

# Conflicting Roles and Academic Performance of University Female Students in Masvingo, Zimbabwe

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## ABSTRACT

The consistent rise in the number of mature female traditional and non-traditional students in Zimbabwe demands an accurate and detailed investigation into role conflict and role satisfaction. For these female students, assimilation into new student role can be stressful and may affect role satisfaction. The influence role conflict may have on role satisfaction cannot be overlooked. The researchers in this study sought to investigate the perceptions of tertiary female students regarding role conflict and satisfaction through a qualitative study. A descriptive phenomenological research design following Husserlian philosophy was adopted to get rich data. Focus group discussions and in-depth interviews were used to collect data. The population comprised of undergraduate students from one of the tertiary institution in the city and their lecturers. Four hundred students and twenty lecturers served as the population and twenty-five (twenty students and five lecturers) who were stratified purposefully selected served as the sample of this study. The study revealed that the majority of the students experienced role conflict on daily basis. Role contagion and role overload impacted negatively on student role execution. Time was seen to be the major factor that magnified role conflict as well as physical exhaustiveness and lack of proper meal times. Based on the study findings, the researchers recommend that undergraduate students be given professional guidance during induction period so as to minimise role conflict and monitored to achieve optimum academic performance.

**Key Words :** Female, Learning process, Role conflict, Role satisfaction, Undergraduate student

## INTRODUCTION

A role is the expected behaviour related to a particular status (Rowlands 2010; O'Brien, 2008). In this study, the role referred to is the university student role. The major student's role is to pass coursework and examinations as well as meeting coursework deadlines. Role conflict occurs when the students are expected to simultaneously act out multiple roles that carry contradictory expectations (Veney, Green & Kowalik, 2012). So it refers to incompatibility of expectations and demands associated with the role(s). University students, besides meeting their responsibilities as learners, must manage their time and energy well to attend to all their other life commitments. Role satisfaction can be either easy or difficult, depending on the timing and social circumstances. Rowlands (cited in Veney *et al.*, 2012)

indicates that role conflict has several implications for the students' role satisfaction and well-being. This study, therefore, sought to establish the impact of role conflict on academic achievement especially in view of the fact that most Zimbabwe's tertiary students have other roles as well as studying in an unstable economic environment (The World Bank, 2018; Kapungu, 2007).

The impact of the structural society on individual behaviour is emphasised by Merton (1968) in his strain theory, as he states that occupying many roles may lead to role conflict and consequently role fulfilment which cannot be executed satisfactorily. This means circumstances have an impact on role achievement. In view of this, universities have certain set goals which need to be achieved despite the systems' failure to provide adequate resources to achieve the set goals. Traditionally, being male or female means one has to play a certain

number of roles and some may be contradictory (Haralambos & Holborn, 2008). Gender roles and gender role satisfaction are significant aspects of culture in students' lives because they shape the way daily life is lived in the family, community and in the society at large (FAO, 2017; Rank, 2012; Wood, 2008). Societal cultural influence reveals itself when the structure of society roles based on the social situations they choose to experience, for example, being a student and a mother. Cultural influence is when different cultures place different values on certain roles based on the societies' lifestyle and this does not consider the social structure expectations, for example, a daughter-in-law is expected to do all the household chores even though she is a student. Research has shown that this leads to role conflict and, consequently role under achievement (Amponsah & Owabi, 2011; Agolla & Ongori, 2009).

When one joins an institution or organisation, one enters the role system of that organisation. Roles are found or commonly interconnected in a *role set* (Brinkerhoff, White, Ortega & Weitz, 2011). A role set is a group of naturally connected roles/duties forming a whole (individual role behaviour). Therefore, values and norms describe fully or specify the rights and obligations of each status. An individual may not successfully perform all the duties in spite of her best intentions. The characteristic statement of role strain theory argues that, because of timeconstraints, multiple social roles are problematic because of overwhelming duties and obligations (Goode, 1960). Undergraduate students, especially married female students or those with young children (as part of the family and society at large), may be experiencing role conflict (Mamhute, 2011).

University students occupy many roles, and each role comes with responsibilities, expectations and rights. Often, these roles become too much for one person, and when roles begin to conflict, serious social and psychological problems can result (McLeod & Lively, 2007; Swingle, 2013). Thus ill health and a common sense of eagerness are symptoms that follow role conflict. Giancola (cited in Veney, O'Green & Kowalik, 2012) state that life commitments are in perpetual conflict with one another; they compete for the individuals' limited time, energy and resources. Therefore, most university students, as individuals, have to balance part-time jobs, family commitments, and extra curricula activities alongside their academic commitments (Hom, 2010). This may make them more vulnerable to role conflict.

Lenaghan and Senguta (2007) state that role conflict can be a source of stress and absenteeism among university female students as they demand time from students; this negatively affect students' role satisfaction.

Role conflict, as already defined, is when there are too many roles at one time for an individual to handle responsibilities which are to be executed at once (Butler, 2011; Chang & Hancock, 2003). It is usually a result of extremely lofty demands that one cannot meet in the allocated time. An individual who plays too many roles will find it very difficult to fulfil all of them successfully or adequately. A student, per se, has many roles to perform at the university besides attending to the family, work or societal roles. Role conflict occurs when duties which are unable to coexist develop due to a single role status or multiple role statuses (Goode, 1960). It can be experienced for either a short period of time or a long period of time and may be linked to situational experiences. Lenaghan and Senguta (2007) posit that role conflict which affects students mostly is "inter-role conflict." Inter-role conflict is from different statuses, that is, student, parent, sibling, athlete etc. For example, a student may want to attend a seminar or lecture and at the same time take care of a baby. That student, it can be concluded, suffers from role conflict because she cannot leave the baby alone or attend the lecture with the baby; she cannot pursue parenthood and academic work effectively. Role conflict may affect mostly part-time students as most of them assume more than one role.

Role conflict inevitably leads to worries and anxieties as each role comprises an innate yet distinct set of intertwined and competing duties that present as stressors (Wadesango & Machingambi 2011; McLeod & Lively, 2007). One experiences role conflict when one finds oneself pulled in diverse directions as one tries to react to the many statuses one holds. This large number of responsibilities contributes to the hassles an individual encounters in an average day. Conflict may also occur when persons differ about what the expectations are for a particular responsibility or when someone merely faces difficulties in satisfying expectations because either duty is ambiguous, too hard, or disagreeable. Thus, common sense would indicate that the more roles students play, the more role conflict they will encounter. Therefore, this study sought to determine female students' perceptions on role conflict and role satisfaction.

Scholars, by adopting the role conflict approach,

focused on how problems and conflicts in responsibilities drain and pre-occupy the individual, making it difficult to achieve a successful or satisfactory role fulfilment, for example, academic success (Moen, 2003). All institutions (university, family and society) require exclusive dependability, high flexibility and virtually unrestricted time constraints (Lenaghan & Sengupta, 2007). This is because all role obligations should be met without bringing suffering to domains that one is involved in simultaneously such as one's studies and family. Women, especially, because of their numerous role situations are more vulnerable to role conflict (Haralambos & Holborn 2008). This implies that perceptions of role demands can be more powerful predictors of role conflict than the actual role situations themselves.

It is against this background that perceived role conflict has become a reality of university life. University students play a multiplicity of roles, each having a greater or lesser amount of intrinsic pressure (Boardman & Bozeman, 2007). Hence the study investigated on the impact of role conflict on role satisfaction.

The following objectives guided the study:

- 1) Explore female students perceptions on role conflict and role satisfaction
- 2) Examine factors that influence students' role satisfaction.

## METHODOLOGY

### Research design:

The present study sought to establish undergraduate female students' perceptions on role conflict and role satisfaction. To do so, it adopted a descriptive phenomenological research design following Husserlian philosophy. The study required an in-depth study from the participants' point of view, thus emphasizing on originality and rigour (Englander, 2012). Edmund Husserl (cited in Finlay, 2009) aims at establishing a rigorous and impartial approach that appears to arrive at an understanding of human consciousness and experience as phenomenological descriptive design is defined as the study of the life world human experiences. Undergraduate students' experiences are real and not artificial. Hence, there was need to use the phenomenological descriptive design (Gray, 2009). Descriptive (transcendental) phenomenology goes beyond individual experience by reducing the reported experiences from individuals into patterns and themes so that the commonalities can be understood (Finlay, 2009).

Descriptive phenomenology allowed the researchers to reveal vital general meaning structures of role conflict.

### Population and sample:

The population of this present study comprised of undergraduate students from one of the tertiary institution in the city and their lecturers. Four hundred (400) students and twenty (20) lecturers served as the population of this study. The study population was from one faculty and was within the radius of ten kilometres from where the researchers work and reside hence accessibility to any chosen participant was not difficult. Keeping in mind the requirements of descriptive phenomenological study, the researchers targeted this particular group of students in the full knowledge that it did not represent the wider institution population, since the primary concern in phenomenological sampling is not to generalise the findings (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2013; Leedy & Ormrod, 2010).

The researchers used a sample of twenty undergraduate students and five lecturers who were stratified purposefully selected. The departments were the stratus within which the population was grouped as this created a sample which mirrored the five departments in the school. Participants were purposefully selected because each department was to be represented by students and a lecturer who had more teaching modules in the undergraduate group under study as they had rich information concerning their students. The researchers focused on a small sample size so as to gather rich and detailed information from the participants. This enabled the researchers to produce accurate descriptions. Onwuegbuzie and Leech (2007) state that, if the sample is too large, the qualitative researcher(s) will be overwhelmed by data.

### Instrumentation:

The researchers aimed at finding out undergraduate students' experiences, their concerns and feelings regarding role conflict and satisfaction. The current study lends itself to the use of in-depth interviews and focus group discussions from lecturers and undergraduate students respectively. The use of the two instruments enabled the collection of in-depth, rich and thick data that could be used as the basis for analysis (Holloway & Wheeler, 2010). In-depth interviews involved asking participants open-ended questions and probing wherever necessary to obtain rich data as well as discover

participants' feelings. Credibility, as a factor of trustworthiness was accomplished by engaging with the participants through in-depth interviews while dependability was ensured by collecting and accurately recording data.

#### **Data analysis:**

Data were thematically analysed. Emerging themes were presented and analysed according to the research objectives.

#### **Ethical issues:**

Research ethical issues were observed in all stages of this study, paying particular attention to consent and confidentiality. Creswell (2014), states that the essence of anonymity is also critical so that information provided by participants do not reveal their identity. Thus, anonymity was enhanced by use of codes during data collection. All the participants voluntarily participated in this study.

## **RESULTS AND DISCUSSION**

#### **Participants' profile:**

During the in-depth interviews with the lecturers, questions were asked, in order to obtain the biographic data of the research participants, especially with regards to gender, length of stay at the institution and their professional experience. An analysis of the research participants' personal and professional background enabled the researchers to ascertain their knowledge of the impact of role conflict on role satisfaction among undergraduate students. Information on the participants' professional experience particularly contributed to the researchers' understanding of their professional maturity with regard to social assessment and handling of adult students.

Undergraduate student marital and employment status were important aspects in this present study as they determined lecture attendance as well as study time. The majority of student participants were either married, divorced or widows, meaning they had a family somehow. These made them have more conflicting roles with the student role as family social roles were seen to be more contrary to the demands of student role. In this study, more than half were employed with the majority doing part-time jobs to make ends meet. Hence, student employment status was closely linked to student role conflicts since being employed contributed to role overload.

For example, most of those who were employed full-time, they did not have chance to visit the library and they also felt tired because of work commitments. Thus, for student roles to be performed to the optimum, the student should occupy less demanding roles and those which can be prioritised according to the level of importance as time is the most challenging resource in role execution and role satisfaction. In this study, the student role was given first priority because at the end of the course, good grades must be earned.

#### **Role conflict negatively influenced the students' learning process:**

The majority of student participants, especially married ones, indicated that they experienced role conflict on a daily basis. Continuous role conflict was reported to be the major problem in their studies as it stalwartly led to role contagion. It is, therefore, difficult to concentrate and perform to the best if one thinks of something else while in the lecture room. The following excerpts confirm the results:

*Most frequently, Ummm... I sometimes get carried away from what I will be doing especially when I try to concentrate on my books; a lot of thoughts get into my mind. (IS- Dolly).*

I face a big problem when the same mind has to think about school work, as well as think of other pertinent social issues (FG- 16).

The following interview responses indicate how undergraduate students experienced role conflict and role contagion:

*Role conflict is the order of the day as parental duties are daily duties and they are stressful. I find it difficult to balance them with college work because they may be required to be done at the same time. I wish the day had more than twenty-four hours. (IS- Pretty).*

In confirmation of the above, another student had this to say:

*My core duties are incompatible, forcing me to make a decision which is difficult. That is deciding which one to prioritise and which one to ignore (FG- 4).*

Responses from the questionnaires also confirm that most undergraduate students frequently experience intra-role contagion. Some students wrote:

*Frequently, as a student, I experience role contagion. Like, in a lecture, I might be thinking of an assignment which is due and it always takes me a lot of time to come back to my senses regarding the performed role. (QR-B)*

*Very often, I try to avoid thinking of my kids at home but it is unavoidable. I have noticed that this disturbs my concentration during lectures. (QR- L)*

Responses from many undergraduate students indicated that a good number of students have missed lectures at one time or the other with some being half-absent due to dozing or coming late and leaving early. Only a few showed that they attend all lectures. About half of the undergraduates indicated that they rarely get to lectures in time. They are always late and sometimes they are asked to stay out of lectures since their coming in late disturbs those who would have come in time. When responding to the questionnaire, one student mentioned that they did not attend lectures regularly:

*Yes. I miss a lot of lectures. I was once called by the student affairs department when a good number of lecturers reported that I am not attending lectures. (QR- F).*

The same was echoed during interviews by one participant who said:

*Sometimes I sleep very few hours that I cannot make it for the first lecture. If I have an 8 o'clock lecture, it means I will get there thirty minutes late. My lecturers gave me a nickname "vesure" (meaning late comer) but I can't help it because sometimes I can't get up early because of severe headaches. (IS-Tadi)*

Responses from educators also indicated that a hundred percent lecture attendance every day was, in most cases, not possible at the university. When they were asked if their students sometimes miss lectures for some reasons, they all indicated that in most lectures, one or two students miss the lecture in small groups and big numbers in larger groups.

One of the lecturers indicated that:

*Absenteeism is the order of the day and they always give genuine reasons of social problems. In the first days I was very worried but I am now used to it though it is*

*very annoying in smaller classes. (IL- Moyo).*

Other lecturer participants also highlighted that some students attend lectures, but do not concentrate due to dozing, coming too late or leaving early. This results in half-absenteeism and it impacts negatively on their academic performance. The following verbal quote reveals one lecturer's perception of absenteeism.

*I prefer students who are totally absent because half-absenteeism irritates me more. They come and doze while you are teaching even if you speak at the top of your voice. Some come very late or leave before the end of the lecture, disturbing the flow of the lecture. (IL- Shumba).*

On the question on how students make up for the lost time when they miss lectures or when there are some lecture disturbances, most students had the same strategy of asking their classmates to give them notes or to explain what they had learnt. Surprisingly, most of them did not mention approaching the lecturer to learn more and get first-hand information. This is evident in the following responses:

*When I miss lectures, I get notes from my classmates and write or photocopy them. (QR- C).*

*I ask my colleagues to explain to me or teach me during discussions. (QR-J).*

The majority of the lecturers, however, admitted that it is very difficult to help students compensate for lost time because lecturers and students themselves have very busy schedules and some groups were too large, making it impossible to attend to them all. This indicates that students hardly get direct help from their tutors if they miss lectures hence exercising distance learning. One lecturer said:

*You know, it is very difficult to compensate for lost time because the time table is very tight. I just instruct them to get notes from others to photocopy, read and discuss as groups. The major problem is they have too much pressure that they won't have time to study to compensate for the lost time. (IL-Ncube).*

Another lecturer also indicated that:

*It's quite difficult because I have many modules to teach and a lot of marking. I do not have even time to do research or rest, so*

*assisting students to compensate for the lost time is a real challenge. (IL- Moyo).*

Role conflict negatively impacted on student role satisfaction

When students were asked whether they performed their duties efficiently, the majority admitted that most of their duties were not up to expected standard, meaning that they are not done well because the duties were not receiving full attention. Almost all the student participants indicated that time is a major limiting factor as they did not get enough time to do all their duties well; only two pointed out that they do their duties effectively. The following responses from in-depth interviews and questionnaires confirm the findings:

*Duties are not at all done efficiently because time is the limiting factor. Most of the time, I leave half-done tasks and I always feel that if I had less responsibilities, I would perform far much better in class than what I do. (IS- Sarah).*

Some students illustrated this incisively:

*All my duties are not receiving sufficient attention. My main subject lecturer always complains about my performance in both exams and assignments but I can't help it because I have many responsibilities. (IS- Betty).*

*Sometimes I fail to effectively do my duties due to pressure of work. (QR- M).*

The majority of the undergraduate students indicated that they could do far much better in their school work if they had fewer problems. They are not satisfied with the performance grades they earn after writing assignments or examinations. The following narrative from a student confirms that she was not satisfied with her performance:

*I sometimes feel very worried because of my performance in class and assignments. This semester I had two assignment re-writes because I had done them hurriedly without going to the library to search for information (IS- Mary).*

The other student also stated that she was not satisfied with her performance and added that she had increased student role overload because of the courses she had failed. She had this to say:

*I am not satisfied with my performance. Last semester's results were displeasing with many*

*3s (50-59% pass range, lowest pass grade) and two courses to carry forward. It's really disturbing because I am now doing eight modules this semester which is very cumbersome. (IS- Pretty)*

Responses from the student questionnaire demonstrated dissatisfaction as they also indicated that students themselves are not satisfied with their performance at college. They argued as follows:

*The standard of my school work is compromised by household chores. I do not have time to do my studies or even for exam preparing discussions.*

*To be honest, I am not happy with my last semester's results. (QR- S).*

The other student also concurred with the above observations as follows:

I am not satisfied though the results I get tally with the effort I put in. My challenge is that I do not have enough time to concentrate on my school work so that my performance can reflect the real me. Because of this, my results are of poor quality which I do not like. (QR- E).

Playing many roles meant that undergraduate students had to strategise and plan their duties taking into consideration time and other resources so as to meet the role demands. This finding confirms Goode's (1960) theory which asserts that the desire to perform all of the responsibilities leads to role conflict. In this present study, most of the listed duties were incompatible, for example, performing parental duties while at college. This was contrary to student role demand which requires a devoted student capable of attending all lectures and one who has enough time to study to meet all the student role expectations. This needs expertise and dove-tailing skills so as to meet role expectations of all the duties. For example, a participant, in this present study, was required to write examinations, as well as attend to an ailing baby. When one is a parent, the children's welfare is more important than anything else. Thus being a parent entails a lot of duties most of which are incompatible with or contrary to the student role.

The addition of the student role or other social roles or vice-versa seemed to bring more role conflict as most students were already overloaded. Research has shown that the student role is demanding and it conflicts with many other social roles (Giancola, Grawith & Borchert,

2009). Since most undergraduate students are young adults or mature people, most of whom have families, family roles are always present and demanding. University students who were parents had inherent problems in managing their study activities in conjunction with their parental roles, as it is natural for one to consider family first before anything else. This was the same with the most undergraduate students as they faced problems when they tried to cope with the student role and other social roles. This finding corroborates with Marmot and Wilkinson's (1999) model which shows that the majority of people's health is determined by their positions in society.

Findings on role contagion revealed that the greater number of students frequently experienced it. Role contagion was inevitable among undergraduate students because they played many roles as already mentioned above. Role contagion is known as the major disturber of the information processing in the short term memory as it is the same memory which is burdened (Wormus, 2010). This implies that as undergraduate students experienced it more often, their academic engagement was negatively affected and, consequently, academic achievement. As revealed in participants' responses, some students missed concepts in lectures and were not different from those who were absent. Thus some found it difficult to catch up with the rest. This finding, from the present study, concurs with Wadesango and Machingambi's (2011) results which assert that role contagion leads to absenteeism of the mind thus making it difficult for learning to take place.

The current study finding on role contagion identifies it as a concealed time waster. This is because, when one is thinking of something else while executing another duty, the two duties will not get full attention, resulting in unsatisfactory results. This simply means that most undergraduate duties were not perfectly performed as students often experienced role contagion. Role contagion, according to Brunner and Marmot (2003), is closely linked to cognitive dissonance. In this current study, undergraduate students encountered conflicting thoughts which resulted in them wasting the limited time they had to meet the role demands. These uncomfortable tensions lead to extreme mental stress. This would, in turn, impact negatively on the academic engagement of undergraduate students. Therefore, the researchers can safely conclude that most undergraduate who participated in the study were not performing to their best.

Due to role conflict, this study revealed that the majority of undergraduate students were not satisfied with their student role behaviour and role performance. These findings are unique because the majority of students were not happy with the grades they were attaining for their assignments and examinations. Low grades are not satisfying because these affect one's overall degree class. Some mentioned having supplementary examinations or repeats. This worsened their student role burden because they needed to work extra hard to pass both current modules and those carried forward. All these worries lead to anxiety which will, in turn, affect concentration in class or when one is studying. Anxiety, according to Barrows, Dunn & Lloyd (2013), contributes to the impairment of cognitive functions.

The results also revealed that most students did not perform their student role satisfactorily or to the expected standard. Numerous reasons, such as having to handle many social duties, were given for not performing the student role efficiently and effectively. This means students as many as they are so as different reasons which lead to poor student role behaviour. Inadequate time and conflicting or contradictory role demands were mentioned as some of the major barriers to role fulfilment. These findings are similar to those of Mamhute (2011) who revealed that most undergraduate students, especially women experience role conflict. Each role demands attention and handling them at the same time leads to stress and, consequently, inefficiency in role fulfilment.

In this current study, it also emerged that most undergraduate students' duties were hurriedly done and sometimes half-done, hence executed below the expected standards. These results are also consistent with those of McKenna and Dunstan-Lewis (2004) who opined that time constraints is a very serious challenge for students. They revealed that time commitments and physical exhaustion were the most frequently reported challenges facing university students in all universities in the United Kingdom.

This study also revealed that most lecturers were worried about how their students performed their student roles. This simply means they were not quite satisfied with their students' work. Mlambo (2011) posits that handling the academic workload is determined by a number of factors which may be situational, meaning that undergraduate students need to be positive in their thinking all the time and to be prepared to meet the expected role

challenges, in order to achieve their academic goals. This is very crucial since, for most students it will be their first time to leave home or the very close ones. For undergraduate students, leaving home for the first time could be a big challenge. This is line with Norouzi's (2012) argument that academic performance is influenced by environmental and/or personal factors.

In this study, most undergraduate students showed that they were getting used to the new environment and the physical and emotional challenges they met in role fulfilment. These results are consistent with those of Crous *et al.* (2000) who argue that undergraduate students end up getting acclimatized to the pressures of role demands despite the physical, emotional and psychological impact they cause. Role conflict, in this case, resulted in some casualties such as late submission of work and sub-standard work in assignments, presentations and examinations.

The study also revealed that missing lectures was prevalent among undergraduate students. Both students and lecturers admitted that absenteeism was the order of the day. It was observed that there was no one hundred percent lecture attendance at any given time. This affected student grasp of concepts and disturbed the continuity of concepts development. Missing lectures was contrary to university regulations which stipulate the number of contact hours which are mandated for each course so as to achieve optimum academic achievement. These hours are indispensable for both lecturers and students as they need to cover course modules and prepare for examinations. Absenteeism, due to role conflict was therefore, another key factor which negatively affected academic achievement.

The other three factors which were closely linked to absenteeism mentioned in this current study were dosing in class, coming late for lectures and leaving early. These affected the flow of lectures and also disturbed the concentration of those learning. The movement and settling down of those who came late resulted in a lot of learning time being wasted. The findings of the study are similar to those of Mushtaq and Khan (2012) who noticed that partial absenteeism results in weak students becoming weaker, thereby affecting their academic performance. These factors were also seen to impact negatively on the emotional learning environment. Thus, when lecturers and students are psychologically and emotionally prepared for teaching and learning, they should not be disturbed to allow them to achieve optimum

academic performance. Student absenteeism, therefore, leads to the reworking of some tasks and a waste of time for students and lecturers (Dobkin, Gil & Marion, 2007).

All lecturers in the study recommended that students should attend all lectures, budget their time and prioritise duties in order to perform well in their studies. They also revealed that procrastination increased their role conflict. Procrastination is the thief of time, which has resulted in students failing to meet assignment deadlines and also not preparing for examinations adequately. This was because all students were too quick to respond to other social roles which were incompatible with their student roles.

### **Conclusion and Recommendations:**

The study concludes that role conflict negatively influenced the students' learning process as their academic engagement was affected by absenteeism, role contagion or physically unfit. These challenges consequently led to role unsatisfaction.

The study therefore recommends that undergraduate students should be monitored and given professional guidance so as to minimise role conflict and achieve optimum academic performance.

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