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Role Conflict and Mental Health among Married Women Teachers

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Abstract:

The present study aimed to find out the role conflict and mental among married women teachers. For this purpose, a total of 302 married women teachers were randomly selected from 41 Arts and Science Colleges affiliated to Bharathiar University located in and around Coimbatore city. Role Conflict Questionnaire and Mental Health Inventory were administered to all the subjects. Obtained scores were analyzed with the help of ANOVA, z test and Regression. Results revealed that significant difference in Role conflict and mental health were observed with respect to age, income and working hours. Age and working hours were the strongest predictors of Role conflict and Mental Health.

Keywords: Married women, teacher, role conflict, mental health

1. Introduction

Women constitute half the human resources of any nation and they play a pivotal role in the overall progress of a country. The economic wealth of a country is exhausted if about half of the nation's human resource is neglected. Analyzing the need for involving women in numerous development activities, the Government has initiated various welfare measures through implementing programmes and schemes to mainstream their development. These affirmative actions have brought about perceptible changes in the socio-economic status of women. According to Census 2011, the literacy rate of females rose from 8.86 per cent (1951) to 65.46 per cent (2011). When women are provided with more and more opportunities to pursue higher education, they compete with men in all the fields. These kinds of initiatives have opened new vistas, increased awareness and raised aspirations of personal growth. Also, economic pressure has been instrumental in women's priority to enter the work force. The employment of women outside home has added to their duties and functions. They need to maintain an equilibrium and balance between family and career. Married women hold greater responsibility within the family when compared with the unmarried ones. They have to fulfill the roles of a wife, mother, daughter-in-law, daughter, and sister within the family and an employee, colleague and friend at workplace. Vishwanath (1978) conducted a study among women teachers and have pointed out that teaching jobs suit married women supremely because of the nature of the job and the timings.

1.1. Teaching Profession

It is one of the most glorious profession which most of the women prefer. Teachers comprise one of the most important groups of professionals, playing a vital role in shaping the future of any nation. Working in academic profession is both exciting and demanding. When compared to other professionals, for many faculty members there seems to be an absence of a clear boundary separating their work and family. The centrality of academic roles in the lives of the faculty has been extensively investigated, and past research has shown that the typical faculty member regularly works more than forty hours per week, has flexible work schedules that extend into evenings and weekends and spends a significant amount of time working at home both during the week and on weekends. In addition, faculty members appeared to limit their social friendships to academic colleagues, and tie their vacations to their work by scheduling them to coincide with vacation, refresher/orientation courses or work-related conferences. Due to changes in education and demands expected by the society on faculty, stress overpowers them. When women with the increase in the number of roles played and with added responsibility at work, there are various chances for conflicts in role performances.

1.2. Role Conflict

Role conflict arises due to multiple commitments to different domains of an individual's life. The need of an individual to play several roles simultaneously with inadequate time and energy result in role conflict. Since traditional times women have occupied only familial roles. The woman has played the role of a wife, mother, and home maker. However, the changing social system and higher educational exposure to women have forced them to enter into the work taking up professional roles as colleague, boss, and subordinate with admirable designation in the organization. The rise in women's participation in the workforce has introduced new

challenges for most families (Davidson & Burke, 2004). Livingston & Judge, 2008 found that when both husband and wife work, there arises more important conflicts between work and family. Though dual career and two pay check marriages tend to be more egalitarian, women still hold major responsibility for child care and housework (Lin and Wang 1988). In such families employed women have higher levels of combined pressures from work and family responsibilities that lead them to experience work-family conflict (Pleck, 1977; Rexroat & Shehan, 1987).

Married working women experience role conflict as a result of performing diverse social roles such as the wife, mother, homemaker and employee that demand incompatible behavior. According to Katz and Khan (1978), found that when multiple roles are performed at the same time leads to greater role conflict. The expectations surrounding any of these roles can generate interrole conflict and interfere with fulfilling the expectations allied with the other roles. Time utilization studies have shown that married women spend substantial amounts of their time performing multiple roles (Hing et al., 1984; Aminah and Narimah 1992; Van Der Lippe et al., 1992). Also, the role theory postulates that multiple roles can lead to interrole conflict and, in turn to symptoms of strain (Katz and Khan 1978). Kapur (1974) pointed that women who combine marriage with work face almost a situation of formlessness and they hardly know how to assign time and resources between these two responsibilities. This makes them experience great conflict, tension and strain. Ayo Hammed (2008) found that stress and work/family conflict lead to high levels of mental health problems among married working women.

1.3. Mental Health

Mental health is a level of psychological wellbeing and is not mere absence of mental illness. As per positive psychology or holism, mental health is an individual's ability to enjoy life and maintain a balance between life events and efforts to attain psychological resilience. Mental and behavioral problems are increasing as part of the health problems the world over. Mental health has been viewed as a common problem with serious consequences for the health and well-being of the people over the past few years. Studies show an increase in mental illness and its impact globally. Mental health Problems are five of the ten leading contributors to the burden of disease and disability worldwide. Mental health problems have serious consequences on the individual, his workplace and also the productivity of the enterprise. Mental health problems have an impact on employee performance, rates of illness, absenteeism, accidents and staff turnover. Hashmiet.al (2007) found that working married women face more problems in their marital life when compared to non-working married women.

Study conducted by Mukhopadhyay (1997) found that working women experience a sustained stress to cope with dual role in family and work place and hence their mental well-being gets affected. Cleary, 1987 indicated that women show higher levels of distress associated to multiple role management. Also, Kibria et al. (1990) found that psychological distress was experienced by employed mothers due to the excess amount of domestic duties. The jobs create more conflicting situation to women due to dual role played by them. This gives birth to anxiety, worry and inability to tolerate the whole burden. Sinha (1997) found that anxiety was significantly influenced by working status of women. Depression and generalized anxiety disorder was experienced by most of the working women between the age group of 35-55 years (Leger, 2004) He also found that symptoms of depression and anxiety retard their success in workplace and household lives.

Around the world, depression occurs more frequently among women than among men. (Culbertson, 1997) found that different roles and less favourable opportunities produce depression in women than men. Jocelyn and Sanda (2011) found that working women had moderate levels of physical symptoms, depression and anxiety. Jeaw-Mei Chen and Phyllis Lan Lin (1992) in their study found that working women reported higher levels of depression. Thus, the working women are prone to various mental health problems and hence the researcher intended to study the Role Conflict and Mental Health among Married women teachers.

2. Method

2.1. Sample

The sample for this study consists of 302 married women teachers working in the arts and science colleges affiliated to Bharathiar University located in and around Coimbatore City. Simple random sampling was adopted in which tippetts random number table was used.

2.2. Tools

2.2.1. Role Conflict Questionnaire: It was developed by Kopelman, Greenhaus and Connolly (1983). This scale is used to measure the extent to which a person experiences incompatible role pressure within the work, family and self. The scale has three dimensions namely Work Role Conflict, Family Role Conflict and Inter-Role Conflict with eight statements in each dimension which totally constitute 24 items with reliability 0.88.

2.2.2. Mental Health Inventory developed by Jagdish and A.K. Srivastava (1983). This inventory was used to assess individuals' mental health. The scale has six dimensions namely Positive self-evaluation (10), Realistic perception (8), Integration of personality (12), Autonomy (6), Group oriented attitudes (10), Environmental mastery (9) with 55 items and reliability 0.896.

3. Results and Discussion

This study investigated the role conflict and mental health among the married women teachers. The descriptive data revealed that more than half of the respondents were in the younger age group of 23-33 years old (54.3 %) and the rest of them were near to the middle age and above. Two third of the teachers have completed their M.Phil. degree (65.6 %) whereas nearly one third of them are Doctorates (25.5 %). A meagre percentage of the teachers are Post Graduates (8.9%). A vast majority of the teachers are Assistant professors (78.5%) which can be stated that they are in the initial stages of the teaching career. It is also found that a good majority of the teachers are Hindus (83.4 %) which proves that Hindus are predominantly found in Coimbatore. Half of the teachers hail from urban areas (51 %) while the other half are from rural areas (49 %). More than half of the teachers are from joint families (54.3 %) and the remaining are from nuclear families (45.7 %). More than one fourth of the teacher's monthly income ranges between Rs.5000 - 10,000 (37.1%).

The findings further show that just less than half of the teachers have only one child (40.4 %) and nearby one third of the teachers have no children (28.5 %). In today's world, the number of children is decided based on the economic conditions of the family. It is also seen that nearly half of the teachers are in the marital life for less than 5 years (43 %) which shows that the teachers are in the early stages of their marital life. Further, more than one third of the teachers have teaching experience for less than 5 years (39.4%) which indicates that they are inexperienced in the teaching career. The results also reveal that a vast majority of the teachers work for 7 hours per day (44.4 %) in the college.

The results also reveal that majority of the respondents experience moderate level of Role Conflict (70.2 %), 16.2 per cent of them experience high level of Role Conflict and the remaining 13.6 per cent of the respondents experience low level of Role Conflict. The results of overall level of mental health show that nearly two third of the respondents have moderate level of Mental Health Status, 19.2 per cent of the respondents have low level of Mental Health Status and the remaining 18.9 per cent of respondents have high level of Mental Health Status.

3.1. Difference in Role Conflict and Mental Health among Socio Demographic Factors

Z-test and ANOVA results for the between-group mean differences on Role Conflict and Mental Health for the different demographic cohorts, categorized on the basis of age, income and working hours.

3.1.1. Hypothesis Testing

- Ho1: There is no significant difference between the age and Role Conflict and Mental Health

Table 1: ANOVA findings showed a significant difference various age groups with regard to Role Conflict and Mental Health. Hence Ho1 is rejected. The findings indicate that women in the age group of 23-33 years have high level of role conflict (Mean=74.20, S. D=18.18) and low level of mental health (Mean=103.29, S. D=16.65) when compared to other age groups, the findings is consistent with findings of past studies in which Benni (2011) found that among young age groups, the degree of percentage of respondents' role of conflict was high. These findings are supported by the findings of Ryan's (2008) who found that age did correlate with role conflict. He found that younger teachers were found to experience more role conflict than older Teachers.

Almeida (2002) who reported that young and old women differ significantly in the level of stress experienced. Chaturvedi & Purushothaman (2009) also revealed that teachers with higher experience and in the age group of 40-60 years' cope better with the job stress compared to their counterparts. Since teachers of older age group might have settled in their career, they might be able to handle the difficult situations, have better understanding of one's family life, career and hence are able to cope up with stressful situations along with the help of social support from all sources.

- Ho2: There is no significant difference between the income, Role Conflict and Mental Health

Table 2: ANOVA findings showed a significant difference between various income groups with regard to Role Conflict. Hence Ho2 is rejected. The findings indicate that women in the income group of Rs.5000-10,000 /month have high level of role conflict (Mean=73.46, S.D =17.98) and low level of mental health (Mean=104.90, S.D =16.82) when compared to other income groups. Lu et al. (2009) also found that monthly salary was positively related to the conflict component of work -family balance. Benni (2011) found that high degree of role conflict was experienced in the low-income category of working women.

The results reveal that lower the income lower the level of mental health. Raback et al. (2012) found that low income seems to be a more important correlate of mental disorders.

Amaro et al. (1987) studied Latina women and found that married women with higher income reported greater psychological well-being.

- Ho3: There is no significant difference between the number of hours of work per day in the College and overall Social Support & Role conflict.

Table 3: ANOVA results exhibits a significant difference between number of hours of work per day in the college with regard to Role conflict & Mental Health. Hence Ho3 is rejected. The findings indicate that respondents who work 8 hours and above in the college experience high Role conflict (Mean=82.63, S. D=20.03) and low level of Mental Health (Mean=96.21, S. D=14.92). A number of researchers associated long work hours with higher Work Family conflict and lower mental health. Holahan & Gilbert, (1979), Judge et al. (1994) and Kim & Ling, (2001), in supporting this Pleck et al. (1980) and Keith et al. (1980), Burke, 2002; Higgins et al. (1992); Voydanoff, 1988 found consistent positive relationship between long working hours and work -family conflict. Also, the findings of Nair et al. (1999) found that long hours of work make a faculty's work and non-work life a "seamless" web causing a high level of role conflict. Frone, Yardley, & Markel, 1997 found that number of hours committed to work was positively related to work family conflict level whereas flexible work hours (Staines & Pleck, 1983) and managerial support (Thomas & Ganster, 1995) reduced the

work family conflict. Sparks et al. (1996), Vander Hulst, (2003), Taris et al., (2007) research clearly shows that the outcomes of long working hours are deterioration in both physical and mental health.

- Ho4: There is no significant relationship between Role Conflict and Mental health

Table 4: Correlation analysis reveals that Role conflict is negatively and significantly associated with Mental health ($r = -0.515$, $P < 0.01$ sig) of the married women teachers. Hence Ho4 is rejected

Hence it is indicated that higher the levels of Role conflict experienced by the teachers, the lower the level of Mental Health.

These findings collaborate with the findings of Indiryani (2009) who found a significant relationship between work -family conflict and mental health. Patnatik et al. (2011) found that Work -family conflict has negative influences on mental health of women teachers in Malaysia. Also, to supporting this, Joseph (2007), Poelmans (2001) found negative relationship between work -family conflict and mental health.

- Ho5: The age and number of working hours per day do not predict role conflict of the married women teachers.

Table 5: Multiple regression analysis revealed that number of working hours per day have a significant ($r = 0.505$, $p < 0.05$) strong positive relationship with Role conflict whereas age has a significant ($r = 0.322$, $p < 0.05$) strong negative relationship with Role conflict of the married women teachers. Thus, it is inferred that controlling for all the variables, the level of Role conflict of the respondents tends to increase significantly with increase in the number of working hours per day whereas with the decrease in the age, the Role conflict of the teachers increases. Thus, the age and number of working hours per day are the significant predictors of Role Conflict.

Frone, Yardley, & Markel, 1997 in support to the above findings found that number of hours devoted to work was positively related to work family conflict level whereas flexible work hours (Staines & Pleck, 1983) and managerial support (Thomas & Ganster, 1995) reduced the work family conflict. Adams, King, & King, 1996; Byron, 2005 also found that working hours, predict work -to-family conflicts. Rachel and Yisrael (2005) also found through their regression model that number of working hours made a small contribution indicating that the more hours a teacher works, the greater is the sense of work family conflict. Eckman (2004) in supporting the above findings came out with the results that Role conflict was inversely related to age. The younger the high school principals the more role conflict they experienced.

- Ho6: The number of working hours per day do not predict mental health of the married women teachers.

Table 6: Multiple regression analysis revealed that number of working hours per day have a significant ($r = 0.322$, $p < 0.05$) strong negative relationship with Mental Health of the married women teachers. Thus, it is inferred that controlling for all the variables, the level of Mental Health of the respondents tend to decrease significantly with increase in the number of working hours per day whereas with the decrease in the age, the Role conflict of the teachers increases. Thus, the number of working hours per day are the significant predictors of Mental Health. These findings are consistent with the findings of Jex (1999), Proctor et al. (1996) and Yang et al. (2006) who found a negative effect of long working hours on general health, mental health and cardiovascular disease, whereas Artazcoz et al. (2007), Baldwin et al. (1997) and Park et al. (2001) found no such ill effects because of long working hours.

4. Conclusion and Recommendations

The position of women and their status in any society is an index of its civilization. They are to be considered as equal partners in the process of development and constitute a significant part of the work-force in India. Today women have attained a remarkable position in probably all the fields. But the problems they face due to role conflict issues are numerous. This in turn may have a positive impact on mental health. Hence the current study was undertaken to study the Role Conflict and Mental health among married women teachers working in Arts and Science colleges affiliated to Bharathiar University, Coimbatore. The study included a sample of 302 married women teachers randomly selected from 41 Arts and Science colleges affiliated to Bharathiar University, Coimbatore. Results of the study revealed that significant difference in Role conflict and Mental Health were observed with respect to age, income and working hours. These findings reveal that higher the levels of Role conflict experienced by the teachers, the lower the level of Mental Health

Age and working hours were the strongest predictors of Role conflict and Mental Health. This study therefore serves as an awareness forum to sensitize the married woman teacher's problems and to establish family and work supportive programmes which can help the teachers reduce their role conflict and enhance the mental health.

5. Social Work Intervention

Social Work is a professional service based on scientific knowledge and skills in human relations which assist individuals alone or in groups to obtain social and personal satisfaction and independence. Social workers work with the various social problems of individuals, groups and communities. Assist people to cope with and solve issues in family, personal problems and dealing with relationships. Interventions are planned to support clients in alleviating problems hindering their well-being. Social workers provide interventions to individuals, families and groups. Assist them with their needs and issues. Social work interventions range from person-focused psychosocial processes to involve in social policy, planning and development. In the current study, Social work intervention can be suggested to the married women teachers by using the methods of Social Work such as Social Case work, Social Group work and other techniques such as counselling, therapies, psycho education to enhance the coping strategies among the married women teachers.

Social Case Work one of the primary method of Social work is concerned with the adjustment and development of the individuals towards satisfying human relations. The purpose of the Social Case Work is to help an individual to solve psycho social problems. Also, to make the individual capable of dealing with present problems and also enable to solve future problems when arise. The teachers who experience high levels of Role conflict may be identified and social case work can be applied to them. Social case work

can be used to identify the nature and cause of role conflict experienced by the teachers. Once the actual cause is diagnosed, the social case work treatment process can be done with the teachers.

Counselling as one of the social treatments in Social case work can be given to the teachers and their family members to help them towards the solution for their present problems. Social worker through counselling can provide an environment to the teachers where they can feel free to let out their thoughts and feelings. The teachers can be made to realize the situations which create them conflicts in the work and family. With the help of the Social worker they can schedule the time to be allotted both for work and family. Quality time can be spending with their children, spouse and family members.

Social Group Work, a method of Social Work which enhance the ability of creating helpful relationship in the individuals through group activities. Social group work through group activities helps the group members to increase their capacities for participation, belonging, decision making, responsibility taking and adjusting themselves.

Group work can be applied among married women teachers which help them to understand the universe of the problem such that they can realize that others also undergo the same problem. Through group work, the teachers can understand the magnitude of the problem and can have the group feeling which can help them share their problems with the other members in the groups and find solutions to solve the problems. Group work also helps the teachers to strengthen their social networks with their colleagues. Social group work also paves way for effective communication. Group work among the junior and senior faculties can help junior teachers to cope with the work family issues with the guidance of senior teachers.

Social work research as a method of Social Work is a systematic investigation into the problems in the society and provide solution to the problems. Conducting researches among the married women teachers on different aspects such as occupational stress, job satisfaction, work performance, turn over intentions, quality of work life, work family balance, resilience, marital adjustment etc., can make the family members, colleges and the government aware regarding the working women problems and provide suitable interventions.

Therapeutic interventions can also be given to the teachers to understand their intra-psychic conflicts. Psychotherapy can be applied to the teachers to understand their personality growth in the direction of maturity, competence and self-actualization. In psychotherapy, through free association, the teachers may be given opportunity to say whatever comes in their mind. This can help the social worker to understand the conflicts which are unaware. Family therapy can be given to the teachers and their family members. It helps to understand the communication pattern in the family. The family members can be made to understand the teacher's dual responsibilities so that they may act as a support for the teachers at families. A work schedule can be prepared by the teachers and their family members so that the work at family can be equally shared by the spouse. Marital therapy also helps the teachers to deal with the relationship problems with their spouse.

Coping strategies can be adopted by the teachers to solve their conflict issues. When they feel stressed, they can listen to the music which makes them relaxed, also they can watch comics where humour is a tool of stress reduction. A good balanced diet is essential to deal with stress. Balanced diet with fruits and vegetables can refresh mind and keeps body healthy. Regular Relaxation technique is a method of counteracting the harmful effects of psychological changes due to stress. Also, meditation is a path of psychic control which systematically cultures the mind and relaxes the sub conscious mind. Recreations are very important which is a mechanism helps to come out of stressful situations. The teachers going outing with the families weekly once, also a short picnic arranged by the colleges with the teachers along with their families once in six months, organizing interaction and cultural programmes for teachers monthly twice make them free from their routine schedule.

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Annexure

Variables	Age (n=302)						F value	Stat Result
	23-33 yrs (164)		34-44 yrs (107)		45yrs & above (31)			
	Mean	SD	Mean	SD	Mean	SD		
Role Conflict								
Work role conflict	24.60	5.85	21.65	5.20	21.58	5.78	10.40	0.02*
Family role conflict	24.71	7.67	19.23	5.81	17.41	4.91	28.83	0.00*
Interrole Conflict	24.87	6.73	20.71	5.28	20.09	7.34	17.44	0.01*
Overall Role Conflict	74.20	18.18	61.59	13.59	59.09	11.13	25.44	0.00*
Mental Health								
Positive self-evaluation	17.79	3.64	19.59	3.69	19.00	4.47	7.67	0.01*
Realistic perception	15.36	3.12	16.23	2.82	16.03	3.34	2.79	0.06
Integration of personality	21.75	4.09	24.00	3.97	23.83	5.57	10.35	0.00*
Autonomy	11.27	2.56	12.42	2.62	11.22	2.71	6.92	0.00*
Group oriented attitude	19.95	3.98	21.54	3.70	20.61	4.23	5.31	0.04*
Environmental mastery	17.15	4.013	19.05	3.85	17.80	4.79	7.18	0.00*
Overall Mental Health	103.29	16.65	112.86	15.64	108.51	19.54	10.83	0.00*

Table 1: ANOVA results based on Age of the respondents

Variables	Monthly income (Rs.) (N=302)								F	Stat result
	5000-10,000(112)		10,001-15,000(73)		15, 001-20,000 (22)		20,001 & above (95)			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Role conflict										
Work role conflict										
Family role conflict	24.95	5.98	22.52	4.82	22.22	6.04	22.03	5.82	5.46	0.00*
Interrole Conflict	23.85	7.97	21.91	6.79	21.18	7.02	20.14	6.87	4.55	0.00*
Overall Role Conflict	24.65	6.90	22.61	6.34	21.86	6.78	21.28	6.18	4.81	0.00*
	73.46	17.98	67.10	16.16	65.27	17.56	63.46	15.85	6.45	0.00*
Mental health										
Positive self evaluation										
Realistic perception	17.99	3.57	18.19	3.53	19.36	4.53	19.32	4.08	2.67	0.04*
Integration of personality	15.44	3.27	15.36	2.83	15.90	3.37	16.33	2.84	1.94	0.12
Autonomy	22.13	4.36	22.20	4.31	22.68	4.76	23.95	4.10	3.65	0.01*
Group oriented attitude	11.62	2.86	11.30	2.56	12.04	1.86	11.94	2.59	0.97	0.40
Environmental mastery	19.97	3.69	20.21	4.67	20.95	4.25	21.50	3.47	2.91	0.03*
Overall Mental Health	17.73	3.57	17.69	4.70	16.81	5.05	18.48	4.00	1.26	0.28
	104.90	16.82	104.98	17.52	107.77	19.89	111.55	15.99	3.19	0.02*

Table 2: ANOVA results based on Monthly income

Variables	Hours of work (N=302)						F value	Stat result
	6 hrs (94)		7hrs (134)		8hrs & above (74)			
	Mean	SD	Mean	SD	Mean	SD		
Role Conflict								
Work role conflict	21.46	5.56	22.56	4.26	26.74	6.98	21.31	0.00*
Family role conflict	19.59	5.67	20.42	6.32	28.01	8.03	40.72	0.00*
Interrole Conflict	21.50	5.52	21.15	5.84	27.87	6.99	33.09	0.00*
Overall Role Conflict	62.56	12.68	64.14	13.84	82.63	20.03	44.16	0.00*
Mental Health								
	19.13	4.00	19.35	3.59	16.37	3.21	17.70	0.00*
Positive self evaluation	16.05	3.00	16.26	3.00	14.40	2.87	10.03	0.00*
Realistic perception	23.46	4.45	23.57	4.26	20.40	3.52	15.79	0.00*
Integration of personality	12.13	2.80	11.82	2.62	10.82	2.30	5.64	0.04*
Autonomy								
Group oriented attitude	21.71	3.79	20.91	3.68	18.55	3.97	15.28	0.00*
Environmental mastery								
Overall Mental Health	19.20	3.73	18.21	4.11	15.64	3.74	17.89	0.00*
	111.71	16.80	110.15	16.45	96.21	14.02	23.43	0.00*

Table 3: ANOVA results based on number of hours of work in the college per day

Variables	Role Conflict	Mental Health
Role Conflict	1	-.515**
Mental Health	-.515**	1

Table 4: Correlation between Role Conflict and Mental health

**Correlation significant at 0.01 level (2-tailed).

Variables	B	Std. Error	Beta	T value	Sig
Constant	63.969	3.428		18.658	.000
Age	-7.655	1.305	-.297	-5.865	.000
Number of working Hours per day	8.354	1.181	.359	7.075	.000

R	R Square	F value	Sig
.505	.255	51.230	.000

Table 5: Regression Analysis for Independent variables and Role Conflict

Variables	B	Std. Error	Beta	T value	Sig
Constant	121.571	2.612		46.550	.000
Number of working hours per day	-7.419	1.261	-.322	-5.885	.000

R	R Square	F value	Sig
.322	.103	34.628	.000

Table 6: Regression Analysis for Independent variables and Mental Health