and RA4 (r = 0.477**). Moderate positive correlations exist between RA2 and RA3 (r = 0.315**) and RA4 (r = 0.220**). Notably, RA2 has a weak negative correlation with RA1 (r = -0.238**).In the realm of Role Conflict (RC) factors, moderate positive correlations are identified between RC1 and RC3 (r = 0.467**) and RC3 and RC4 (r = 0.301**). RC2 shows moderate positive correlations with both RC3 (r = 0.285**) and RC4 (r = 0.210**). Meanwhile, RC1 has weak correlations with RC2 (r = 0.196**) and RC4 (r = 0.191**). These findings emphasize the interconnectedness of elements within RA and RC, underscoring the importance of a comprehensive approach in addressing role-related challenges.

These correlations suggest interrelations between different elements within both Role Ambiguity and Role Conflict factors. Strong positive correlations indicate a tendency for these variables to move in the same direction, while weak correlations suggest a less consistent relationship between those particular variables. Further analysis could help understand the implications and potential underlying causes of these observed correlations.

Table 5: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.234[a]	.055	.026	.494

a. Predictors: (Constant), RC5, RC2, RA1, RC4, RA3, RA2, RC1, RA4, RC3

In the table no. 5 model summary indicates the overall fit and performance of the regression model. The model's R value, a measure of the correlation between the observed and predicted values, is 0.234. The R Square value, representing the proportion of the variance in the dependent variable explained by the independent variables, is 0.055. The Adjusted R Square, which adjusts the R Square for the number of predictors in the model, is 0.026. The Standard Error of the Estimate, reflecting the accuracy of the model's predictions, is 0.494. The predictors in the model include RC5, RC2, RA1, RC4, RA3, RA2, RC1, RA4, and RC3. Overall, the model provides a modest fit to the data, with a limited proportion of the variance explained.

Table 6: ANOVA

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.160	9	.462	1.892	.053[a]
	Residual	71.840	294	.244		
	Total	76.000	303			

a. Predictors: (Constant), RC5, RC2, RA1, RC4, RA3, RA2, RC1, RA4, RC3

b. Dependent Variable: Type of Job

In the table no. 6 ANOVA table assesses the significance of the logistic regression model as a whole. In this case, the F-ratio is 1.892 with a significance level of 0.053, suggesting a borderline significance. This implies that the model, including the specified predictors, may have some explanatory power in predicting the dependent variable (Type of Job).

DISCUSSION : The results of the comparative analysis on role ambiguity and role conflict among government and private school teachers in the Southwest region of Bihar underscore the importance of considering organizational and contextual factors in understanding the experiences of educators within distinct educational settings. Theoretical frameworks in organizational psychology and educational leadership can provide valuable insights into the observed patterns and variations.

The study delves into the prevalence and impact of role ambiguity (RA) and role conflict (RC) among government and private school teachers, offering a comparative analysis across five districts in Bihar Southwest region. The quantitative findings shed light on the experiences of 304 teachers and provide valuable insights into the organizational stressors within each sector.

Role Ambiguity (RA): The mean scores suggest that both government and private school teachers experience a moderate level of role ambiguity, with private school teachers facing slightly greater challenges in role expectations. The nuanced landscape of perceived ambiguity in government schools (Mean RA score of 12.21) and private schools (Mean RA score of 12.66) signifies the need for targeted interventions to clarify and streamline role expectations, especially in private educational settings where ambiguity appears slightly elevated.

Role Conflict (RC): Results indicate a moderate level of role conflict for both government and private school teachers. Government school teachers report a mean RC score of 16.11, while private school teachers present a slightly lower mean RC score of 15.83. This suggests that teachers in both sectors navigate their roles amidst conflicting demands. The marginally reduced level of conflict in private schools warrants exploration into potential factors contributing to this difference, such as school size, management styles, or resource availability.

Correlation Analysis: The correlation analysis reveals meaningful associations between specific dimensions of RA and RC. Strong positive correlations between RA1 & RC1 and RA2 & RC2 underscore the interplay between role ambiguity and conflict, indicating that as ambiguity in roles increases, so does the perception of conflict. The non-significant correlation in RA3 & RC4 suggests that certain aspects of ambiguity might not necessarily correlate with conflict.

Organizational Role Theory offers valuable insights into the experiences of teachers in government and private schools, particularly regarding Role Ambiguity (RA) and Role Conflict (RC). In government schools, the higher mean values of RA can be attributed to the intricate bureaucratic structures, leading to unclear role expectations. In contrast, private schools with streamlined structures provide clearer role delineations, reducing

ambiguity for teachers. The comparative analysis underscores how organizational structures significantly shape educators' experiences.

Educational Leadership further elucidates the disparities in RC between government and private school teachers. Leadership styles and decision-making processes in government schools may contribute to heightened role conflict, while agile leadership structures in private schools foster collaborative decision-making, positively impacting teacher well-being. This highlights that teacher well-being is a systemic outcome influenced by leadership practices, necessitating interventions beyond individual coping strategies.

A deeper exploration into Role Theory reveals the interrelations within RA and RC factors, emphasizing their strong positive correlations. This interconnectedness implies that interventions addressing role-related challenges must adopt a comprehensive approach recognizing the complexity of these interconnected elements. Educational policies and training programs should ground themselves in Role Theory, acknowledging the multifaceted nature of the teacher's role. Policies should go beyond superficial guidelines, recognizing the intricate balance teachers must maintain in fulfilling various roles, while training programs should equip educators with specific skills and a deeper understanding of the dynamic and interconnected nature of their roles. This comprehensive approach is crucial for creating supportive environments and promoting the well-being of teachers in diverse educational settings.

Teacher resilience has emerged as a pivotal concept in the field of education, reflecting an educator's ability to adapt, endure, and thrive amidst the myriad challenges inherent in the teaching profession. This resilience is especially crucial in contexts marked by role ambiguity and role conflict, where teachers grapple with complex demands and organizational stressors. Understanding and fostering teacher resilience not only contribute to the well-being of educators but also have profound implications for the quality of education provided to students.

Challenges Faced by Teachers:

Role Ambiguity : Teachers often encounter ambiguity in their roles, where expectations may be unclear or evolving. This lack of clarity can lead to frustration, stress, and a sense of professional disorientation.

Role Conflict : The simultaneous demands of multiple roles within the teaching profession, such as educator, mentor, and administrator, can create conflicting expectations. Negotiating these conflicts can be emotionally and mentally taxing for teachers.

Self-Efficacy : Resilient teachers possess a strong sense of self-efficacy, believing in their ability to make a positive impact on their students despite obstacles. This confidence

contributes to a proactive and empowered teaching approach.

Social Support : Building a robust support network, including colleagues, administrators, and mentors, is a crucial component of teacher resilience. Collaborative environments where educators can share experiences and strategies contribute to a resilient teaching community.

Reflective Practice : Resilient teachers engage in reflective practices, continuously assessing and refining their teaching methods. This self-awareness allows them to learn from challenges, adapt their approaches, and continuously improve their teaching effectiveness.

Strategies for Building Teacher Resilience:

Professional Development : Providing ongoing professional development opportunities equips teachers with new skills and perspectives, enhancing their adaptability and efficacy in the classroom.

Mentorship Programs : Establishing mentorship programs allows experienced teachers to guide and support newer educators. This mentorship fosters a sense of belonging and provides a valuable resource for navigating challenges.

Wellness Initiatives : Promoting teacher well-being through wellness programs, stress reduction activities, and mental health support can significantly contribute to building resilience.

Clear Communication : Ensuring clear communication of roles, expectations, and support mechanisms helps alleviate role ambiguity and conflict, providing a foundation for teacher resilience.

Recognition and Appreciation : Acknowledging and appreciating teachers' efforts and achievements fosters a positive work environment, enhancing their sense of efficacy and contributing to overall resilience.

CONCLUSION : Teacher resilience is an essential quality that not only enables educators to overcome challenges but also plays a crucial role in shaping the educational experiences of students. Fostering resilience requires a multifaceted approach, including organizational support, professional development, and a collaborative culture. As education continues to evolve, recognizing and nurturing teacher resilience remains a cornerstone for sustaining a vibrant and effective teaching profession.

Components of Teacher Resilience:

Adaptability : Resilient teachers exhibit a remarkable capacity to adapt to changing circumstances, curriculum revisions, and evolving educational policies.

A more profound exploration of Organizational Role Theory, Educational Leadership, and Role Theory enriches our comprehension of the results. It highlights the need for

interventions and policies that transcend surface-level adjustments, recognizing the deep-rooted organizational and leadership dynamics shaping the experiences of teachers in government and private schools. This depth of understanding is crucial for fostering sustainable teacher well-being and, in turn, enhancing the educational experience for students.

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