



Life Skills Of Senior Secondary School Teachers With Respect To Academic Stream And Role Conflict

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ABSTRACT

The present research work was specifically undertaken to study the life skills of senior secondary school teachers with respect to their academic stream and role conflict. Survey technique under descriptive method of research was adopted in this present investigation. By employing convenient sampling technique a sample of 400 senior secondary school teachers were selected from three district of Himachal Pradesh. Teacher Life Skills Assessment Scale by Srivastava and Dangwal (2024) and Teacher Role Conflict Scale by Gupta & Nain (2024) were used to collect data for the present study. The collected data were analyzed by employing Analysis of Variance (Two way). The major findings of the study revealed that senior secondary school teachers with arts and science stream possessed similar level of life skills. The senior secondary school teachers possessing different level of role conflict did not differ significantly from each other with regard to their life skills. Further, it also indicated that academic stream and role conflict do not interact significantly with respect to life skills of senior secondary school teachers. Therefore, it may be interpreted that the academic stream and role conflict taken together did not affected life skills of senior secondary school teachers significantly. Towards the end of the paper major findings, discussion on the results and implications of the findings of the investigation have been discussed in detail.

Keywords: Life Skills, Academic stream and Role Conflict

Introduction

Teaching is one of the most dynamic and demanding professions, requiring not only subject expertise but also a strong foundation in life skills to manage the complexities of the role. Senior secondary school teachers, in particular, face a multitude of responsibilities that extend beyond classroom instruction. They are expected to serve as mentors, counselors, evaluators, and facilitators of knowledge while managing administrative tasks and maintaining professional relationships with students, parents, and colleagues. In this context, life skills play a crucial role in helping teachers navigate these challenges effectively. However, the simultaneous fulfillment of multiple roles can also lead to role conflict, which may impact their professional efficiency and overall well-being.

Life skills are essential abilities that enable individuals to navigate everyday challenges, make informed decisions, and interact effectively with others. These skills help people adapt to changing environments, handle stress, and lead a productive and fulfilling life. Life skills, as defined by the World Health Organization (WHO), include abilities such as decision-making, problem-solving, critical thinking, effective communication, interpersonal skills, self-awareness, and stress management. These competencies enable teachers to cope with the pressures of their profession and maintain a healthy work-life balance. When teachers possess strong life skills, they can handle conflicts constructively, adapt to changing educational environments, and foster positive relationships with students and colleagues.

In today's rapidly changing world, life skills are more important than ever. They empower individuals to manage relationships, cope with challenges, and make responsible choices. Schools, workplaces, and communities recognize the significance of life skills education in preparing individuals for the complexities of modern life. Despite the importance of life skills, many senior secondary school teachers experience role conflict, which arises when the expectations associated with different roles they occupy are incompatible or difficult to fulfill simultaneously. Role conflict may manifest in various forms, such as inter-role conflict (clash between professional and personal responsibilities), intra-role conflict (contradictory expectations within the teaching profession), and person-role conflict (misalignment between individual values and job demands). These conflicts can lead to stress, job dissatisfaction, and burnout, ultimately affecting the quality of education provided to students.

The nature of role conflict among senior secondary school teachers is influenced by several factors, including workload, institutional policies, societal expectations, and personal circumstances. Teachers often struggle to balance their professional duties with personal commitments, which may result in emotional exhaustion and decreased job performance. Furthermore, the increasing demands of modern education, such as curriculum changes, technological integration, and student diversity, add to the complexity of their roles. Addressing role conflict requires a multi-faceted approach, including institutional support, professional development programs, and personal strategies for stress management. Schools and educational policymakers must recognize the significance of life skills training for teachers and provide resources to help them develop resilience, adaptability, and emotional intelligence. By equipping teachers

with the necessary life skills, they can better manage role conflict and maintain their professional and personal well-being. **Waheed and Malik (2013)** assessed the impact of role conflict, role balance on general well-being of working students of University of Sargodha. The study indicated that there was a significant negative relationship between work interface with school (WIS), role balance (R.B) and negatively with general well-being. WIS and school interface with work (SIW) were significantly correlated with each other because both produced role overload in working students. SIW was equally and negatively correlated with general well-being and with role balance. Role balance and general well-being of working students were highly significantly correlated because when students have high balance between the roles, then they have also high well-being. **Agarwal and Agarwal (2014)** undertook a study on role conflict in relation to professional commitment, frustration-tolerance and teacher attitude of secondary school teachers. The results found that total role conflict of male and female teachers is significantly related with their frustration tolerance and total role conflict of rural and urban teachers is not significantly related with their frustration-tolerance. Total role conflict of govt. and public school teachers is significantly related with their role performance. **Sandhu (2020)** conducted study of life skills of pupil teachers. Descriptive survey method was applied. The study revealed that was no significant difference in life skills between male and female pupil teachers as well pupil teachers belonging to urban and rural areas. However, a significant difference was found between science and arts stream pupil teachers. Science stream pupil teachers were found to possess higher level of life skills as compared to arts stream pupil teachers. **Anuradha (2021)** investigated a study to assessment of life skills among adolescents.. The results found that adolescents were having moderately good life skills which showed that adolescents were well equipped with life skills. However, the boys and girls differed significantly in the presence of life skills. The boys had more on life skills dimension i.e. decision making, coping with emotions and problems solving, whereas the girls had more score self-awareness, critical thinking and empathy. It also revealed that the place of residence had impact on adolescents' life skills. Significant difference was observed in life skills such as creative thinking, effective communication, problem solving, interpersonal skills, empathy and coping with stress. Studies had reported that life skills can be taught and life skills education is an educational innovation. Hence, parents, teachers and educators can improve the life skills among adolescents in the areas where they have poor skills through life skills based education. **Pujar et al. (2022)** investigated the impact of intervention on life skill development among adolescent girls. The study concluded that the intervention on life skill education was helpful for the rural adolescent girls to take positive actions and improving their coping skills of stress and problem solving ability. Life skills are the building blocks of one's behaviour and need to be learnt well to lead a healthy, meaningful and productive life. Attempts should be made to understand the adolescents' problems and guide them in acquisition of life skills. The intervention on life skill development is a good support system for adolescents at the community level. **Prajina and Godwin (2023)** investigated a study on life skills in relation to the academic achievement of tribal children. The study revealed that there was no significant difference in

academic score of tribal students with respect to standard of studying, caste, mother's education and occupation. The children of alcohol consuming fathers scored lesser percentage than the others. It was concluded that life skills and academic achievement were interdependent and interrelated. It was suggested to make changes at the policy level as well as implementing level to boost up the life skills so that the holistic development of tribal students can be achieved. **Cheloti (2024)** revealed that most teachers did not have degrees or certifications specifically related to teaching practical life skills. The study found a significant positive correlation between teacher education and the successful integration of life skills education into the curriculum. The correlation was statistically significant indicating that teachers with proper training were more likely to effectively teach life skills.

Objectives of the Study:

1. To study academic stream-wise difference in life skills among senior secondary school teachers.
2. To study the difference in life skills among senior secondary school teachers with regard to their role conflict.
3. To study the interaction between academic stream and role conflict with regard to life skills among senior secondary school teachers.

Hypotheses of the Study:

1. There will be no significant academic stream-wise difference in life skills among senior secondary school teachers.
2. There will be no significant difference in life skills among senior secondary school teachers with regard to their role conflict.
3. There will be no significant interaction between academic stream and role conflict with regard to life skills among senior secondary school teachers.

Methodology

In the present study, survey technique under descriptive method was employed for achieving the objectives of the study.

Sampling

The data were gathered from the three districts of Himachal Pradesh i.e. Mandi, Bilaspur, and Hamirpur. A total sample of 400 senior secondary school teachers was comprised for the study.

Research Tools Used

For the data collection research instruments i.e. Teacher Life Skills Assessment Scale by Srivastava and Dangwal (2024) and Teacher Role Conflict Scale by Gupta & Nain (2024) were used. The collected data were analyzed using the statistical method of analysis of variance (Two-way).

Analysis of Data

In order to study the main effect of level of role conflict and academic stream on life skills among senior secondary school teachers along with their interactional effect, two way analysis of variance (3x2factor design) involving three levels of role conflict i.e. high, moderate and less and two type of academic stream i.e. arts and science, was applied on the mean scores of life scores. The means and standard deviations of life skills scores with respect to academic stream and level of role conflict are given in Table 1.

TABLE 1
MEANS AND STANDARD DEVIATIONS OF LIFE SKILLS SCORES WITH REGARD TO
ACADEMIC STREAM AND ROLE CONFLICT

Sr. No.	Academic Stream	Level of Role Conflict	Mean Life skills Score			
			High Level	Moderate Level	Less Level	Total
I	Arts	Mean	193.19	203.03	200.82	200.46
		S.D.	23.116	18.362	21.261	20.302
		N	52	142	38	232
II	Science	Mean	197.62	200.25	198.42	199.64
		S.D.	19.251	19.966	21.956	20.173
		N	18	119	31	168
III	Total	Mean	194.34	201.76	199.74	200.12
		S.D.	22.139	19.123	21.449	20.227
		N	70	261	69	400

Afterwards, the statistical technique of two way analysis of variance (ANOVA) was applied on mean life skills scores of senior secondary school teachers possessing high, moderate and less level of role conflict and belonging to arts and science stream. The F-values were computed and the results so obtained are given in Table 2.

TABLE 2

SUMMARY OF ANALYSIS OF VARIANCE FOR LIFE SKILLS OF SENIOR SECONDARY SCHOOL TEACHERS WITH RESPECT TO ACADEMIC STREAM AND ROLE CONFLICT

NS ----- Not Significant

Sr. No.	Source of Variation	Sum of Squares	Df	Mean Square (Variance)	F-Ratio
1.	Academic Stream	3.275	1	3.275	0.250 (NS)
2.	Role Conflict	1761.499	2	880.750	2.178(NS)
3.	Academic Stream $\times$ Role Conflict	592.993	2	296.496	0.733(NS)
4.	Error Variance	159321.660	394	404.370	
5.	Total	163236.710	399		

Main Effects

(a) Academic Stream

The calculated value of 'F' for the main effect of academic stream on the life skills of senior secondary school teachers, irrespective of their level of role conflict, for d_f 1 and 394, came out to be 0.250 which is below the table value (3.86) at 0.05 level of significance. Hence, the Hypothesis no. 1 that, "There will be no significant difference in life skills of senior secondary school teachers with respect to their level of academic stream," was accepted. Therefore, it may be interpreted that senior secondary school teachers with arts and science stream possessed similar level of life skills. Although, the senior secondary school teachers with arts stream had shown slightly higher mean on life skills (200.46) as compared to the teachers with science stream whose mean life skills score was 199.64.

(b) Role Conflict (B)

The obtained value of 'F' for finding the main effect of role conflict on life skills of senior secondary school teachers, irrespective to their level of role conflict, for d_f 2 and 394, came out to be 2.178 which is below the table value (3.02) at 0.05 level of significance. Hence, the Hypothesis no. 2 that, "There will be no significant difference in life skills of senior secondary school teachers with respect to level role conflict," was accepted. So, it was inferred that senior secondary school teachers possessing different level of role conflict did not differ significantly from each other with regard to their life skills.

This is also evident from total weighted mean life skills scores of high, moderate and less level of role conflict among secondary school teachers which came out to be 194.34, 201.76 and 199.74 respectively. Although, moderate level of role conflict among secondary school teachers have shown

higher overall mean (201.76) life skills score as compared to less level and high level of role conflict but the mean difference was not statistically significant.

Interactional Effect (AXB)

The calculated value of 'F-Ratio' for the interactional effect of academic stream and level of role conflict with respect to life skills of senior secondary school teachers came out to be 0.733, which is less than table value (3.02) at 0.05 level of significance, for d_f 2 and 394. Hence, the Hypothesis no. 3 that, "Level of role conflict and academic stream interact significantly with respect to life skills of senior secondary school teachers", was not accepted. It means that academic stream and role conflict do not interact significantly with respect to life skills of senior secondary school teachers. Therefore, it may be interpreted that the academic stream and role conflict taken together did not affected life skills of senior secondary school teachers significantly.

DISCUSSION OF FINDINGS AND IMPLICATIONS

The present investigation was undertaken to study the life skills of senior secondary school teachers with respect to academic stream and role conflict. After analyzing the study's findings, it was revealed that to ensure that senior secondary school teachers in both arts and science streams possess similar levels of life skills, schools should implement standardized training programs focusing on communication, problem-solving, emotional intelligence, and stress management. Encouraging cross-disciplinary collaboration through peer mentoring, joint projects, and interactive workshops can help bridge skill gaps. Continuous professional development, equal access to teacher support systems, and integrating life skills into teaching methodologies further enhance adaptability and resilience. Additionally, providing counseling services and mindfulness programs fosters emotional well-being, ensuring that teachers across both streams can effectively manage classroom challenges and professional responsibilities. The senior secondary school teachers possessing different level of role conflict did not differ significantly from each other with regard to their life skills. Further, it also indicated that academic stream and role conflict do not interact significantly with respect to life skills of senior secondary school teachers. This suggests that life skills such as communication, problem-solving, emotional intelligence, and stress management remain relatively stable regardless of the extent of role conflict faced by teachers. It is possible that teachers develop coping mechanisms and adaptive strategies over time, allowing them to maintain their life skills despite varying role-related pressures. Additionally, institutional support, professional development, and personal resilience may play a crucial role in ensuring that life skills are not significantly impacted by role conflict levels.

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