



Role Conflict: A Qualitative Study on Female Academics with Administrative Duties*

Rol Çatışması: İdari Görevi Olan Kadın Akademisyenler Üzerinde Nitel Bir Araştırma

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Abstract

Role stressors have negative effects on individual and organizational processes. Role conflict is one of the role stressors. In this research, the concept of role conflict is handled. Studies have shown that female academics are experiencing role conflict, and that role conflict is an obstacle in various areas of their lives. In this context, the sample of the study consists of female academics with administrative duties in a state university in Turkey. Within this framework, it is aimed to explore the experiences of female academics with administrative duties towards role conflict. For this purpose, interviews were held with 16 female academics with administrative duties at a state university in Turkey using a semi-structured questionnaire. The data obtained from the interviews were coded and categorized through MAXQDA v.24.6.0 qualitative data analysis program. As a result of the analysis, themes related to the expressions evoked by the concept of role conflict, the causes of role conflict, the consequences of role conflict, and the coping methods of role conflict were formed.

Keywords: Role Conflict, Female Academics, Administrative Duties, Qualitative Research

Paper Type: Research

JEL Codes: D23, M10

Öz

Rol stresörlerinin birey ve örgütsel süreçler üzerinde olumsuz etkileri vardır. Rol çatışması ise rol stresörlerinden birisidir. Bu çalışmada rol çatışması kavramı ele alınmaktadır. Yapılan araştırmalar kadın akademisyenlerin rol çatışması yaşadıklarını ve rol çatışmasının yaşamlarının çeşitli alanlarında bir engel olduğunu ortaya koymuştur. Bu kapsamda araştırmanın örneklemini Türkiye'deki bir devlet üniversitesindeki idari görevi olan kadın akademisyenler oluşturmaktadır. Bu doğrultuda idari görevi olan kadın akademisyenlerin rol çatışmasına ilişkin deneyimlerinin keşfedilmesi amaçlanmıştır. Araştırma amacı doğrultusunda Türkiye'deki bir devlet üniversitesindeki idari görevi olan 16 kadın akademisyen ile yapılandırılmış soru formu ile görüşmeler gerçekleştirilmiştir. Mülakatlardan elde edilen veriler MAXQDA v.24.6.0 nitel veri analizi programı aracılığıyla kodlanarak kategorize edilmiştir. Yapılan analizler sonucunda rol çatışmasının kavramının çağrıştırdığı ifadeler, rol çatışmasının nedenleri, rol çatışmasının sonuçları ve rol çatışması ile baş etme yöntemlerine ilişkin temalar oluşturulmuştur.

Anahtar Kelimeler: Rol Çatışması, Kadın Akademisyenler, İdari Görev, Nitel Araştırma

Makale Türü: Araştırma

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Introduction

Women who combine family and career describe their roles as satisfying. However, they may also experience conflicts while performing their roles. Women have to keep a balance between social norms and their own values due to their expectations of being working women and mother (Elman & Gilbert, 1984). Balancing work and life is one of the most challenging aspects for working women. Women's roles, which are numerous, can be quite oppressive when there is not enough time. Therefore conflicts may arise. When conflicts become chronic, they can have a negative impact on work and daily life (Negiz & Tokmakçı, 2011). Academics often face conflicting expectations. In this situation, academics experience role conflict when they have limited resources and time to accomplish what is expected of them. In order to complete their works, academics also work out of working hours and on weekends. This negatively affects their work-life balance (Jensen & Olsen, 2023). On the other hand, the existence of patriarchal culture suppresses women's fulfillment of their domestic duties (Hundera et al., 2019).

In Turkey, women are not represented adequately in senior management positions. The association of the management role with the male gender is seen as a global obstacle. Male dominance (masculine viewpoint) in universities is also a obstacle for women. Therefore, factors such as gender stereotyping, career mobility, and experience outside academia may cause women to be excluded from leadership and management processes in universities. In addition, considering that the difficulties in their work and daily life are caused by the multiple roles of academics. It can be stated that role conflicts have a significant impact on women's careers (Neale & Özkanlı, 2010). The conflict between career and family roles is one of the main career barriers for women academics in Turkey. In academic environments, women can demonstrate that they are no different from their male colleagues by positioning work life at the center of their lives and not taking family obligations such as marriage as a responsibility. Additionally, the existence of gender discrimination in academia cannot be ignored. Therefore, it can be said that there is an increase in male dominance with the commercialization of scientific processes (as cited in Yıldız, 2018). In 2014, there were 81504 male academics and 60933 female academics in Turkey. It is seen that there is a change in this data. Data for 2024 show that there are 98466 male academics and 85555 female academics. When female academics are compared to male academics, 41.8% are associate professors, 34.3% are professors, 51.6% are lecturers, 47.4% are doctoral lecturers and 53.8% are research assistants. There are 4 women rectors in 128 public universities (YÖK, 2024; YBYS, 2024). It can be said that the proportion of female academics decreases as academic titles increase. The fact that there are only 4 female rectors in 128 state universities in Turkey can be considered as evidence that the male dominance in academia has not changed in the last 10 years. Study of Aktaş (2020) shows that the connotations of the concept of being a woman manager were stated as the struggle for existence in a male-dominated field and the field of gender reproduction. Academics' statements about the difficulties they face include problems arising from the masculine experience of management, problems related to female identity (gender), and problems encountered in the management process (Aktaş, 2020). Some studies have shown that women academics in Turkey are not able to assume leadership roles due to their work-life conflicts (Acar, 1983; Kökler 1988; Özkanlı & Korkmaz, 2000; as cited in Neale & Özkanlı, 2010). Moreover Ehtiyar et al. (2019) found that female academics experience role conflict due to their multiple job duties and responsibilities (Ehtiyar et al., 2019).

This study consists of female academics with multiple roles and administrative duties. In this context, it is aimed to reveal the experiences of female academics with administrative duties regarding role conflict. In this direction, it is thought that the statements of female academics with administrative duties in a state university in Turkey regarding role conflict will contribute to the organizational behavior literature.

1. Conceptual Framework

It is necessary to mention the concepts of status and role before the concept of role conflict. Status is defined as “*the place or position a person or group occupies or gains in society*” (Şimşek et al., 2015). Role is defined as “*an organized set of behaviors expected of an individual in a specific position*” (Gibson et al., 2011). Linton (1936) considered the concepts of status and role as inseparable factors. Role and status terms cannot be separated from each other. Role represents a dynamic side of status (Linton, 1936). Individuals have various perceptions of their roles. For example, students' perceptions of the professor role may be very different from the perceptions of individuals in management and other levels. Differences in perceptions increase the possibility of role conflict (Gibson et al., 2011). Roles serve as a boundary between the individual and the organization. They represent the expectations of the individual and the organization. Roles can connect the individual and the organization to each other (Schuler et al., 1977).

Role stressor can be defined as the mental or physical stress experienced by the individual while performing their role. Role stressors are correlated with burnout, depression, emotional exhaustion, depersonalization (Huang et al., 2024), and technostress (Tarafdar et al., 2007). In addition to these correlations, role stressors influence mental and physical symptoms such as low motivation, sleep disorders, loss of desire to work, fatigue, aggressiveness, musculoskeletal disorders, clinical depression, and autistic disorders (Durmaz & Akkoyun, 2018). Role conflict, role overload, role ambiguity, responsibility for people, harassment, and pace of change are stressors at the individual level. Role conflict, one of the most common individual level stressors, is defined as “*occurs when an individual's compliance with one set of expectations conflicts with compliance with another set of expectations*” (Gibson et al., 2011) and “*conforming to two or more role expectations at the same time in a way that makes it difficult to fit into one of them*” (Katz & Kahn, trans. 1977). Role conflict is caused by other individuals and organizational reasons (Gibson et al., 2011). Role conflict occurs when there is a mismatch or difference between the expectations of the role actor in a social or organizational structure (Kılınç, 1991). Role theory states that if the behaviors expected from a person are inconsistent or if they do not have enough information about the content required by their role, they will experience anxiety, stress, and role dissatisfaction. As a result, it draws attention to the fact that the person will be dissatisfied and the performance levels will decrease by moving away from reality. This situation is seen as a reason for the decrease in individual satisfaction and organizational effectiveness. Therefore, it can be said that any problem in organizational processes can cause role conflict (Rizzo et al., 1970). Especially factors such as formalization, pervasiveness of rules, record keeping, feedback from job, task identity, autonomy, team efficacy, formal and informal communication, certainty of career, and value of development affect role conflict (Bacharach & Bamberger, 1992). However, it is thought that social support from managers and co-workers can help to minimize role conflict (Acker, 2004).

There are five different types of role conflict known as intra-sender conflict, inter-sender conflict, inter-role conflict, person role conflict, and role overload. Intra-sender conflict: There is a role where expectations are different and incompatible. When this role is sent by the role sender to the role actor, intra-sender role conflict occurs. Inter-sender conflict: It is the type of conflict that occurs when the expectations of a role sender from a role actor are incompatible with the expectations of another role sender. Inter-role conflict: It occurs when the individual tries to fulfill the demands of different roles at the same time. This type of conflict occurs between roles such as the individual's worker role and household roles (Kahn et al., 1964; Bakan, 2020). Work-family conflict is a variant of inter-role conflict. Several factors such as long hours of work, overcrowded job schedules, family and domestic responsibilities are associated with work family conflict. In addition female academics work family conflict has a negative impacts on their job performance and well-being. It was found that this type of conflict process has a negative impact on factors such as academic research activities, participation in various conferences, and publishing research

outcomes (Christiana & Ogbogu, 2013). Person role conflict: It is a type of role conflict that occurs when the needs and demands of the individual are incompatible with the role requirements. When these role requirements violate moral values (ethical codes), person role conflict may occur. Role overload: Role overload is similar to inter-sender role conflict type. Role overload is one of the most common types of role conflict in organizations. In this type of conflict, the expectations and demands of the role actor are compatible with each other. However, there is a feeling that it is impossible to realize these expectations and demands in a certain period of time. In that kind of situation, the individual may find it difficult to prioritize their roles. Therefore, the individual needs to decide which tasks should be postponed (Kahn et al., 1964; Bakan, 2020).

There are physiological and psychological symptoms of role conflict. Physiological symptoms include respiratory difficulties, indigestion, circulatory problems, and increased tendency to have accidents. Psychological symptoms include anxiety, depression, neurosis, forgetfulness, and hypersensitivity. The emergence of roles brought by social changes, the conflicts between the roles and the role actor and, social and organizational norms forcing the role actor into roles that are incompatible with the role actor are among the general causes of role conflict. Frustration, high stress, low morale, low job satisfaction, loss of confidence, and communication difficulties are among the organizational causes of role conflict (Kılınc, 1991). Jackson and Schuler's (1985) research reveals that personality traits moderate the relationship between role conflict and negative job outcomes. They also found that type A personalities have stronger relationships with role tensions (Jackson & Schuler, 1985). Researchers such as Cheng (2009), Rai & Kumar (2012), Varghese & Barber (2017), Zhang et al. (2019) and Erden (2024) found positive correlations between neuroticism personality trait and role conflict. On the other hand, researchers points that extraversion (Varghese & Barber, 2017; Erden, 2024), conscientiousness (Harris vd., 2006; Cheng, 2009; Rai & Kumar, 2012; Varghese & Barber, 2017; Canales-Ronda, 2024), openness to experience (Canales-Ronda, 2024), and agreeableness (Hoover, 2009; Zaman et al., 2014; Varghese & Barber, 2017) personality traits are negatively associated with role conflict. Emotionally unstable (neurotic) individuals can be irritable, nervous, anxious, agitated, and hypochondriacal (Karakaş & Eski, 2011). It can be stated that the fact that they are emotionally unstable and have difficulty in resisting stressors explains why they are associated with role conflict more intensely than other personality types. Accordingly, it can be inferred that neurotic personality type is more likely to experience role conflict than other personality types. Therefore, neurotic personality trait can be seen as a factor that triggers role conflict.

People who experience role conflict suffer from psychological stress that can result in various emotional problems and confusion. Studies show that role conflict has negative effects on performance (Gibson et al., 2011), turnover tendency (Fisher & Gitelson, 1983), and job satisfaction (Fisher & Gitelson, 1983; Çekmecelioğlu & Günsel, 2011; Fatima & Rehman, 2012). Fisher & Gitelson (1983) found that role conflict has negative correlations with organizational commitment, job commitment, job engagement, job satisfaction, and participation in decision making processes (Fisher & Gitelson, 1983). Fisher (2001) negatively associates satisfaction and performance with role conflict (Fisher, 2001). Arslan & Üngüren (2017) found that role conflict is positively correlated with organizational alienation (Arslan & Üngüren, 2017). Role conflict also causes burnout and turnover (Khan et al., 2023). In addition, role conflict leads to a decrease in job satisfaction, women's psychological health (Coverman, 1989), individual satisfaction and organizational effectiveness (Rizzo et al., 1970). On the other hand, it is also noted that work family conflict, which is one of the variations of role conflict, is associated with lack of time, workplace stress, childcare, lack of pay, housework, and life satisfaction (Bozkurt, 2012). Tepe (2018) found female academics experience role expansion as well as role conflict (Tepe, 2018). Studies show that female academics are avoiding administrative duty obligations because they experience role conflict (Acar, 1996; Adak & Cömertler, 2005; Şentürk, 2012; Ayyıldız-Ünnü et al., 2014; as cited in Tepe, 2018). This might be because they do not want to be given an extra role. But there is a curious dilemma. While women who experience role conflict show that they

are satisfied with balancing work and family life (Naz et al., 2017), can overcome problems (Gönen et al., 2004), and love their jobs (Özkanlı & Korkmaz, 2000; Gönen et al., 2004). Moreover, they also state that their lives are full of stress (Gönen et al., 2004). In the literature, there are various strategies for coping with role conflict. For instance, Hall (1972) categorizes coping strategies as structural role redefinition, personal role redefinition and reactive role behaviour. So that role conflict can be minimized with; elimination or addition of some activities within roles, integrating existing roles so that they contribute to each other, changing general societal expectations about women's roles, getting help from others in household and childcare tasks, developing problem solving processes with family members, receiving moral support from family members, division of roles, ranking of roles in order of their importance, minimizing overlapping of roles, planning, using schedule, and devoting more time and energy to roles (Hall, 1972).

2. Research Methodology

2.1. Aim of the Research

The aim of this study is to reveal the role conflict experiences of female academics with administrative duties in a state university in Turkey. This research is based on the phenomenological approach (phenomenology), one of the qualitative research designs. Phenomenology aims to develop a deep and detailed understanding of a topic that is consciously addressed. Phenomenological research is a research method in which participants define phenomena and describe their experiences of these phenomena (Sıgır, 2018). Questions such as; How does it make you feel to have multiple roles?, How does the hustle between home and work you feel?, How do you think your roles are affected by work and family life?, and How does your workload affect your roles? were asked to participants to answer the following research questions.

- What does the role conflict concept mean for female academics with administrative duties?
- What are the causes of role conflict according to female academics with administrative duties?
- What are the consequences of role conflict according to female academics with administrative duties?
- What are the actions taken to cope with role conflict according to female academics with administrative duties?

2.2. Sample of the Research

In this study, interviews were conducted with 16 participants by using purposive sampling method. In this context, the sample of the research consists of 16 academics with administrative duties at a state university in Turkey. Creswell (1998) states that the sample size in qualitative research can vary between 10-30. Within the scope of determining the sample size, attention should be paid to basic factors such as reaching data saturation (new data contributing little or no contribution to existing information) and data sufficiency (the data obtained are sufficient to answer the research problem) (Creswell, 1998 as cited in Kantan et al., 2018). Table 1 shows demographic information about the participants.

Table 1. Information About Participants

	Age	Marital Status	Number of Children	Seniority at Work		Age	Marital Status	Number of Children	Seniority at Work
P1	44	Married	1	16	P9	43	Married	1	22
P2	58	Married	2	34	P10	53	Married	1	28
P3	54	Married	2	32	P11	56	Married	0	26
P4	54	Married	1	28	P12	53	Married	1	29
P5	59	Married	1	31	P13	33	Single	0	8
P6	35	Married	0	13	P14	49	Married	1	11
P7	41	Married	1	14	P15	52	Single	0	17
P8	48	Married	1	20	P16	34	Single	0	6

Demographic information of the participants is presented in Table 1. Administrative duties are not specifically mentioned in order to keep the participants anonymous. However, it is known that 1 of the participants is a vice rector, 3 of them are deans, 5 of them are vice deans and 7 of them are department heads.

2.3. Validity and Reliability

In order to ensure validity and reliability in the study, Lincoln & Guba's (1985) four criteria (credibility, transferability, dependability, confirmability) that can increase the quality of qualitative research were used. Lincoln & Guba's (1985) four criteria are listed below (Yıldırım & Şimşek, 2021).

- **Credibility:** In order for a research to be accepted as scientific, the research process and results must be transparent, consistent, and verifiable by other researchers. Credibility can be achieved through long-term interaction, depth-oriented data collection, triangulation, expert review and participant confirmation strategies (Yıldırım & Şimşek, 2021).
- **Transferability:** In qualitative research, the researcher should demonstrate the transferability value of the results obtained to similar contexts. Hence, those who read the research can create an understanding of similar contexts and processes. Detailed description and purposive sampling strategies can be used to increase transferability (Yıldırım & Şimşek, 2021).
- **Dependability:** While reliability is important in quantitative research, consistency is important in qualitative research. Repeatability in qualitative research is not possible according to accepted assumptions. Because cases and situations are constantly changing (Yıldırım & Şimşek, 2021).
- **Confirmability:** Qualitative research results should constantly confirm the data obtained and provide the reader with logical explanations (Yıldırım & Şimşek, 2021).

2.4. Data Collection Technique

In this research, semi-formal interview technique, which is the most appropriate interview type, was used (Karagöz, 2023). In the preparation of the interview form, the interview questions were created by examining the literature and existing studies. The validity of the questionnaires was ensured in line with the opinions of an academician experienced in qualitative research in the field of organizational behavior. The interview form consist of 26 open-ended questions on role conflict and 4 demographic questions on age, marital status, number of children and seniority at work. The research data were recorded in written form without the use of any voice recorder. First, female academics with current administrative duties were identified through the websites of the faculties of the relevant university. Afterwards, 16 female academics were contacted and an appointment date and time was planned. Interviews took place in the offices of academics.

2.5. Analysis of Data

MAXQDA v24.6.0 program was used to analyze the obtained data. Content analysis method was used to conceptualize the data and to explain meaningful patterns between concepts through themes (Yıldırım ve Şimşek, 2021). In content analysis, it was first aimed to conceptualize the obtained data in the research, to create appropriate themes for the concepts and to reveal the research findings. During the interviews, participants' statements were noted down on paper. Open coding was performed in accordance with the aim of the research. Afterwards, codes in which categories and subcategories were related to each other were brought together. With selective coding, narrowing was made in accordance with the main categories. In the last step, research findings were interpreted and conclusions were expressed.

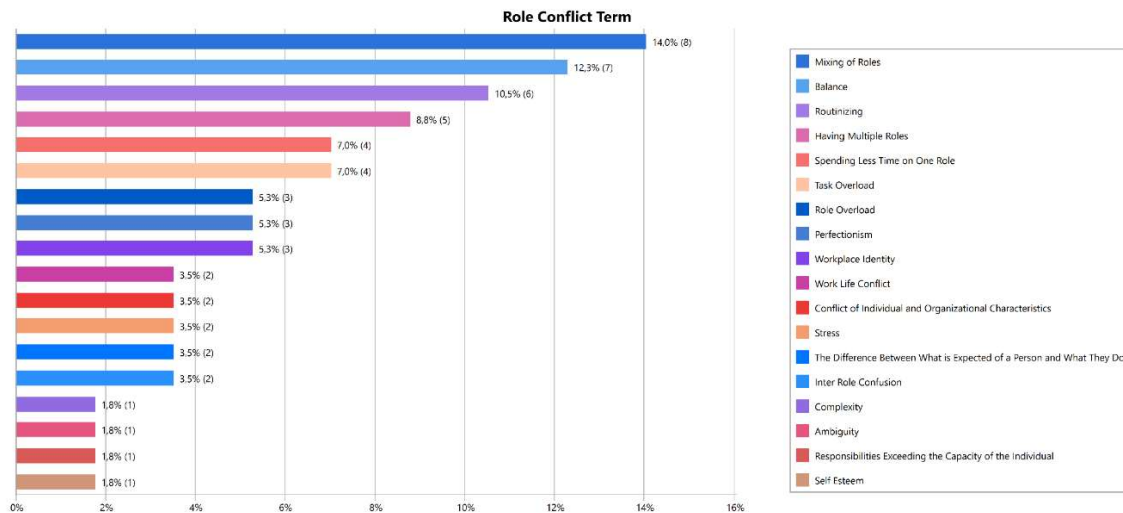
3. Findings

Based on the data, codes for the concept of role conflict were created. Four categories were formed (role conflict concept, causes of role conflict, consequences of role conflict, coping with role conflict) from the structure generated by the relationships between the codes. Frequency (f) tables and graphs, intensity tables and code maps were used to visualize the codes.

3.1. Findings Regarding the Analysis of Role Conflict Concept

In the first step it was tried to determine the meanings that the concept of role conflict, which represents the main theme of the study, evokes for the participants. Data shows that the concept of role conflict evokes 18 different meanings. Table 2 shows the percentage and frequency distributions of the expressions evoked by the concept of role conflict.

Table 2. Phrases Evoked by the Concept of Role Conflict



It is seen that the concept of role conflict is coded with the mixing of roles (14%) code at the highest level, followed by balance (12.3%), routinizing (10.5%), having multiple roles (8.8%), spending less time on one role (7%), task overload (7%), role overload (5.3%), perfectionism (5.3%), workplace identity (5.3%), work life conflict (3.5%), conflict of individual and organizational characteristics (3.5%), stress (3.5%), the difference between what is expected of a person and what they do (3.5%), inter role confusion (3.5%), complexity (1.8%), ambiguity (1.8%), responsibilities exceeding the capacity of the individual (1.8%), and self esteem (1.8%) codes in this order. Some of the participants' thoughts are as follows:

“...So the more roles you have, the greater the likelihood of conflict. One of the most common conflicts is between the roles of being a doctor and a administrator. We have a strong sense of ethical values. But sometimes in administration, these values have to be compromised. Medical units can be neglected. Allocations and budgets are limiting our administrative duties. From time to time, roles can get mixed up. The administrative duties can be carried home. We can carry the tenderness at home to work. We cannot be impartial in showing this. Sometimes emotions can get involved. I try to be more impartial. While doing so, I contradict myself, wondering whether my human side will weaken if I keep the rules of administration harsh. It is doubtful how much I succeed.” (P2) Participant 2 also has the role of doctor because she is in faculty of dentistry.

“... Couple years ago I had multiple administrative duties. That situation led me to disrupt my role as a mother and at home.” (P3)

“...It is when a person spends less time on one of the roles. I can associate it with high responsibility, trying to fulfill the same expectations, stress, workload and lack of time.” (P7)

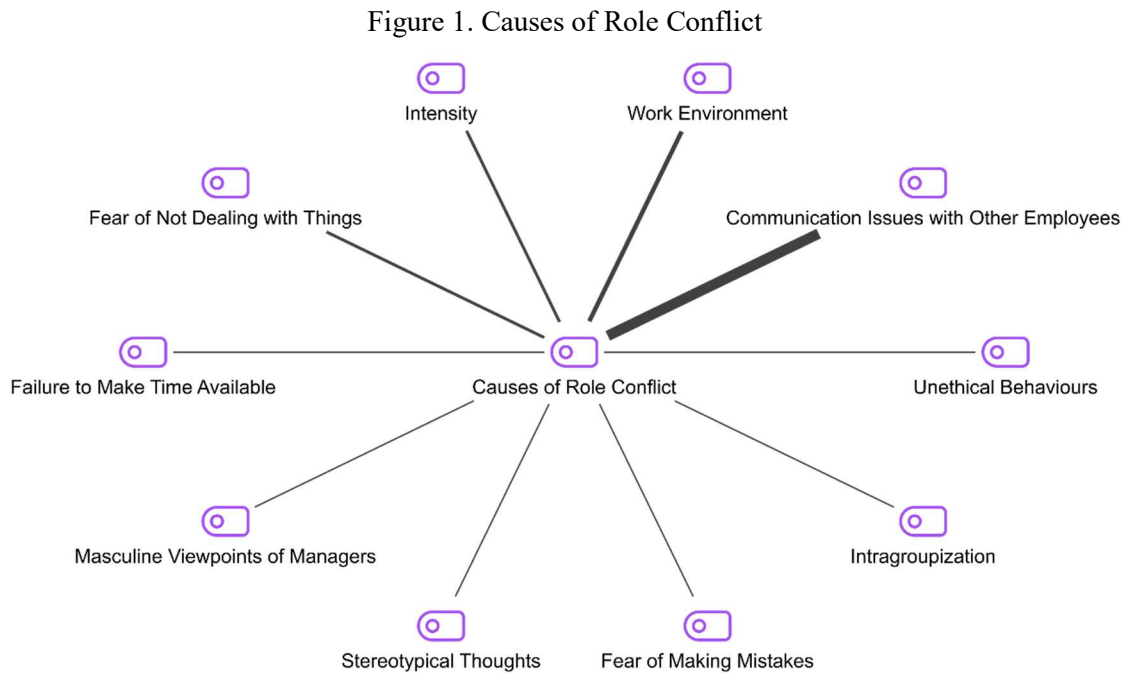
“I work on academic studies between 08:00-10:00. After this time, it is full of meetings until 17:00. After work, I stay at the faculty and give lectures until 20:00 and then I go home. The next day passes at the same pace again.” (P9)

“Well, everyday is very busy. I wake up early in the morning, make a general plan for the day and come to the faculty. I review the work to be done during the day and participate in

meetings. I check the correspondence. I organize the classes I have to attend. I take care of the last tasks that need to be done, review the schedule for the next day and finish the day.” (P13)

3.2. Findings on the Causes of Role Conflict

Figure 1 shows the factors that cause role conflict. Factors are presented with a relations map. As seen in the figure, it is found that the causes of role conflict are formed in a single factor structure.



The most important causes of role conflict are communication issues with other employees, work environment, intensity and fear of not dealing with things. Besides that, failure to make time available, masculine viewpoints of managers, stereotypical thoughts, fear of making mistakes, intragroupization, and unethical behaviours are also among the causes of role conflict. Therefore, these factors are thought to affect role conflict. Some of the participants' thoughts about the conflicts are as follows:

“...Everyone is more wary of each other due to internal grouping. There is a loss of confidence and unethical behavior.” (P3)

“...The incompatibility of stereotypes with the individual, the standards of the work, the way it operates and individual differences are important in management. Since there is a social foresight in management, there is a process of adaptation. Role conflict may arise when managers have a masculine perspective and stereotypical thoughts. I needed adaptation for a short period of time due to perspectives on personality, gender and attitude factors. However, my role conflicts were minimized over time. I do not experience conflicts now. Of course, it was not like this at the beginning of my career. Role conflicts begin to decrease as you get more familiar with the issue. I would say it is a personal growth.” (P9)

“Having multiple roles is difficult and complicated. I would say it puts a strain on the administrator. In fact, it is especially challenging for women. I usually have to be more masculine...Wherever there is a human factor, there is stress. I think there is human related stress but not work-related stress. Since I am a manager, I do not want to offend my colleagues and be misunderstood by them, so in some cases it is necessary to take down the tension...Positive and dual relations are important in every field. Unfortunately, my faculty is very weak in this. Communication needs to be developed. This process should be guided by faculty members.” (P10)

“...Work obligations can be handled somehow. But unfortunately we are under very difficult conditions in terms of physical conditions. As generations change and quality increases, more qualified students come. However, the physical conditions of the students cannot be met and many students are disappointed.” (P11)

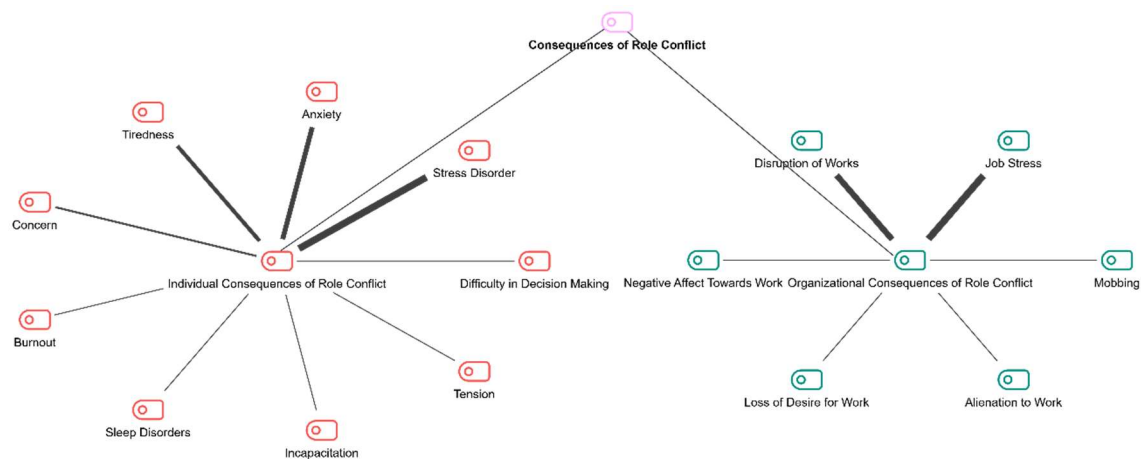
“...Sometimes there are conflicts because of individuals and communication. I usually try to minimize this.” (P14)

“...Since there is a caste system in the organizations, I do not like the unnecessary tensions and efforts to establish superiority. Effective communication is almost non-existent. Due to the obligations of roles, the framework of respect in human relations can deteriorate.” (P15)

3.3. Findings on the Consequences of Role Conflict

Figure 2 shows the consequences of role conflict. The factors are presented with a relations map. It was found that the consequences of role conflict are formed in a two factor structure. As seen in the figure, individual consequences and organizational consequences of role conflict are presented.

Figure 2. Consequences of Role Conflict



Based on the relationship map, it can be said that the most important factors among the individual consequences of role conflict are stress disorder, anxiety, tiredness, and concern. Burnout, sleep disorders, incapacitation, tension, and difficulty in decision making are also among of the individual consequences of role conflict. On the other hand, it can be said that the most important factors among the organizational consequences of role conflict are job stress and disruption of work. And also negative affect towards work, loss of desire for work, alienation to work, and mobbing are among of the organizational consequences of role conflict. Some of the participants' thoughts about the conflicts are as follows:

“...Sometimes there is an inability to manage time, a feeling of inadequacy and tiredness.” (P1)

“...There is stress in academia and administrative duties. My stress level increases when I cannot work efficiently.” (P6)

“...I can fulfill one of my roles better than the other. I spend less time with my family when my administrative role is dominant. In this case, I experience stress in management because of the work role and in home life because I cannot spare time for my family. I get stuck between the two roles.” (P7)

“It leaves a deep psychological scar. You may not be self-sufficient and it can lead to alienation from work. If a person is a workaholic, your family life and your work life are all

intertwined. You have to look for various ways of coping. A balance needs to be established. In the worst case scenario, you need to minimize the workload.” (P8)

“Every role is an anxiety in itself. There are parameters such as preparations for meetings, quality committees, other employees and doing the job properly. For me they are all anxiety. I always have question marks in my head.” (P10)

“My roles occupy my mind at a high level. I also think about it when I am at home.” (P14)

“...The overload of roles can sometimes be tiring in terms of time management. Because I may need to organize and plan every situation. But I believe I have achieved most of it.”, “... We work very intensely, especially in certain periods. I feel much more concerned, stressed and worried during such periods.” (P16)

3.4. Findings Regarding to Coping with Role Conflict

Actions that can be taken to cope with role conflict were categorized. Table 3 shows the statements regarding the ways of coping with role conflict.

Table 3. Code Intensity Table for Strategies for Coping with Role Conflict

Kod Sistemi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
▼ Coping with Role Conflict																
● Planning	■	■	■	■	■				■	■		■		■		
● Using Weekly Charts	■	■									■		■			
● Building Social Relations			■	■										■	■	
● Work Division	■	■										■				
● Being Disciplined									■	■						
● Personal Growth					■				■							
● Doing Sports				■					■							
● Assimilating Roles									■							
● Workplace Peace of Mind				■					■							
● Ensuring Serenity			■													
● Time Management		■														

As seen in Table 3 the participants used methods such as planning, using weekly charts, work division and assimilating roles to cope with role conflict. According to the result of the findings, it is possible to state that female academics with administrative duties try to take role conflict under control or take it into control with various ways. The expressions of female academics regarding their activities for coping with role conflict are as follows:

“...Social relations and the presence of people with whom I can share motivates me. Therefore, I can say that the human factor is very important. Peace of mind and serenity need to be ensured. Do your job well so that no one can say anything against you.” (P3)

“For me, I minimize it by working more, exercising and listening music. The peacefulness of the work environment, positive interpersonal relations and working in cooperation also help.” (P4)

“...I am a researcher and an administrator, and these roles have many obligations, such as committee assignments, peer reviews and teaching assignments. I plan, prepare and allocate time for these tasks. It bothers me when I cannot do them on time. I need to determine which work to do and when to do it. I write articles and supervise theses. Of course, I also work at home. In general, it can be said that I work 13-14 hours. Sometimes this time can exceed 14 hours.” (P5)

“...The calls and messages on my phone never stop. I put the phone aside and check it from time to time. I cannot disconnect until I go to bed. I put my phone on airplane mode at night.” (P7)

“Taking on roles is not easy, it is exhausting. Hence, it is necessary to develop coping methods. Regular sports, yoga and walking can be good for me on an individual basis. On weekends, I try to be away from work tasks. I find it relaxing to move physically rather than resting poorly.” (P9)

“...Things will not go wrong and no obligations will affect you if you are systematic person. It is necessary to determine where and how to start. You need to know how to manage the process.” (P10)

“...Work division is very helpful.” (P12)

Conclusion and Discussion

There are many things that academics are obliged to do over time. They need to engage in various scientific activities such as thesis committees, attending congresses, presenting and publishing articles, writing books, and creating projects. Even these factors may tend to disrupt each other from time to time. For this reason, the fact that academics have many roles can create conflicts. These conflicts can become even more complicated when the role of administrative duties is held. It is thought that administrative duties may cause academics to disrupt their roles. It can be said that the increase in roles triggers role conflict.

This study examined the role conflict experiences of female academics with administrative duties in a state university in Turkey. The interviews show that female academics with administrative duties conceptualize role conflict with phrases such as mixing of roles, balance, routinizing, having multiple roles, spending less time on one role, task overload, and role overload. Thus, it can be concluded that female academics experience role conflict. In the study of Başarır & Sarı (2015) female academics are metaphorically likened to terms such as octopus, robot, kitchen robot, cloned human, chameleon, and rainbow (Başarır & Sarı, 2015). It can be said that the concepts of routinizing, having multiple roles, and role overload might support the metaphorically likened terms. In the second part of the research findings, the causes of role conflict were discussed. It was found that the participants were affected by role conflict due to reasons such as communication issues with other employees, work environment, intensity, fear of not dealing with thing, failure to make time available, and masculine viewpoints of managers. Male dominance may cause women to be excluded from various management processes. In Aktaş's (2020) study, women managers' statements of the struggle for existence in a male-dominated field and problems arising from the masculine experience of management draw attention. Therefore, it can be inferred that these statements are compatible with masculine viewpoints among the causes of role conflict. Besides, it can be said that social and organizational norms forcing the role actor into roles that are incompatible with the role actor, and communication difficulties, which are the causes of role conflict in the literature (Kılınç, 1991), are compatible with the findings of the study. Furthermore, as mentioned in the conceptual framework chapter, it can be stated that neuroticism personality trait's correlations with role conflict (Cheng, 2009; Rai & Kumar, 2012; Varghese & Barber, 2017; Zhang et al., 2019; Erden, 2024) might be among the causes of role conflict. In the third part of the research findings, various consequences of role conflict in the individual and organizational contexts were given. It was found that stress disorder, anxiety, tiredness, concern, and burnout are the most common individual consequences of role conflict. On the other hand, job stress, disruption of works, and negative affect towards work were found the most common organizational consequences of role conflict. When the correlations of role conflict with performance (Gibson et al., 2011), job satisfaction (Fisher & Gitelson, 1983; Çekmecelioğlu & Günsel, 2011; Fatima & Rehman, 2012), organizational alienation (Arslan & Üngüren, 2017), burnout (Khan et al., 2023), sleep disorders, loss of desire to work (Durmaz & Akkoyun, 2018), and organizational effectiveness (Rizzo et al., 1970) are analyzed, it can be said that the findings of the research are overlapping. The final analysis shows that activities such as planning, using weekly charts, building social relations, work division doing sports, assimilating roles, and time management are among the strategies for

copied with role conflict. The findings show that female administrative academics are using Hall's (1972) elimination or addition of some activities within roles, seeking external support to handle role activities, eliminating roles, planning, using schedule, and division of roles (Hall, 1972) coping strategies to cope with role conflict. In conclusion, based on the interviews of female academics with administrative duties, it can be said that they experience role conflict. It can also be said that they have multiple roles, sometimes some of their roles block other roles and sometimes it becomes difficult to fulfill the requirements of their roles.

Role conflict can be minimized by improving organizational communication and work environment, offering psychological support, time management, differentiating managers' perspectives, revising stereotypes, preventing in-grouping, and supporting ethical behaviors. As mentioned in Neale & Özkanlı (2010) the association of the management role with the male gender is seen as a global obstacle (Neale & Özkanlı, 2010). Hence, it is necessary to change this perspective in societies.

Suggestions for researchers can be given as follows: Interviews can be conducted with academics at a foundation university and compared with the results of this study. Research can be conducted with a different sample experiences role conflict. Quantitative research can be conducted to support the research findings. In quantitative studies, differences in various demographic characteristics of female academics can be examined. The effects of role conflict on positive and negative organizational behavior variables can be examined. In addition, considering cultural differences, studies can be conducted with academics in universities in different countries.

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