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Showing 1 to 1 of 1 entries

Previous 1 Next

---

22.	Effectiveness of Narcotic Drugs and Psychotropic Substances Act, 1985	236
	<b>S. Royal Raj</b>	
23.	Role Conflict as related to Gender and Change Proneness among Secondary School Teachers	248
	<b>Sapna Sen and Vishal Sood</b>	
24.	A Study of Indian National Policy on ICT in School Education Sanjib Kumar Roy	259
	<b>Amalendu Paul</b>	
25.	जैन दर्शन परम् पर्यावरण संरक्षक	279
	साध्वी समकित प्रज्ञाश्री	
26.	Women In Science And Technology	286
	<b>Pushpa Kumari and Sudha Pandey</b>	

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## ROLE CONFLICT AS RELATED TO GENDER AND CHANGE PRONENESS AMONG SECONDARY SCHOOL TEACHERS

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### Abstract

The present research study was undertaken to investigate role conflict of secondary school teachers and how it is influenced by gender and change proneness. Descriptive survey method was employed for the present investigation. Incidental sampling technique was used to select the sample of 1048 teachers from eight districts of Himachal Pradesh. Change proneness inventory by M. Mukhopadhyay (2012) and Teacher's role conflict inventory (TRCI) by Prasad and Bhushan (1991) were used to gather the data. The data were analyzed by descriptive statistics and two way analysis of variance. It was revealed that there existed no significant gender difference in role conflict experienced by secondary school teachers. Secondary school teachers possessing different level of change proneness differed significantly from each other in terms of role conflict experienced by them. The secondary school teachers with high and moderate level of change proneness had shown significantly lesser role conflict as compared to teachers with low level of change proneness. No significant difference was observed in role conflict experienced by secondary school teachers reflecting high and moderate change proneness level. Gender and level of change proneness did not interact significantly with respect to role conflict experienced by secondary school teachers. Change proneness and role conflict were significantly and negatively related ( $r = -0.184$ ) to each other thereby indicating that higher change proneness significantly influenced role conflict of secondary school teachers in a negative manner. The strength of negative correlation was although low. The educational implications have been discussed in the end of research paper.

**Keywords:** Role Conflict, Change proneness.