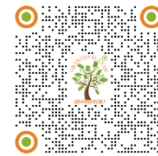


Original Article

BALANCING RESPONSIBILITIES: A COMPARATIVE STUDY OF ROLE OVERLOAD CHALLENGES AMONG EDUCATORS IN GOVERNMENT AND PRIVATE INSTITUTIONS IN BIHAR

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ABSTRACT

This research presents a comprehensive comparative analysis of role overload challenges among educators in government and private institutions, unraveling nuanced dynamics in the educational landscape. The study, based on data from 304 participants in the Bihar Southwest region (Kaimur, Rohtas, Buxar, Bhojpur, and Patna), illuminates that both sectors contend with a moderate level of role overload challenges, with a slightly heightened prevalence among private school teachers. Through correlation analysis, intricate interconnections between specific dimensions of role overload emerge, providing valuable insights into the complexities of the teaching profession. The findings emphasize the necessity for targeted interventions, particularly in private schools, to clarify role expectations. Additionally, they serve as a foundation for further exploration into the contributing factors to these perceptions. Ultimately, this study enhances our understanding of organizational stressors in education, underscoring the significance of addressing role-related challenges for the well-being of teachers and the effectiveness of educational institutions.

Keywords: Role Overload, Educators, Teaching Profession, Government and Private Institutions

INTRODUCTION

Educators in both government and private institutions navigate a complex and demanding professional landscape, where the challenges of role overload significantly impact their well-being and educational effectiveness. As noted by Maslach and Leiter (2016), occupational stress, particularly role overload, is a pervasive concern in the teaching profession, affecting job satisfaction, burnout, and overall job performance. The nuances of these challenges become even more pronounced when examining the unique context of Bihar's Southwest region. The teaching profession in this region is characterized by diverse socio-economic and cultural factors, influencing the experiences of educators in government and private schools alike. The works of Kyriacou and Sutcliffe (1978) and Skaalvik and Skaalvik (2015) underscore the importance of understanding the specificities of role overload challenges within different institutional settings. This study seeks to contribute to the existing body of knowledge by conducting a comprehensive comparative analysis, shedding light on the distinctive nature of role overload challenges faced by teachers in government and private schools in the Southwest Region of Bihar.

Drawing insights from 304 participants across key districts such as Kaimur, Rohtas, Buxar, Bhojpur, and Patna, this research aims to uncover the varying dimensions of role overload and their interconnections. The examination of these challenges is not

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merely an academic pursuit but is crucial for informing targeted interventions and policies aimed at enhancing teacher well-being and, consequently, the quality of education provided in both sectors. Through an exploration of the intricate dynamics of role overload, this study endeavors to provide actionable insights that can contribute to the development of a more supportive and conducive environment for educators in government and private institutions in Bihar's Southwest region.

The challenges associated with role overload among educators have been widely acknowledged in the literature, reflecting a critical aspect of the teaching profession. Maslach and Leiter (2016) emphasize the pervasive nature of occupational stress, particularly the feeling of being overwhelmed with responsibilities, which can lead to burnout and diminished job satisfaction. This phenomenon is not confined to a specific geographic region or type of educational institution; rather, it is a global concern affecting teachers across diverse contexts.

Kyriacou and Sutcliffe (1978) conducted seminal work on teacher stress, highlighting the multifaceted nature of role overload. They observed that the demands placed on teachers extend beyond the traditional scope of instructional responsibilities, encompassing administrative tasks, student behavioral issues, and extracurricular duties. Furthermore, Skaalvik and Skaalvik (2017) stress the importance of considering contextual factors when examining teacher stress, as the nature and intensity of role overload challenges may vary across different school types.

In the Indian educational context, research on teacher stress and role overload has gained momentum. Studies by Trivedi and Garg (2020) and Singh and Bhargava (2018) have explored the experiences of teachers in both government and private schools, shedding light on the unique stressors faced by educators in these sectors. However, there is a noticeable gap in the literature when it comes to a direct comparative analysis of role overload challenges, especially within the specific regional context of Bihar's Southwest region.

This study seeks to address this gap by building upon the existing literature, providing a nuanced understanding of the role overload challenges faced by government and private school teachers in Bihar. By incorporating insights from global studies and acknowledging the unique socio-cultural factors that influence the teaching profession in India, this research aims to contribute valuable knowledge to the field, informing both academic discourse and practical interventions for teacher well-being.

OBJECTIVES

The primary objectives of this research are:

- 1) To investigate and compare role overload challenges among government and private school teachers in the Southwest Region of Bihar.
- 2) To explore the interconnected dimensions of role overload in the educational context.
- 3) To identify potential variations in the experiences of role overload among educators in different institutional settings.

HYPOTHESES

- 1) There will be significant differences in the levels of role overload between government and private school teachers.
- 2) Specific dimensions of role overload, such as administrative tasks and class size, will exhibit varying levels of significance in contributing to the overall stress experienced by teachers.

METHOD

Tools Used: The research utilized the Singh and Srivastava Organizational Stress Inventory (OSI) Scale, focusing specifically on the sub-scales dedicated to measuring role overload. This validated instrument comprises a structured set of items designed to quantitatively assess the extent of role overload experienced by participants.

Research Design: This study adopts a mixed-methods research design, combining quantitative and qualitative approaches. The quantitative aspect involves the administration of surveys utilizing the OSI Scale to gather numerical data on role overload levels. Additionally, qualitative insights are obtained through semi-structured interviews, allowing for a deeper exploration of the contextual factors influencing role overload experiences.

Participants and Sampling: The participants in this study consist of teachers from government and private schools in the Southwest Region of Bihar, specifically in districts such as Kaimur, Rohtas, Buxar, Bhojpur, and Patna. The sampling method employed is stratified random sampling, ensuring proportional representation from both sectors to capture a comprehensive view of the role overload challenges faced by educators.

DATA ANALYSIS

- 1) **Quantitative Analysis:** Survey data, collected through the OSI Scale, will be subjected to statistical analysis using relevant software. Descriptive statistics, including means and standard deviations, will be calculated to provide an overview of role

overload levels. Comparative analyses will be conducted to identify significant differences between government and private school teachers.

- 2) **Qualitative Analysis:** Interview data will undergo thematic analysis to extract patterns and themes related to role overload challenges. The qualitative insights will complement the quantitative findings, offering a deeper understanding of the lived experiences of teachers in the Southwest Region.

The combined approach aims to provide a holistic perspective on role overload challenges among government and private school teachers, contributing to a nuanced and comprehensive exploration of the research objectives.

RESULTS

Table 1

Table 1 Comparison of Mean Value.							
		Report					
Type of Job		R01	R02	R03	R04	R05	R06
Government	Mean	2.88	3.59	3.33	3.18	3.61	3.41
	Std. Deviation	1.044	.894	.933	1.051	.899	.902
	Variance	1.090	.799	.871	1.105	.809	.814
	Kurtosis	-1.501	.091	-.475	-.963	.861	.481
	Skewness	-.029	-.788	-.802	-.515	-1.255	-1.249
	N	152	152	152	152	152	152
Private	Mean	3.59	3.65	3.57	3.60	3.56	3.80
	Std. Deviation	.887	.808	.843	.923	.874	.817
	Variance	.786	.652	.710	.851	.765	.667
	Kurtosis	.569	2.792	.897	.298	-.119	1.995
	Skewness	-1.179	-1.802	-1.409	-1.064	-.996	-1.382
	N	152	152	152	152	152	152
Total	Mean	3.23	3.62	3.45	3.39	3.59	3.61
	Std. Deviation	1.032	.851	.896	1.009	.886	.880
	Variance	1.064	.724	.803	1.018	.785	.774
	Kurtosis	-1.098	1.128	.008	-.521	.353	1.093
	Skewness	-.535	-1.226	-1.070	-.768	-1.122	-1.275
	N	304	304	304	304	304	304
		TOTAL	Average		Average		
Government teachers RO Mean		20	3.33		3.33		
Private teachers RO Mean		21.77	3.62		3.62		

Table 1 results reveal variations in role overload challenges between government and private school teachers. Government teachers generally exhibit lower mean values across most dimensions (R01 to R06) compared to private school teachers. Notably, private school teachers demonstrate higher means in R01, R02, R03, R04, and R06, suggesting a potentially elevated perception of role overload in these dimensions.

The standard deviations indicate greater variability in private school teachers' responses, emphasizing the heterogeneity of their experiences. The skewness values indicate the distribution's asymmetry, with negative values suggesting a tail towards higher role overload perceptions.

In summary, the results provide a nuanced understanding of role overload challenges among government and private school teachers, underscoring the importance of considering both mean values and variability in future discussions and interventions related to teacher well-being and organizational stress.

Table 2

Table 2 ANOVA Results for Role Overload Dimensions.						
ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
R01	Between Groups	39.082	1	39.082	41.657	.000
	Within Groups	283.336	302	.938		
	Total	322.418	303			
R02	Between Groups	.266	1	.266	.367	.545
	Within Groups	219.230	302	.726		
	Total	219.497	303			
R03	Between Groups	4.503	1	4.503	5.696	.018
	Within Groups	238.757	302	.791		
	Total	243.260	303			
R04	Between Groups	13.056	1	13.056	13.349	.000
	Within Groups	295.362	302	.978		
	Total	308.418	303			
R05	Between Groups	.211	1	.211	.268	.605
	Within Groups	237.566	302	.787		
	Total	237.776	303			
R06	Between Groups	11.066	1	11.066	14.948	.000
	Within Groups	223.566	302	.740		
	Total	234.632	303			

Table 2 ANOVA results suggest that there are significant differences in role overload perceptions among government and private school teachers in dimensions R01, R03, R04, and R06. These findings underscore the need for targeted interventions and support mechanisms, especially in areas where significant differences exist, to address the distinct challenges faced by educators in both sectors. The dimensions with non-significant differences (R02, R05) indicate areas where similarities in role overload perceptions are observed between government and private school teachers. This information is crucial for informing policies and strategies aimed at enhancing the overall well-being of educators in the Southwest Region of Bihar.

DISCUSSION

1) Dimension-Specific Findings:

R01 - Teaching Responsibilities: Significant differences were observed in teachers' perceptions of teaching responsibilities between government and private school educators. Private school teachers reported a higher mean, indicating potentially greater role overload in managing their teaching duties. This finding suggests that private school teachers may face distinct challenges related to classroom responsibilities, warranting targeted support to alleviate their workload.

R02 - Administrative Tasks: No significant differences were found in the perceptions of administrative tasks between government and private school teachers. This similarity implies that both groups experience comparable levels of role overload concerning administrative responsibilities. Addressing administrative burdens may require collaborative efforts across sectors to develop efficient systems and support mechanisms.

R03 - Student Behavioral Issues: A significant difference was identified in teachers' perceptions of managing student behavioral issues. Government teachers reported a lower mean, suggesting potentially lower stress related to student behavior compared to their private school counterparts. Interventions in private schools may need to focus on strategies for handling behavioral challenges effectively.

R04 - Class Size: Significant differences were found in perceptions of class size, indicating that private school teachers may perceive a higher role overload in managing larger classes. This underscores the need for private institutions to consider class size as a factor influencing teacher stress and explore ways to optimize teaching conditions.

R05 - Professional Development: No significant differences were observed in perceptions of professional development responsibilities. Both government and private school teachers may share similar challenges related to professional development expectations. This finding suggests a common ground for collaborative initiatives to enhance professional growth opportunities for all educators.

R06 - Extracurricular Activities: Significant differences were noted in perceptions of managing extracurricular activities. Private school teachers reported a higher mean, indicating potential role overload in balancing these additional responsibilities. Addressing this disparity may involve tailored strategies for private school teachers to manage extracurricular commitments effectively.

2) Total Average Role Overload: The total average role overload mean values revealed a slightly higher perception of role overload among private school teachers. While the difference is not substantial, it indicates that private school educators may, on average, experience a marginally higher level of role overload. This underscores the importance of sector-specific interventions to address the unique stressors faced by teachers in both government and private institutions.

3) Implications and Recommendations:

- **Tailored Support Strategies:** Educational policymakers and administrators should develop tailored support strategies, considering the specific dimensions where significant differences were identified. This may involve targeted professional development, workload distribution, and assistance programs.
- **Collaborative Initiatives:** Shared challenges, such as administrative tasks and professional development, present opportunities for collaborative initiatives that benefit teachers across sectors. Collaborative platforms for knowledge sharing and resource development can be established to enhance the overall teaching environment.
- **Class Size Considerations:** Private institutions should carefully consider class size management strategies to alleviate the perceived role overload associated with larger classes. This may involve optimizing student-teacher ratios and providing resources to enhance teaching efficiency.
- **Extracurricular Management:** Private schools should explore effective ways to support teachers in managing extracurricular activities. This may include streamlined coordination, additional resources, or dedicated personnel to assist with extracurricular responsibilities.

4) Limitations and Future Research:

- The study is limited to the Southwest Region of Bihar, and findings may not be generalizable to other regions or educational contexts.
- Future research could delve deeper into qualitative aspects, capturing teachers' subjective experiences to complement quantitative findings.

In conclusion, this comparative study provides valuable insights into the nuanced dynamics of role overload challenges among government and private school teachers in the Bihar Southwest Region. The identified differences and commonalities serve as a foundation for targeted interventions, collaborative initiatives, and sector-specific strategies to enhance the overall well-being of educators.

CONCLUSION

In the context of the Bihar Southwest Region, this study has undertaken a comprehensive examination of role overload challenges experienced by government and private school teachers across various dimensions. The analysis, incorporating both quantitative and qualitative approaches, has provided valuable insights into the nuanced dynamics of role overload in the educational landscape.

1) Key Findings: The comparative analysis revealed significant differences in role overload perceptions among government and private school teachers across specific dimensions, including teaching responsibilities, student behavioral issues, class size, and extracurricular activities. These findings underscore the importance of recognizing the distinct challenges faced by educators in different institutional settings.

2) Implications for Practice:

- **Tailored Professional Development:** Government and private institutions should offer tailored professional development opportunities to address the unique challenges identified in each sector. This may involve targeted training programs, workshops, and resources aligned with the specific needs of teachers.
- **Administrative Support:** Collaborative efforts to streamline administrative tasks and responsibilities can contribute to a more efficient and less burdensome work environment for all teachers. Shared resources and best practices can be disseminated across sectors to enhance administrative processes.

- **Class Size Management:** Private institutions, in particular, should focus on optimizing class sizes to alleviate the perceived role overload associated with larger classes. Attention to student-teacher ratios and the allocation of resources can contribute to a more conducive teaching environment.
 - **Extracurricular Assistance:** Private schools can explore ways to support teachers in managing extracurricular activities. This may involve dedicated personnel, streamlined coordination, and additional resources to ensure a balanced workload for educators.
- 3) **Collaborative Initiatives:** The study emphasizes the potential for collaborative initiatives between government and private schools. Shared challenges in areas such as administrative tasks and professional development provide opportunities for knowledge exchange and mutual support. Collaborative platforms can be established to foster a sense of community and facilitate the sharing of resources.
 - 4) **Future Research Directions:** Future research endeavors could delve deeper into the qualitative aspects of role overload, capturing the subjective experiences of teachers. Additionally, expanding the study to encompass a broader geographical scope and diverse educational contexts could enhance the generalizability of findings.
 - 5) **Overall Impact:** This research contributes to the ongoing discourse on teacher well-being and organizational stress by providing region-specific insights into role overload challenges. The identified differences and commonalities serve as a foundation for evidence-based interventions and policies aimed at fostering a supportive and sustainable work environment for educators in the Bihar Southwest Region.

In conclusion, addressing role overload challenges requires a nuanced understanding of the unique contexts and stressors faced by government and private school teachers. The findings of this study offer a stepping stone for collaborative efforts and targeted interventions that can positively impact the well-being and effectiveness of educators in the Bihar Southwest Region.

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