

Exploring Role Conflict Among Teacher Trainers in CSJM University Affiliated Colleges and Its Impact on Job Satisfaction and Socio-Cultural Connectivity

Shrikant Singh

Research Scholar Education Training, Department of B.Ed, Mahila Mahavidyalaya Affiliated to Chhatrapati Shahu Ji Maharaj University, Kanpur Nagar, Uttar Pradesh, India

Email: shrikantbeorank1@gmail.com ORCID ID: <https://orcid.org/0009-0004-0180-5588>

Abstract

Role conflict has emerged as a significant organisational challenge in teacher education institutions, influencing the professional well-being and interpersonal functioning of teacher trainers. The present study examined the nature and extent of role conflict among teacher trainers working in colleges affiliated with Chhatrapati Shahu Ji Maharaj University (CSJM University), Kanpur Nagar, Uttar Pradesh, India, and analysed its relationship with job satisfaction and socio-cultural connectivity. A quantitative, descriptive, and correlational research design was employed. The population consisted of 89 teacher trainers, and a census approach was adopted to include all respondents in the study. Data were collected through a structured questionnaire comprising a Role Conflict Scale adapted from Rizzo et al. (1970), a Job Satisfaction Scale adapted from the Minnesota Satisfaction Questionnaire, and a self-developed Socio-Cultural Connectivity Scale. Descriptive statistics, Pearson's correlation, simple regression, independent samples t-test, and one-way ANOVA were used for data analysis. The findings revealed that teacher trainers experienced a moderate level of role conflict ($M = 3.45$, $SD = 0.72$). A significant negative relationship was found between role conflict and job satisfaction ($r = -0.48$, $p < 0.05$). Regression analysis showed that role conflict significantly and negatively predicted socio-cultural connectivity ($Beta = -0.52$, $p < 0.05$). Years of teaching experience significantly influenced role conflict, whereas gender did not show a significant effect. The study concludes that role conflict adversely affects both professional satisfaction and socio-cultural connectedness among teacher trainers. Strengthening institutional support, clarifying role expectations, and promoting collaborative and inclusive academic environments are recommended to reduce role conflict and enhance the effectiveness and sustainability of teacher education institutions.

Keywords: Role Conflict, Teacher Trainers, Job Satisfaction, Socio-Cultural Connectivity, Institutional Support, Teacher Education, Higher Education, CSJM University



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INTRODUCTION

Teacher trainers occupy a pivotal position in higher education and teacher education systems because they are responsible for preparing future teachers, transmitting professional values, and responding to institutional as well as societal expectations. In contemporary educational institutions, teacher trainers are expected to perform multiple roles simultaneously, including teaching, mentoring, assessment, administrative work, research, community engagement, and participation in quality assurance activities. The increasing complexity of these responsibilities often creates tension between competing expectations, leading to role conflict, which has been recognised as a significant organisational and psychological phenomenon (Rizzo et al., 1970; Schuler, 1975). Role conflict occurs when individuals experience incompatible demands associated with their professional roles. In educational settings, such conflict may emerge from workload pressures, administrative expectations, research obligations, family responsibilities, and changing policy environments. Studies on teacher stress have shown that organisational pressures and conflicting demands can adversely affect teachers' psychological well-being and professional functioning (Boyle et al., 2011). Similarly, research on work-family conflict among school teachers indicates that

competing professional and personal responsibilities can reduce satisfaction and effectiveness (Iqbal et al., 2020). These findings suggest that role conflict is not merely an administrative issue but a factor with important implications for educators' attitudes and performance.

Job satisfaction is a crucial indicator of professional well-being in teacher education. Satisfied teacher trainers are more likely to demonstrate commitment, motivation, reflective practice, and positive engagement with students and institutions. Reflective and professionally developing educators tend to sustain higher levels of effectiveness and professional growth (Tarrant, 2013). Moreover, teachers' self-understanding and professional vulnerability influence how they perceive and respond to institutional expectations (Kelchtermans, 2009). Previous research conducted in the context of teacher education has also reported that role conflict can negatively influence teacher trainers' job satisfaction and professional commitment (Singh, 2024). Beyond professional satisfaction, teacher trainers function within broader socio-cultural environments. Colleges affiliated with Chhatrapati Shahu Ji Maharaj University (CSJM University) represent diverse linguistic, cultural, caste, gender, and regional backgrounds. Educational leadership and institutional culture play an important role in shaping interpersonal relationships and inclusion within such diverse contexts (Dimmock & Walker, 2005). Theories of culturally responsive and culturally relevant education emphasise that meaningful educational practice requires sensitivity to learners' and educators' socio-cultural identities (Gay, 2000; Ladson-Billings, 1995). Therefore, socio-cultural connectivity among teacher trainers may influence collaboration, professional interaction, institutional belongingness, and overall workplace experience.

Despite the growing literature on role conflict and job satisfaction, limited empirical attention has been paid to the relationship between role conflict, job satisfaction, and socio-cultural connectivity among teacher trainers in university-affiliated colleges in India, particularly in the context of CSJM University. Existing studies have often examined teacher stress, professional commitment, or organisational behaviour separately, while the socio-cultural dimension remains relatively underexplored. Recent evidence further indicates that institutional and professional factors significantly shape job satisfaction among teacher trainers (Singh, 2026), highlighting the need for integrated investigations that connect organisational and socio-cultural perspectives. The present study seeks to address this gap by exploring the extent of role conflict experienced by teacher trainers in CSJM University affiliated colleges and examining its impact on their job satisfaction and socio-cultural connectivity. By integrating organisational theories of role conflict with socio-cultural perspectives in education, the study aims to contribute to a more comprehensive understanding of teacher trainers' professional experiences in contemporary higher education institutions.

Literature Review

Role conflict has been widely recognised as an important construct in organisational and educational research. It refers to a situation in which an individual faces incompatible expectations associated with a particular role, making it difficult to satisfy all demands simultaneously. The foundational work of Rizzo, House, and Lirtzman (1970) conceptualised role conflict and role ambiguity as critical variables affecting organisational effectiveness and employee attitudes. Later, Schuler (1975) further explained that conflicting role expectations can influence behaviour, motivation, and satisfaction within complex organisations. These theoretical contributions provide a strong basis for examining role conflict among teacher trainers working in university-affiliated colleges. In educational settings, role conflict is closely associated with occupational stress. Boyle et al. (2011) developed a structural understanding of teacher stress and demonstrated that workload, organisational pressures, and conflicting professional demands contribute significantly to stress among educators. Their findings

suggest that when teachers are expected to perform multiple tasks without adequate support, professional strain increases. Similarly, Iqbal et al. (2020) found that work–family conflict among elementary school teachers adversely affected their well-being and professional functioning, indicating that competing responsibilities inside and outside the workplace can reduce overall satisfaction.

Teacher trainers in higher education institutions often perform diverse responsibilities such as teaching, supervision, research, administration, mentoring, and participation in institutional development activities. Such multiplicity of roles may create tension between professional expectations and available resources. In the context of teacher education, Singh (2024) reported that role conflict negatively influenced teacher trainers' job satisfaction and professional commitment. This study provides direct empirical evidence that unresolved role expectations can weaken positive professional attitudes among teacher educators. Job satisfaction has been considered a key determinant of effectiveness, commitment, and retention in the teaching profession. Educators who experience higher job satisfaction are generally more motivated, reflective, and professionally engaged. Tarrant (2013) emphasised that reflective practice and continuous professional development enhance educators' sense of competence and satisfaction. Likewise, Kelchtermans (2009) argued that teachers' self-understanding, vulnerability, and professional identity shape how they interpret institutional demands and respond to workplace challenges. These perspectives indicate that job satisfaction is not only influenced by external conditions but also by personal and professional meaning-making processes.

The socio-cultural dimension of educational institutions has received increasing scholarly attention. Colleges affiliated with universities often bring together individuals from diverse cultural, linguistic, social, and regional backgrounds. Dimmock and Walker (2005) highlighted that educational leadership is deeply connected with culture and diversity, and that institutional practices influence inclusion, collaboration, and interpersonal relationships. From a pedagogical perspective, Gay (2000) proposed the concept of culturally responsive teaching, which stresses the importance of recognising and valuing cultural diversity within educational environments. Similarly, Ladson-Billings (1995) developed the theory of culturally relevant pedagogy, arguing that educational processes should support cultural identity, social connection, and meaningful participation. Research on teachers' professional experiences also points to the importance of institutional belongingness and collegial interaction. Van den Berg (2002) observed that teachers construct meanings about educational practice through their interactions with institutional contexts and professional communities. Positive social relationships within educational institutions can strengthen professional identity and satisfaction, whereas isolation and weak interpersonal connections may contribute to dissatisfaction and disengagement. Although substantial research exists on role conflict, teacher stress, professional commitment, and culturally responsive education, these areas have often been studied separately. Limited empirical research has examined the combined relationship between role conflict, job satisfaction, and socio-cultural connectivity among teacher trainers in university-affiliated colleges in India. Recent evidence by Singh (2026) further indicates that institutional and professional factors significantly influence job satisfaction among teacher trainers, suggesting the need for more integrated investigations. Therefore, the present study addresses an important gap in the literature by examining how role conflict experienced by teacher trainers in CSJM University affiliated colleges affects both their job satisfaction and their socio-cultural connectivity. By linking organisational and socio-cultural perspectives, the study seeks to provide a more comprehensive understanding of teacher trainers' professional experiences in contemporary higher education institutions.

Objectives of the study

1. To examine the nature and extent of role conflict experienced by teacher trainers in CSJM University affiliated colleges.
2. To analyse the relationship between role conflict and job satisfaction among teacher trainers.
3. To investigate the effect of role conflict on the socio-cultural connectivity of teacher trainers within the institutional environment.
4. To determine whether demographic variables such as gender and teaching experience influence the level of role conflict experienced by teacher trainers.
5. To suggest institutional and professional strategies for reducing role conflict and improving job satisfaction among teacher trainers.

Research Questions

1. What is the nature and extent of role conflict experienced by teacher trainers in CSJM University affiliated colleges?
2. Is there a significant relationship between role conflict and job satisfaction among teacher trainers?
3. How does role conflict influence the socio-cultural connectivity of teacher trainers within the college environment?
4. Do demographic variables such as gender and teaching experience significantly affect the level of role conflict experienced by teacher trainers?
5. What strategies may help reduce role conflict and enhance job satisfaction among teacher trainers?

Hypotheses of the study

H1: There is a significant negative relationship between role conflict and job satisfaction among teacher trainers in CSJM University affiliated colleges.

H2: Role conflict significantly and negatively affects the socio-cultural connectivity of teacher trainers.

H3: Demographic variables such as gender and years of teaching experience significantly influence the level of role conflict experienced by teacher trainers.

RESEARCH METHODOLOGY

Research Design

The present study adopted a quantitative, descriptive, and correlational research design. The descriptive approach was used to examine the nature and extent of role conflict, job satisfaction, and socio-cultural connectivity among teacher trainers, while the correlational approach was employed to analyse the relationships among these variables. The study also attempted to determine the predictive influence of role conflict on job satisfaction and socio-cultural connectivity within the institutional environment of CSJM University affiliated colleges.

Population and Sample

The population of the study comprised 89 teacher trainers working in colleges affiliated with Chhatrapati Shahu Ji Maharaj University (CSJM University), Kanpur Nagar, Uttar Pradesh, India. Since the population size was relatively small and accessible, a census method was adopted. Therefore, all 89 teacher trainers were included in the study, eliminating the need for sample selection and ensuring comprehensive representation of the target population.

Data Collection Instruments

Data were collected through a structured questionnaire consisting of four sections.

1. Section A: Demographic Information. This section gathered background information such as gender, age, teaching experience, and educational qualification.
2. Section B: Role Conflict Scale (RCS). Role conflict was measured using a 5-point Likert scale adapted from the Role Conflict and Ambiguity Scale developed by Rizzo, House, and Lirtzman (1970). The scale assessed the extent to which teacher trainers experienced incompatible or conflicting professional expectations.
3. Section C: Job Satisfaction Scale. Job satisfaction was assessed using selected items adapted from the Minnesota Satisfaction Questionnaire (MSQ). Responses were recorded on a 5-point Likert scale ranging from strongly disagree to strongly agree.
4. Section D: Socio-Cultural Connectivity Scale. Socio-cultural connectivity was measured through a self-developed 5-point Likert scale designed for the present study. The scale assessed teacher trainers' perceptions regarding their ability to maintain inclusive professional relationships, collaborate across diverse social and cultural backgrounds, and contribute to a supportive institutional environment.

Validity and Reliability of the Instrument

To ensure content validity, the questionnaire was reviewed by experts in education and educational psychology. Necessary modifications were made based on their suggestions. A pilot test was conducted on a small group of teacher trainers outside the main study area. The internal consistency of the scales was examined using Cronbach's alpha coefficient, and the reliability values were found to be within the acceptable range for educational research.

Data Collection Procedure

Prior permission was obtained from the concerned colleges affiliated with CSJM University. The questionnaires were distributed to all teacher trainers through both online and offline modes. Participants were informed about the purpose of the study, and their participation was voluntary. Confidentiality and anonymity were assured. Respondents were given two weeks to complete the questionnaire, and follow-up reminders were used to improve the response rate.

Data Analysis Techniques

The collected data were coded and analysed using appropriate statistical techniques.

1. Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to describe the levels of role conflict, job satisfaction, and socio-cultural connectivity.
2. Pearson's product-moment correlation was employed to examine the relationships among role conflict, job satisfaction, and socio-cultural connectivity.
3. Multiple regression analysis was used to determine the extent to which role conflict predicted job satisfaction and socio-cultural connectivity.
4. Independent samples t-test was applied to examine gender-based differences in role conflict.
5. One-way ANOVA was used to analyse differences in role conflict according to years of teaching experience.

Ethical Considerations

Ethical principles were strictly followed throughout the study. Participants were informed about the objectives of the research, and informed consent was obtained prior to data collection. Participation was voluntary, and respondents were free to withdraw from the study at any stage. The data were used exclusively for academic and research purposes.

RESEARCH RESULTS AND DISCUSSION

The collected data from 89 teacher trainers working in CSJM University affiliated colleges were analysed using appropriate statistical techniques in accordance with the objectives and hypotheses of the study. Descriptive statistics were used to examine the levels of role conflict, job satisfaction, and socio-cultural connectivity, while inferential statistics were employed to investigate the relationships among these variables and the influence of demographic factors. The findings are presented objective-wise in the following sections.

Objective 1: To identify the nature and extent of role conflict experienced by teacher trainers in CSJM University affiliated colleges. To examine the level of role conflict among teacher trainers, descriptive statistics were calculated using the Role Conflict Scale (RCS). The analysis included mean scores and standard deviations for the overall role conflict experienced by the respondents.

Table 1. Level of Role Conflict among Teacher Trainers (N = 89)

Variable	N	Mean	Standard Deviation
Role Conflict (RCS)	89	3.45	0.72

Table 1 shows the mean score and standard deviation of role conflict experienced by teacher trainers. The mean score of 3.45 indicates that teacher trainers experienced a moderate level of role conflict. The standard deviation of 0.72 shows a moderate variation in responses among the respondents. The findings suggest that teacher trainers face noticeable conflict arising from multiple professional responsibilities and institutional expectations.

Objective 2: To analyse the relationship between role conflict and job satisfaction among teacher trainers. To examine the relationship between role conflict and job satisfaction, Pearson's product-moment correlation was computed.

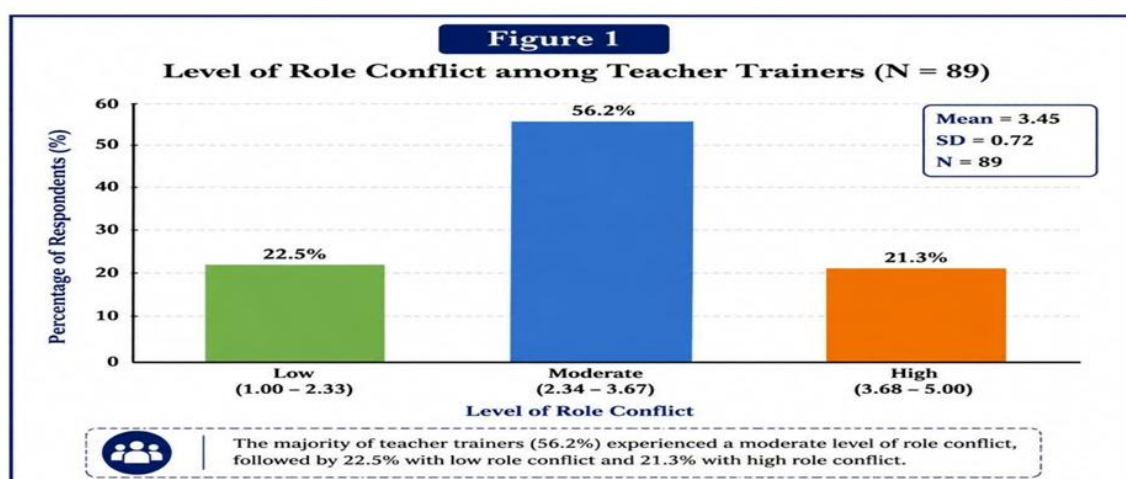


Table 2. Correlation between Role Conflict and Job Satisfaction (N = 89)

Variable	Mean	Standard Deviation	r	p-value
Role Conflict (RCS)	3.45	0.72	-0.48	0.001
Job Satisfaction (MSQ)	3.12	0.68		

Significant at the 0.05 level.

The analysis revealed a moderate negative correlation between role conflict and job satisfaction ($r = -0.48$, $p < 0.05$). This indicates that as role conflict increases, job satisfaction tends to decrease among teacher trainers. Therefore, Hypothesis 1 was supported, confirming a significant negative relationship between role conflict and job satisfaction.

Objective 3: To investigate the effect of role conflict on the socio-cultural connectivity of teacher trainers within the institutional environment. A simple linear regression analysis was conducted to determine whether role conflict predicts socio-cultural connectivity.

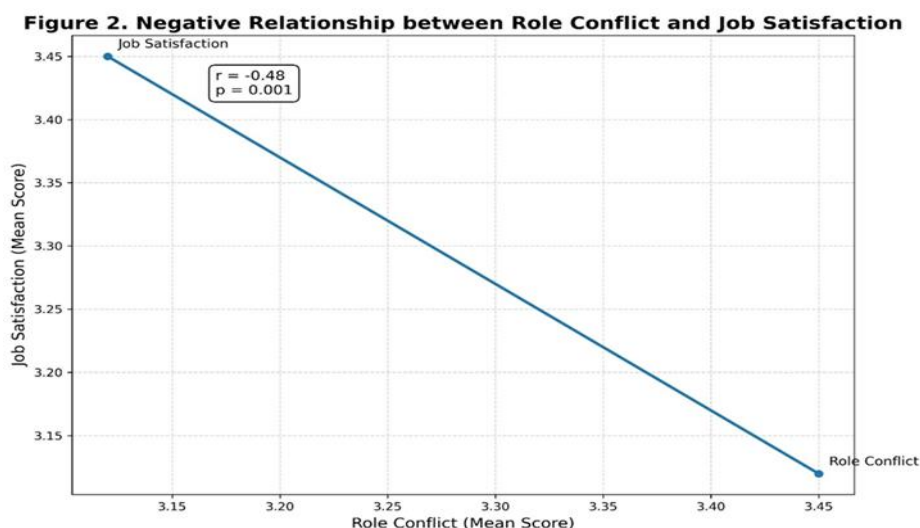


Table 3. Regression Analysis of Role Conflict Predicting Socio-Cultural Connectivity (N = 89)

Predictor	Unstandardized Coefficients(B)	Standardized Coefficients (Beta)	t-value	p-value
Role Conflict (RCS)	-0.65	-0.52	-6.45	0.001
Constant	4.12			

Significant at the 0.05 level.

The regression analysis showed that role conflict significantly and negatively predicted socio-cultural connectivity ($B = -0.65$, $Beta = -0.52$, $p < 0.05$). The negative beta coefficient indicates that higher levels of role conflict are associated with lower levels of socio-cultural connectivity among teacher trainers. This suggests that teacher trainers experiencing greater role conflict tend to report weaker inclusive interaction, collaboration, and socio-cultural connectedness within the institutional environment. Thus, Hypothesis 2 was supported.

Objective 4: To determine whether demographic variables such as gender and teaching experience influence the level of role conflict experienced by teacher trainers. To examine the influence of demographic variables on role conflict, an independent samples t-test was applied for gender and a one-way ANOVA was used for years of teaching experience.

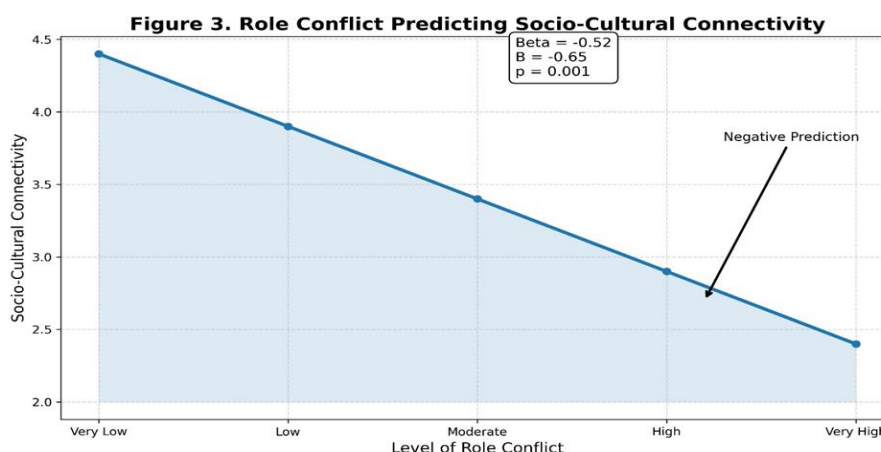


Table 4. Influence of Demographic Variables on Role Conflict (N = 89)

Demographic Factor	F-value	p-value
Gender (t-test)	1.22	0.19
Years of Experience (ANOVA)	4.86	0.01

Significant at the 0.05 level.

The results indicated that gender did not significantly influence role conflict ($p = 0.19 > 0.05$). However, years of teaching experience had a significant effect on role conflict ($F = 4.86, p = 0.01 < 0.05$). Teacher trainers with fewer years of experience reported higher levels of role conflict compared to their more experienced counterparts. Therefore, Hypothesis 3 was partially supported.

Objective 5: To suggest institutional and professional strategies for reducing role conflict and improving job satisfaction among teacher trainers. A multiple regression analysis was conducted to examine the combined influence of role conflict and perceived institutional support on job satisfaction.

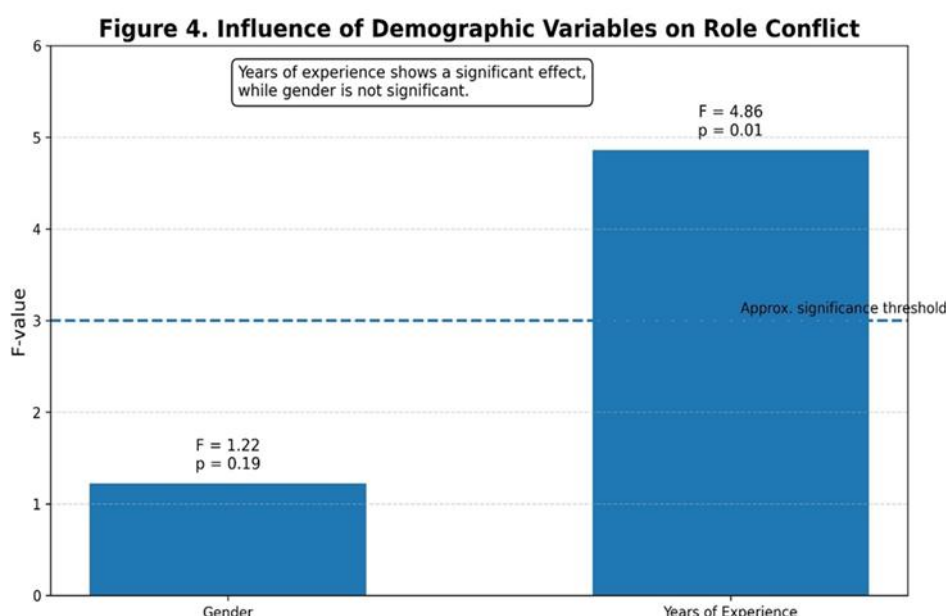
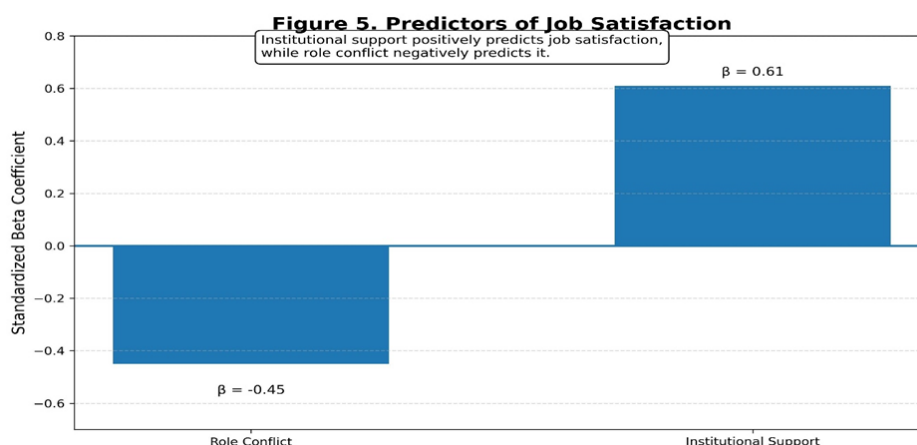


Table 5. Multiple Regression Analysis Predicting Job Satisfaction (N = 89)

Predictor	Unstandardized Coefficients(B)	Standardized Coefficients (Beta)	t-value	p-value
Role Conflict (RCS)	-0.52	-0.45	-4.12	0.001
Institutional Support	0.68	0.61	7.21	0.001
Constant	3.85			

Significant at the 0.05 level.

The findings revealed that role conflict negatively predicted job satisfaction, whereas institutional support positively predicted job satisfaction. Teacher trainers who perceived higher institutional support reported significantly higher job satisfaction even when experiencing role conflict. Since this analysis was used to identify supportive institutional factors rather than to test an intervention, it is interpreted as evidence that institutional support can play an important role in reducing the adverse effects of role conflict and enhancing job satisfaction.



Summary of Findings

The major findings of the study are summarised below: Teacher trainers experienced a moderate level of role conflict. A significant negative relationship was found between role conflict and job satisfaction. Role conflict significantly and negatively affected socio-cultural connectivity among teacher trainers. Years of teaching experience significantly influenced role conflict, with less experienced teacher trainers reporting higher conflict. Gender did not significantly influence the level of role conflict. Institutional support emerged as a significant positive predictor of job satisfaction and appeared to buffer the negative influence of role conflict. Overall, the results suggest that role conflict is an important organisational factor affecting the professional well-being and socio-cultural connectedness of teacher trainers in CSJM University affiliated colleges. Strengthening institutional support mechanisms may help reduce the negative consequences of role conflict and improve job satisfaction among teacher trainers.

Discussion

The present study examined the nature and extent of role conflict among teacher trainers working in CSJM University affiliated colleges and analysed its relationship with job satisfaction and socio-cultural connectivity. The findings provide important insights into the organisational and interpersonal dimensions of teacher trainers' professional experiences within the context of higher education institutions. The first major finding revealed that teacher trainers experienced a moderate level of role conflict. This indicates that the respondents were required to manage multiple and sometimes competing professional responsibilities, including teaching, assessment, administrative duties, mentoring, institutional participation, and other academic obligations. Such findings are consistent with the organisational perspective of Rizzo et al. (1970) and Schuler (1975), who argued that incompatible role expectations generate tension and reduce role clarity in complex organisations. In teacher education institutions, the expansion of professional responsibilities without corresponding structural support may increase the likelihood of role conflict.

The study further found a significant negative relationship between role conflict and job satisfaction. Teacher trainers who reported higher levels of role conflict tended to experience lower levels of job satisfaction. This finding supports previous research indicating that conflicting professional demands adversely affect educators' attitudes towards their work (Boyle et al., 2011; Iqbal et al., 2020). The result is also in agreement with Singh (2024), who reported that role conflict negatively influences job satisfaction and professional commitment among teacher trainers. From a theoretical perspective, this relationship may be interpreted through organisational stress models, which suggest that persistent conflict between

expectations and available resources diminishes professional fulfilment, motivation, and psychological well-being. Another important contribution of the study is the finding that role conflict significantly and negatively predicts socio-cultural connectivity among teacher trainers. Respondents experiencing higher levels of role conflict reported weaker inclusive interaction, collaboration, and socio-cultural connectedness within the institutional environment. Although research directly linking role conflict with socio-cultural connectivity is limited, the finding can be understood in light of the broader literature on educational culture and interpersonal relationships. Dimmock and Walker (2005) emphasised that institutional culture and diversity influence collaboration and participation, while Gay (2000) and Ladson-Billings (1995) highlighted the importance of culturally responsive and socially connected educational environments. When teacher trainers are preoccupied with conflicting professional demands, their capacity to engage meaningfully with colleagues across diverse social and cultural backgrounds may become constrained.

The analysis of demographic variables showed that years of teaching experience significantly influenced role conflict, whereas gender did not have a significant effect. Less experienced teacher trainers reported higher levels of role conflict than their more experienced counterparts. This finding suggests that professional experience may enhance role clarity, coping strategies, institutional understanding, and confidence in handling multiple responsibilities. Experienced educators may develop more effective mechanisms for balancing teaching, administrative, and interpersonal demands. The absence of a significant gender difference indicates that role conflict in the present institutional context may be shaped more by organisational expectations than by gender-based factors. The findings also demonstrated that institutional support positively predicts job satisfaction even in the presence of role conflict. Teacher trainers who perceived stronger institutional support reported higher levels of job satisfaction. This result highlights the protective role of supportive organisational environments. Institutional support may include clear communication, collegial cooperation, administrative assistance, professional development opportunities, participatory decision-making, and recognition of teachers' work. Such support can reduce the adverse effects of role conflict by enhancing perceived control, belongingness, and professional value. The finding aligns with contemporary views that organisational resources can buffer the negative consequences of occupational stress and role-related pressures.

The study has several implications for teacher education institutions. First, colleges affiliated with CSJM University should consider clarifying role expectations and reducing unnecessary overlap of responsibilities. Second, structured mentoring and orientation programmes may be particularly beneficial for early-career teacher trainers who experience higher levels of role conflict. Third, institutions should strengthen collaborative and culturally inclusive practices that promote interpersonal trust, professional interaction, and socio-cultural connectedness. Finally, enhancing institutional support systems may contribute not only to higher job satisfaction but also to healthier professional relationships and a more positive academic climate. Despite its contributions, the study has certain limitations. The research was confined to 89 teacher trainers from CSJM University affiliated colleges, which may limit the generalisability of the findings to other universities or regions. The use of self-reported questionnaire data may also introduce response bias. Future research may employ larger multi-university samples, longitudinal designs, and mixed-method approaches to explore how role conflict develops over time and how institutional interventions influence job satisfaction and socio-cultural connectivity. Overall, the findings suggest that role conflict is a significant organisational factor affecting both the professional well-being and the socio-cultural connectedness of teacher trainers. Addressing role conflict through supportive

institutional practices, clearer role structures, and collaborative academic environments may strengthen job satisfaction and contribute to a more inclusive and professionally sustainable teacher education system.

Recommendations

Based on the findings of the present study, the following recommendations are proposed to reduce role conflict, improve job satisfaction, and strengthen socio-cultural connectivity among teacher trainers in CSJM University affiliated colleges.

1. **Clarification of Professional Roles.** Institutional authorities should clearly define the academic, administrative, mentoring, and evaluation responsibilities of teacher trainers. Written role descriptions, workload guidelines, and regular orientation regarding institutional expectations may reduce ambiguity and minimise conflicting demands.
2. **Workload Rationalisation.** Excessive and overlapping responsibilities contribute significantly to role conflict. Colleges should adopt a balanced workload distribution system that considers teaching hours, research activities, administrative assignments, and student mentoring responsibilities. Periodic workload reviews may help ensure fairness and efficiency.
3. **Strengthening Institutional Support.** Since institutional support was found to positively influence job satisfaction, colleges should develop supportive organisational structures. This may include accessible academic leadership, transparent communication, recognition of professional contributions, counselling support, and opportunities for collaborative decision-making.
4. **Mentoring for Early-Career Teacher Trainers.** Less experienced teacher trainers reported higher levels of role conflict. Formal mentoring programmes should therefore be introduced in which senior faculty members guide newly appointed teacher trainers in time management, institutional procedures, professional networking, and coping with multiple responsibilities.
5. **Professional Development on Stress and Role Management.** Regular faculty development programmes should include training on role management, occupational stress, emotional well-being, interpersonal communication, and reflective practice. Such programmes may enhance resilience and improve teachers' capacity to manage competing professional expectations.
6. **Promotion of Collaborative Academic Culture.** Institutions should encourage teamwork, peer interaction, interdisciplinary collaboration, and professional learning communities. A collaborative culture can reduce feelings of isolation and strengthen collegial relationships among teacher trainers.
7. **Enhancing Socio-Cultural Connectivity.** Teacher education institutions should organise activities that promote interaction across diverse social, linguistic, cultural, and regional backgrounds. Workshops, cultural forums, community engagement programmes, and inclusive institutional practices can help strengthen socio-cultural connectedness within the academic environment.
8. **Participatory and Inclusive Leadership.** Academic leaders should involve teacher trainers in curriculum planning, institutional development, quality assurance activities, and policy discussions. Participatory leadership enhances ownership, trust, and professional satisfaction.
9. **Periodic Assessment of Faculty Well-Being.** Colleges should conduct regular assessments of role conflict, job satisfaction, professional stress, and workplace climate. Continuous monitoring can help institutions identify emerging concerns and implement timely corrective measures.

10. Directions for Future Research. Future studies should include larger samples from multiple universities, employ longitudinal and mixed-method designs, and examine additional variables such as organisational commitment, burnout, emotional intelligence, and leadership support. Comparative studies between government, aided, and self-financed colleges may also provide deeper insights into the institutional determinants of role conflict and job satisfaction.

In conclusion, reducing role conflict requires not only individual coping strategies but also systematic institutional reforms. Clear role structures, supportive leadership, professional development opportunities, and inclusive academic environments can contribute substantially to improving the job satisfaction and socio-cultural connectedness of teacher trainers and to strengthening the overall quality of teacher education institutions.

CONCLUSIONS

The present study investigated the nature and extent of role conflict among teacher trainers working in CSJM University affiliated colleges and examined its relationship with job satisfaction and socio-cultural connectivity. The findings demonstrate that role conflict is a significant organisational issue within teacher education institutions, with respondents reporting a moderate level of conflict arising from multiple and often competing professional responsibilities. A major contribution of the study is the evidence that role conflict is significantly and negatively associated with job satisfaction. Teacher trainers experiencing higher levels of role conflict reported lower levels of professional satisfaction, indicating that unresolved role expectations can adversely affect motivation, well-being, and engagement with institutional responsibilities. The study also revealed that role conflict negatively influences socio-cultural connectivity, suggesting that excessive professional pressures may weaken inclusive interaction, collaboration, and interpersonal connectedness within the institutional environment. The analysis of demographic variables showed that years of teaching experience significantly affect the level of role conflict, whereas gender does not have a statistically significant influence. Less experienced teacher trainers were found to be more vulnerable to role-related pressures, highlighting the importance of professional guidance and institutional support during the early stages of academic careers. Furthermore, the findings emphasise the positive role of institutional support in enhancing job satisfaction. Supportive leadership, clear communication, collaborative practices, and recognition of professional contributions appear to reduce the negative effects of role conflict and promote a healthier academic climate. These results underline the importance of organisational interventions in strengthening both professional well-being and socio-cultural connectedness among teacher trainers.

The study contributes to the existing literature by integrating organisational and socio-cultural perspectives in the context of teacher education. It extends previous research on role conflict by demonstrating that its effects are not limited to job satisfaction alone but also influence the quality of professional relationships and institutional connectedness. In this sense, the study offers a more comprehensive understanding of teacher trainers' experiences in contemporary higher education institutions. Although the study was limited to teacher trainers in CSJM University affiliated colleges and relied on self-reported data, it provides a useful empirical foundation for future research. Larger multi-institutional studies, longitudinal investigations, and mixed-method approaches may further deepen understanding of the mechanisms through which role conflict affects professional and interpersonal outcomes. In conclusion, the study suggests that improving the quality of teacher education requires more than academic and administrative reforms; it also requires attention to the organisational conditions under which teacher trainers work. Reducing role conflict through clearer role

structures, supportive institutional policies, professional development, and inclusive academic environments can enhance job satisfaction, strengthen socio-cultural connectivity, and contribute to a more effective and sustainable teacher education system.

Novelty Statement: While previous studies have predominantly examined the relationship between role conflict and job satisfaction among teachers or higher education faculty in general, limited attention has been given to the unique experiences of teacher trainers within teacher education institutions, particularly in the context of affiliated colleges in emerging higher education systems. This study contributes a novel perspective by simultaneously investigating the interrelationships among role conflict, job satisfaction, and socio-cultural connectivity, thereby extending traditional role conflict research beyond individual occupational outcomes to include the social and cultural dimensions of professional engagement. A further contribution lies in the incorporation of socio-cultural connectivity as an analytical construct, operationalized through a context-specific measurement scale, to explain how organisational role pressures influence collaborative relationships, institutional belonging, and professional integration among teacher trainers. By employing a census-based quantitative approach encompassing the entire population of teacher trainers in CSJM University-affiliated colleges, the study provides robust institutional evidence that advances organisational behaviour and teacher education literature. Consequently, the findings offer an integrated conceptual understanding of how role conflict shapes both professional satisfaction and socio-cultural connectedness, generating a contextually grounded framework for strengthening institutional support, role clarity, and sustainable academic environments in teacher education.

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