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A Comparative Study of Professional Growth Conflict, Family-Work Conflict, and Self-conflicts among School Teachers

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Abstract

Teachers face a multitude of obstacles that can lead to stress, burnout, and conflicts in balancing professional growth, family obligations, work pressures, in school. The research paper analyses the professional growth conflict and work, family, and self-conflict between Government school teachers and Private school teachers teaching in the schools of Chandigarh. A cross-sectional study has been applied, alongwith cluster and purposive sampling. Primary data has been collected from 100 teachers from schools of Chandigarh (UT). Standardized tool for the assessment of Teacher role conflict has been applied and the data collected have been analysed by applying SPSS, Mean, Standard deviation, t-test, etc. The findings indicate that there is a significant difference in professional growth conflict, and work and family conflicts between Government teachers and Private teachers in schools. Regarding self-conflict, there is no significant difference between male and female teachers in government and private school teachers. Private teachers are facing more Professional growth conflicts in schools. Limited resources, heavy workload, lack of collaboration and professional development, low salary, less job security, changing educational policies, and challenge of maintaining work-life balance are the main causes behind professional conflict. The suggestions emanating from this research are that school administration and authorities should organize workshops and conferences, and recruit psychologists for consultancy so that the teachers can cope with different types of conflicts.

Keywords - family conflict, work conflict, professional growth, academic performance.

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INTRODUCTION:

Teachers have the power to mould the next generation of leaders in a way that will best serve society's needs for inspiring and constructive generational growth, therefore, shaping society locally and globally. Teachers hold the most significant job in the world. People with the ability to influence society's youth can transform lives (Nair, M. 2023, April 28). Teachers are nation builders and messengers of constructive change, not just instructors. Their impact is seen well beyond the classroom, influencing the course of development of the country.

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Given the fact that the teachers mentor and inspire future generations and leave a lasting impression on the socio-cultural fabric of India, acknowledging and respecting their holistic contribution is essential to the country's continuous progress and development (Alkayed et al.,2024).

Teachers continue to play a crucial role in helping students to achieve their goals and create a more equitable and promising future. Teachers have a multifaceted role that extends beyond the classroom. They are

responsible for nurturing and developing students' potential, staying up to date with new knowledge and skills, adapting to technological advancements, and maintaining relationships with students, parents, and the community, their responsibilities to their families, the pressures of their work, and the need for self-care and self-development. (Muhayani, 2019). Teachers often face conflicts regarding how to prioritize their time and energy between professional development, fulfilling family obligations, excelling in their jobs, and taking care of their well-being (Pillay et al., 2005). These demands create role conflicts among teachers

According to Erik Erikson's theory (1950) of psychosocial development, a conflict is a turning point during which an individual struggles to attain some psychological quality, this can be a time of both vulnerability and strength, as the individual works towards success or failure. Role Conflict involves genuine differences in role definitions, expectations, or responsibilities between interdependent individuals in a social system (Mohinuddin, 2019, May 23). The importance of education in a world that is changing quickly cannot be emphasized. The world at large and the future of people are greatly shaped by education, which has an important impact on every facet from social harmony to the development of critical thinking abilities (Alsmarai, 2018).

This conflict can lead to increased levels of anxiety, burnout, and even stress among teachers. To further compound the issue, the education system may not always provide ample support for teachers to manage these conflicts (Zhou, 2022). As a result, many teachers feel overwhelmed and unsupported, which can negatively impact their job satisfaction and overall well-being. Furthermore, research has shown that

teacher burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, is a common consequence of these conflicts. Teachers' well-being and competence are crucial for the success and effectiveness of a school organization. Teachers need support and resources from their school leaders and colleagues to effectively navigate these conflicts. This support can include opportunities for professional development, flexible work arrangements, and a positive and inclusive school culture that values work-life balance and self-care (Pillay et al., 2005).

Definition of Concepts:

Professional Growth Conflict: In psychological terms, it refers to the internal struggle or tension experienced by individuals when faced with challenges or opportunities related to their professional development. This conflict often arises when there is a discrepancy between an individual's aspirations for growth and the obstacles or constraints they encounter in their professional environment. (Garout et al., 2016).

Workplace Conflict: Any form of conflict that arises in the workplace, among employees, supervisors, or employees and supervisors is referred to as workplace conflict. This may include conflicts that arise between coworkers outside of regular school hours (workplace conflict, 2018).

Family Conflict: The term "family conflict" describes the strain, argument, or discord that develops among family members. Arguments, miscommunications, or even physical altercations may occur during this dispute, which can be brought on by a variety of things including disparities in

personalities, values, views, or lifestyles (“Sociological Perspective,”2016).

Self-Conflict: From a psychological standpoint, internal conflict or struggle within oneself is referred to as self-conflict. Tension and ambiguity are produced by opposing ideas, feelings, wants, or beliefs. Various factors, such as conflicting objectives, ideals, or identity roles, might give rise to this internal conflict (Krueger et al., 2022).

Government Teachers: A government teacher is an individual who teaches in government schools to provide education to the students who enroll in schools, and performs other duties also, which are governed directly by the government authorities. The government covers the medical benefits of public educators and their families as well as partially pays for medical consultations. Furthermore, a lot of government institutions offer their teachers housing benefits. Teachers can live in government housing until they retire (CBSE, 2018).

Private Teachers: A Private teacher is a teaching professional who is meant to help the students gain knowledge, competence, and virtue. They are working in private institutions and government-aided schools. They do not get any kind of facilities, like government school teachers. Private teachers do not get any kind of medical benefits, house allowance, pension, or other allowances (CBSE, 2018).

Rationale of the study:

This study analyses the comparison between professional growth, family, work, and self-conflicts in government and private schools in Chandigarh. To achieve the objectives, the researcher collected and analyzed the

data from school teachers in Chandigarh. The research paper shall try to provide an understanding of the teacher’s role conflict faced in government and private schools. Further, the findings would be fruitful for the understanding of the different conflicts and work pressures faced by teachers in the schools. Government, and school higher authorities should frame and recommend some policies and conduct workshops on *yoga* and meditation to overcome the problem and increase the efficiency of teachers.

Review of Literature:

Kiran, A., Arshad, F., & Rizwan, S. (2022) in their study aimed to investigate the connection between secondary school teachers’ performance as teachers and their professional growth. It was a quantitative study that employed a correlational design to analyse the relationship between the variables under investigation. The study’s population consisted of all the public secondary schools in the Lahore district. Thirty secondary teachers who had attended teaching training were chosen from each of the thirty schools using a proportionate stratified random selection technique. Two surveys, one intended for teachers and the other for students, were prepared using closed-ended questions. The results of this investigation indicated that all respondents displayed their willingness and interest in the favorable association. The study suggests that the length of teachers’ professional development is insufficient for their successful training; the government should take this into account and extend the length of teacher training to support teachers’ effective professional development.

Cadiz, A. P., Villena, D. H., & Velasco, A. H. (2016) in their study analysed the idea that

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conflict hurts instructors' efficacy, efficiency, and production. Thus, improved conflict resolution skills may lead to increased teacher's productivity. The study comprised of 352 secondary public school teachers from 12 schools selected by random sampling; two from each of the six districts in the division of Quezon City, Philippines. The experts from several institutions specializing in educational management and supervision evaluated the locally structured survey questionnaires, which included questions or indicators established from the pre-surveys. The two survey instruments were deemed valid and reliable based on criteria, as indicated by the derived coefficients of .9769 and .8432. The findings showed that teachers' perceptions were highest in the sphere of students' achievement, followed by lesson planning and instruction tied to a learning assessment, classroom management, school, home, and community relations, and finally professional and personal traits, etc. Moreover, there was no discernible correlation between instructors' perceived conflicts and their level of productivity.

Ahmad Rizwan, Tasser (2023) investigated the relationship between work conflict and work-life balance among secondary school teachers in a study conducted in Sargodha. The data was gathered from 390 government school teachers. The researcher adopted a quantitative approach and the variables were measured through a cross-sectional study. Cluster sampling was used for collecting data and work conflict and work-life balance scales were used. Descriptive and inferential statistics were used for data analysis. The finding of the study was that there was a strong positive correlation between work-life balance and work conflict

Hussain, B., Zulfqar, A., Gilani, N., & Waheed, S. A. (2021) examined the nature

of work-family and family-work conflicts and their causes among teachers of schools in Southern Punjab, Pakistan. Both descriptive and survey research designs were used in this study. A 22-item work-family and family-work conflict scale was applied through the questionnaire. Using both multistage cluster and stratified selection procedures, the researchers randomly picked 422 elementary teachers from forty (40) schools across three districts in southern Punjab, and administered tools to them. To analyse data, both inferential and descriptive statistics were applied. Teachers rarely think that their work-related responsibilities get in the way of their ability to fulfill their home commitments. At the same time, they also seldom think that this is the case. The survey also found that compared to male teachers, female teachers' families were more impacted negatively by their professional commitments. Mind mastery (2023), the focus of the study was that, one of the most considerable aspects of human development is self-conflict. It is not only based on our bad experiences and sometimes frustrating existential problems, but they also positively show up by encouraging us to take positive steps that lead to personal development and a better knowledge of life in general. As our sense of internal conflicts is primarily based on the movement between negative and positive emotions. The primary consequences of internal conflicts at the school level were found to be a worsening of the learning environment and more challenging internal communication, which ultimately had an adverse influence on student performance. At the individual level, conflicts have a detrimental effect on some teachers' self-esteem and even drive them to feel alone. They can also demotivate and show a lack of interest in school-related matters, create anxiety and an unwelcoming

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environment in the teacher's office, manifest professional conceit, etc.

Research Gaps:

Through the review of the literature, it was observed that several studies have been conducted across the globe in the domain of role conflict of teachers in schools. However, no such study has been conducted in Chandigarh. The earlier studies conducted depicted that in Government and private schools, role conflict among teachers has a substantial impact on their work, family, and professional commitment. Teachers working in private schools faced greater obstacles and limitations in their line of work. Different perspectives on the same issue, divergent motivations, interests, and personal goals, an uneven distribution of tasks, and differences in knowledge and prior experience regarding a particular issue were the main factors behind various role conflicts among teachers. In addition, disparities in the allocation of educational resources, limited prospects for professional advancement, subjective performance evaluations by educators, disregard for internal protocols, and deficient communication in terms of transparency, comprehensibility, and accessibility constitute noteworthy causes of discord.

Objectives:

1. To compare the professional growth conflict between the government and private school teachers.
2. To compare the work conflict between the government and private school teachers.
3. To compare the family conflict between the government and private school teachers.

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4. To compare the self-conflict differences between the government and private school teachers.

Hypotheses:

HO.1. There is no significant difference in professional growth conflict between private and government teachers.

HO.2. There is no significant difference in work conflict between the government and private school teachers.

HO.3. There is no significant difference in family conflict between the government and private school teachers.

HO.4. There are no significant differences in self-conflict between the government and Private school teachers.

Research Methodology: The study employs a descriptive methodology. The sample selected for the study consisted of 100 teachers from private and government schools. The data is split into two parts, i.e., government teachers and private school teachers in Chandigarh. Cluster and purposive sampling have been applied for collecting data.

Furthermore, the research investigator used the teachers' role conflict scale which comprised of four dimensions. The research is based on quantitative data and descriptive methods. Professional growth conflict, work conflict, family conflict, and self-conflict discrimination are measured by arithmetic mean, standard deviation, inferential statistics (T-test), and testing for hypothesis (P-test) used. The data collection was analyzed and processed through Statistical Package for Social Science (SPSS).

Variables: The researcher has used two types of variables. The school teachers were independent variables and the role conflict dimensions like professional growth, family, work, and self-conflict are dependent variables.

Tools: The teacher's Role Conflict Scale was constructed, standardized, and validated by Dr. Madhu Gupta and Ms. Indu Nain. In this study, the researcher used three dimensions of role conflict as Family Conflict, Work Conflict, and Professional growth conflict. A five-point scale is used with responses such as Always, Frequently, Rarely, Never, and Not Applicable, with corresponding scores of 5,4,3,2,1 respectively

Procedure:

The investigator took permission from the District Education Officer of Chandigarh

Interpretation of Results:

Table No. 1. Total Number of Male and Female Teachers working in Government and Private Schools. 14/04

S. No.	Government (50)	Percentage	Private (50)	Percentage
Male teachers	20	40%	12	24%
Female teachers	30	60%	38	76%

It is evident from the above Table No 1, that in government schools, out of 50 teachers, only 20 (40%) are male teachers and 30 (60%) female teachers are teaching. In private schools, out of 50 teachers 12(24%) were male teachers and 38(76%) female teachers were teaching. The above table reveals that the majority of female teachers are teaching in schools. The male teachers prefer teaching in government schools due to higher salary and other benefits.

(U.T.) to collect data from teachers of different Government Schools of Chandigarh (U.T.) and Private schools. The data for the present study was collected by the investigator herself. Also, permission was sought from the school's principal and director and subsequently, the researcher approached the teachers, and data was collected from teachers. To collect data of teachers at government schools, cluster sampling was used. A single school was chosen from each cluster. The data collection was done with 5 teachers from each school, and the researcher visited ten public schools. Hence, a total of 50 government teachers were selected for the data collection. However, purposive sampling was applied to collect data from private schools. In total, data was collected from 10 teachers in each school and information was gathered from 5 private schools in Chandigarh. Therefore, a total of 50 private school teachers were selected from Chandigarh.

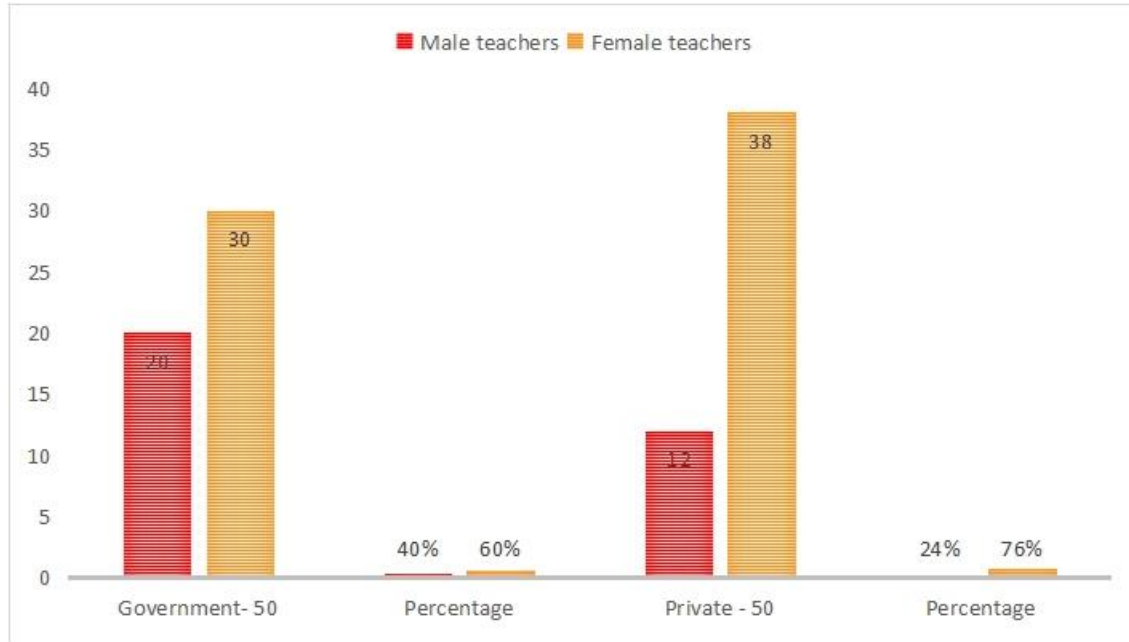


Table No 2. indicates the N, Mean, Standard Deviation, and p-value of Professional Growth Conflict between Government teachers and Private teachers

	School Type	N	Mean	Std. Deviation	t	p-value
Professional growth conflict	Government	50	55.500	12.2745	2.572	.012
	Private	50	48.840	13.5862		

It is evident from the above table that the professional growth conflict of government teachers is 55.500 and the Professional growth Conflict of Private school teachers is 48.840. The standard deviation of professional growth conflict among government teachers is 12.2745 and in private teachers is 13.586. The value of “t” for the mean scores of the two groups between both school teachers is 2.572,

which is higher than the table value at 0.05 level (1.96). Therefore, p value of both schools’ teachers is .012 which is lower than 0.05. It indicates that there is a significant difference between the professional growth of teachers in government and private schools. The result revealed that government teachers get more opportunities for professional growth than Private school teachers.

Table No. 3: Table indicating the N, Mean, Standard Deviation, and p-value of self-conflict between Government teachers and Private teacher

	School Type	N	Mean	Std. Deviation	t	Sign (2-tailed)
Self-conflict	Government	50	7.2600	1.90392	-1.195	.235
	Private	50	7.7600	2.26382		

It is depicted from the above table that the self -conflict of government teachers is 7.2600 and the Private school teachers is 7.7600. The standard deviation of self-conflict in government teachers is 1.90392 and in private teachers is 2.26382. The value of t scores of the two groups between both school teachers is -1.195. Therefore, the P value of both schools’ teachers is .235 which

is larger than 0.05. It shows that there is no significant difference between the self-confidence of teachers in government and private schools. Hence, the result revealed that private teachers’ self-conflict level is slightly higher than and government school teachers. Lack of job security might be the reason for self-conflict among teachers in private schools.

Table No. 4, indicates the N, Mean, Standard Deviation, and p-value of work conflict between Government Teachers and Private Teachers

	School Type	N	Mean	Std. Deviation	T	Sign (2-tailed)
Work conflict	Government	50	7.2600	2.08796	-4.237	.000
	Private	50	9.2000	2.47436		

It is revealed from the above table that the work conflict of government teachers is 7.2600 and the work Conflict of Private school teachers is 9.2000. The standard deviation of family conflict in government teachers is 2.08796 and in private teachers is 2.47436. The value of “t” scores of the two groups between both school teachers is -4.237, therefore, the p-value of both schools’ teachers is .000 which is lower than 0.05.

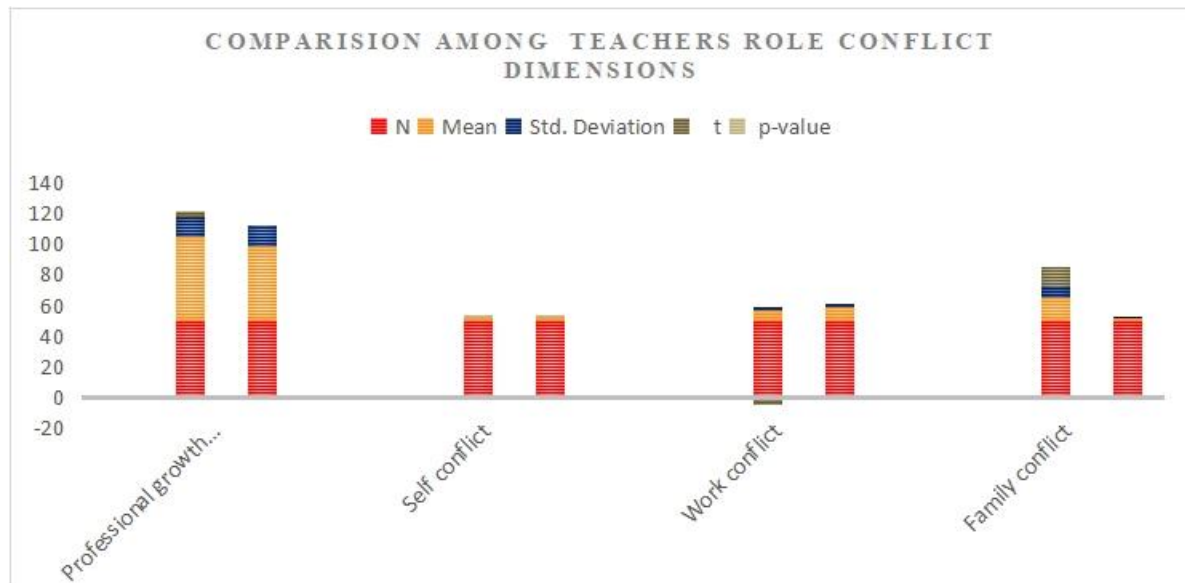
which is lower than the table value at 0.05 level (1.96). Therefore, it shows that there is a significant difference between the work conflict of teachers in government and private schools. Hence, the mean value of private school teachers is higher than government school teachers. It means that private teachers performed more duties than government school teachers.

Table No. 5: Table indicating the N, Mean, Standard Deviation, and p-value of Family Conflict between Government teachers and Private teachers

	School Type	N	Mean	Std. Deviation	T	Sign (2-tailed)
Family conflict	Government	50	15.4200	74.781	12.800	.000
	Private	50	10.8600	35.051		

It is evident from the above table that the family conflict of government teachers is 15.4200 and the family conflict of private school teachers is 10.8600. The standard deviation of family conflict in government teachers is 74.781 and in private teachers is 35.051. The value of “t” scores of the two groups between both school teachers is 12.800, which is higher than the table value at 0.05 level (1.96). Therefore, the p-value

of both schools’ teachers is .000 which is lower than 0.05. Therefore, it shows that there is a significant difference between the family conflict of teachers in government and private schools. The result revealed that government teachers faced more family conflict than private teachers because government school teachers have to perform many duties like election duties, census duties, etc.



A stack column chart is used to compare dimensions

Discussion

Teachers have a multifaceted role that extends beyond the classroom. They are responsible for nurturing and developing students' potential, staying up to date with new knowledge and skills, adapting to technological advancements, and maintaining relationships with students, parents, and the community (Muhyani 2019). This can create conflicts between the demands of their professional growth, their responsibilities to their family, the pressures of their work, and the need for self-care and self-development. Teachers often face conflicts regarding how to prioritize their time and energy between professional development, fulfilling family obligations, excelling in their jobs, and taking care of their well-being. In this study, it was found that there is a significant difference in professional growth conflict, work conflict, and family conflict between government and private teachers in school. And no significant difference was found between the self-conflict of teachers in private and government school teachers. Furthermore, this research article has shown the rationale behind the focus on teacher role conflict in Government and Private schools in Chandigarh. Ample research has been done on teachers role conflict among teachers. However, no empirical research has examined the role of conflict scale dimensions in Government and Private schools in Chandigarh (India).

Conclusion

This article is important for teachers, researchers, and educational authorities. It attempts to compare the differences in role conflict and its four dimensions between government teachers and private schools in Chandigarh. The findings of the study concluded that the professional growth conflict of private school teachers faced

more impediments than government school teachers. Government teachers have more opportunities to develop their skills and enhance their knowledge. Private teachers faced more family conflict. Work conflict was also faced more by private school teachers because their work time was not fixed and according to the requirements of the administration, it could be increased or decreased. But there is no discrimination between self-conflict within government and private school teachers. All teachers should get the same opportunities, equal dignity and equal pay for all the teachers. However, there is no statistical difference between the self-conflict of teachers in both types of schools. Role conflict was also witnessed by government and private school teachers in Chandigarh, U.T. Education departments.

Recommendations:

According to the study's inferences, handling disputes among educators can be difficult, particularly when such conflicts concurrently encompass self-conflict, work conflict, family conflict, and professional development conflict, etc. To help teachers manage their conflicting needs for professional development, the research suggests that school administration and authorities host conferences, and workshops, and hire psychologists for consultation. Some initiatives like encouragement of open communication, work-life balance, conflict resolution training, flexible work schedules, conflict settlement, frequent feedback mechanisms for teacher self-conflict, family conflict, and workplace conflict, etc. By implementing these measures, educational establishments can lessen the detrimental effects of academic stress on instructors and enhance their performance, mental well-

being, and academic accomplishments, etc.

Limitations

1. Time constraints: The length of time allotted to the researchers for data collection, processing, and interpretation was limited in this study.

2. Data availability: The researchers in this study encountered limited availability of certain information, which may have reduced the study's depth and breadth.

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