

BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SCIENCE EDUCATION

BACHELOR OF SCIENCE EDUCATION HONOURS DEGREE IN BIOLOGY



An analysis of interrole conflict of rural secondary school female learners in Ward 11, Rushinga District, Zimbabwe.

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FUFILMENT OF THE
REQUIREMENTS OF THE BACHELOR OF SCIENCE HONORS
DEGREE IN BIOLOGY EDUCATION.**

JUNE 2024

Approval Form

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SECONDARY SCHOOL FEMALE LEARNERS IN WARD 11, RUSHINGA DISTRICT,
ZIMBABWE.**

DEGREE : HONOURS BACHELOR OF SCIENCE EDUCATION, BIOLOGY

DEPARTMENT : SCIENCE AND MATHEMATICS EDUCATION

YEAR AWARDED : 2024

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DECLARATION FORM

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DEDICATION

I dedicate this dissertation to my loving husband, my daughters, family and parents who have stood by me during my studies. I am so grateful for your encouragement and the love that you showed me throughout this journey

ACKNOWLEDGEMENTS

Firstly, I would like to give all the praise and glory to God, for, without Him nothing is possible. I would like to thank a few extraordinary people for their support during this journey. My sincere gratitude goes to my supervisor Doctor Mhishi for his patience, leadership, and guidance during the time I was working on this dissertation. I could not have asked for a better supervisor. Thank you for believing in me, without you this dissertation would not be completed. I would like to thank my husband, Andrew Gombakomba for financial support, encouragement and giving me ample time to work on this project. I would also like to thank my parents, family and friends for the words of encouragement, support and advices that kept me going throughout this research. I really appreciate and I am so blessed to have you in my life.

ABSTRACT

This qualitative study aims to analyze the interrole conflict experienced by rural secondary school learners in Ward 22, Rushinga District, Zimbabwe. The research employs qualitative data collection methods. Qualitative data was collected through in-depth interviews and focus group discussions with selected participants, providing a deeper understanding of the learners' experiences and perspectives, particularly those of female learners. The study found that female rural learners in Ward 22 experienced a higher degree of interrole conflict compared to their male counterparts, which had a significant negative impact on their educational outcomes. Based on the findings, the study recommends that the Ministry of Primary and Secondary Education, in collaboration with relevant Non-Governmental Organizations, should implement targeted interventions to address the specific challenges faced by female rural learners, such as providing additional academic support, counseling services, and gender-sensitive policies to promote their educational success.

Key Words: coping mechanisms; educational outcomes; interrole conflict; rural learners; secondary education

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Chapter 1

Introduction and Background

1.0 Introduction

Education plays a crucial role in the development and empowerment of individuals in any society (Chikuvadze, 2023). In rural areas, however, learners often face unique challenges that may hinder their educational progress (Hlalele, 2018]. One such challenge is interrole conflict, which refers to the conflicting demands and expectations placed on individuals as they juggle multiple roles and responsibilities (Chidarikire, Muza & Beans, 2022). This research aims to analyze the interrole conflict experienced by rural learners in Ward 11, Rushinga District, Zimbabwe, with a particular focus on understanding the experiences of female learners. In this chapter, the researcher dealt with background of the study, statement of the problem, research aim, assumptions of the study, significance of the study, limitations of the study, delimitation of the study and chapter summary.

1.1 Background of the Study

Rural secondary school learners in Zimbabwe encounter various socio-economic and cultural barriers that impact their educational journey. These learners often have to balance their academic responsibilities with household chores, agricultural activities, and other familial obligations. The interplay of these roles can lead to conflict and adversely affect their educational outcomes (Chikwanda, 2024). Understanding the nature and extent of interrole conflict experienced by rural learners is essential for designing targeted interventions to support their educational development. According to Nhumba (2023) it has shown that, individuals dealing with stress in distinct forms, some individuals may see stress-related events as a challenge or an opportunity to learn or grow and will cope with stress by implementing positive coping techniques, while others will perceive stressful events as a burden or work-overload and may implement negative or maladaptive coping mechanisms. Interrole conflict can cause an

individual to feel pressured by the multiple demands of their roles, which can result in feelings of stress (Gumbo, 2024). During examinations many rural secondary schools undergo extensive stress due to different responsibilities in their personal life. In addition, rural female learners may be involved in tiresome domestic work such as cattle heading, fetching firewood and water, on the other hand, school work needs their attention (Kufakunesu & Chinyoka, 2022).

1.2 Statement of the Problem

The rural learners in Ward 11, Rushinga District, Zimbabwe, face interrole such as studying, doing domestic work and other social responsibilities, this may lead to conflicts between themselves, parents, teachers, peers and community members as they navigate their academic pursuits while managing their household and community responsibilities. However, there is a lack of comprehensive research that explores the specific challenges faced by these learners, particularly female learners. Therefore, this study aims to address this gap by investigating the interrole conflict experienced by rural learners in the mentioned area.

1.3 Research Aim

The aim of this research is to analyze the interrole conflict experienced by rural learners in Ward 11, Rushinga District, Zimbabwe, with a focus on understanding the experiences of female learners.

1.4 Research Objectives

The research objectives are as follows:

1.4.1. To identify the sources and factors contributing to interrole conflict among rural learners.

1.4.2. To examine the impact of interrole conflict on the educational outcomes of rural learners.

1.4.3. To explore the coping mechanisms employed by rural learners to manage interrole conflict.

1.4.4. To assess the gender-specific aspects of interrole conflict experienced by female

rural learners.

1.5 Research Questions

The research questions guiding this study are as follows:

1. What are the major roles that rural secondary school female learners juggle?
2. What are the sources contributing to interrole conflicts?
3. How does interrole conflict impact the educational outcomes of rural female learners?
4. What coping mechanisms do rural female learners employ to manage interrole conflict?

1.6 Assumptions of the Study

The study assumes that interrole conflict is a significant challenge for rural learners in Ward 11, Rushinga District, Zimbabwe, and that gender plays a crucial role in shaping the experiences of female learners. It also assumes that there are coping mechanisms employed by rural learners to manage interrole conflict. Following are the Assumptions of this study:

Firstly, Interrole conflict exists among rural secondary school learners in Ward 11, Rushinga District: The assumption is that there is a conflict between different roles or responsibilities that students have to fulfill, such as academic commitments, household chores, and familial responsibilities. The research assumes that this conflict is present in the specific context of Ward 11, Rushinga District, Zimbabwe.

Secondly, rural secondary school learners in Ward 11, Rushinga District face unique challenges: The assumption is that the rural setting and specific socio-economic conditions in Ward 11, Rushinga District contribute to the interrole conflict experienced by secondary school learners. Factors such as limited access to resources, cultural norms, and community expectations may play a role in creating conflicts between different roles.

Thirdly, interrole conflict affects the well-being and academic performance of rural secondary school learners: The assumption is that the conflicts arising from the

balancing of different roles have negative consequences on the well-being and academic performance of the students. The research assumes that these conflicts may lead to stress, reduced academic engagement, lower grades, and overall dissatisfaction with their educational experience.

Fourthly, there is a need for interventions to address interrole conflict in rural secondary schools: The assumption is that the findings of the research will highlight the significance of interrole conflict and provide insights into the specific needs of rural secondary school learners in Ward 11, Rushinga District. It assumes that the research will support the development of interventions or strategies to mitigate interrole conflict and enhance the overall well-being and academic outcomes of the students.

Lastly, participants will provide accurate and honest information: The assumption is that the participants in the research study will respond truthfully and accurately to the survey questions, interviews, or other data collection methods employed. The research assumes that participants will be cooperative and provide reliable information that reflects their experiences and perceptions of interrole conflict.

1.7 Significance of the Study

This study is significant as it will contribute to the existing literature on interrole conflict among rural learners in Zimbabwe. The findings will provide insights into the specific challenges faced by female learners and inform policymakers, educators, and relevant stakeholders about the need for targeted interventions to support rural learners in managing their multiple roles effectively. The study on the analysis of interrole conflict of rural secondary school learners in Ward 11, Rushinga District, Zimbabwe carries several significances for various stakeholders, including teachers, rural learners, the Ministry of Primary and Secondary Education (MoPSE), community members, and counselors.

a. Teachers:

The study can increase teachers' awareness of interrole conflict among rural

secondary school learners. It highlights the challenges students face in balancing their academic responsibilities with other roles and responsibilities they may have at home or in their communities. In addition, teachers can use the findings to develop appropriate instructional strategies that consider the learners' multiple roles and responsibilities, thus enhancing teaching effectiveness. By understanding the interrole conflict faced by learners, teachers can create a more supportive and empathetic learning environment, providing necessary support and guidance to help students manage their conflicting roles.

b. Rural learners:

The study helps rural learners become aware of the interrole conflict they experience. It validates their experiences and provides a platform for dialogue and understanding. More so, the findings can identify potential coping strategies for learners to manage interrole conflict effectively. This may include time-management techniques, communication skills, and seeking support from teachers, peers, or counselors. By addressing interrole conflict, learners can potentially experience improved academic performance and reduced stress levels, leading to enhanced educational outcomes.

c. Ministry of Primary and Secondary Education (MoPSE):

The study's findings can inform the development of policies and guidelines by MoPSE to address interrole conflict among rural secondary school learners. This can lead to more inclusive and equitable educational practices. In addition, the study can guide the allocation of resources, such as counseling services or additional support mechanisms, to rural schools and learners facing interrole conflict. More so, the insights gained from the study may contribute to broader educational reforms aimed at addressing the unique challenges faced by rural learners.

d. Community members:

The study can foster community awareness and involvement in supporting rural secondary school learners. It encourages community members to understand and empathize with the learners' challenges, leading to a more supportive community

environment. In addition, community members can collaborate with schools and other stakeholders to implement initiatives that address interrole conflict, such as after-school programs, mentoring, or vocational training opportunities.

e. Counselors:

The study can guide counselors in designing interventions and counseling programs specifically tailored to address the interrole conflict experienced by rural secondary school learners. By understanding the unique challenges faced by learners, counselors can provide appropriate support services, including individual or group counseling, workshops, and referrals to specialized services when necessary. Overall, the significance of the study on the analysis of interrole conflict of rural secondary school learners in Ward 11, Rushinga District, Zimbabwe extends to promoting awareness, guiding interventions, informing policies, and creating a supportive environment for all stakeholders involved in the education and well-being of rural learners.

1.8 Limitations of the Study

This research may have some limitations, including the potential for sample bias, as it focuses on a specific ward in Rushinga District, Zimbabwe.

Following are some of the limitations:

Time Constraint

The study was conducted by working student, who may have limited time available due to other commitments such as family, educational commitments among others. As a result, the student seeks work leave an optimize the research timeline to ensure adequate time for data collection and analysis.

Financial Constraints

As the study was undertaken by low income earner student, financial resources are limited.

To mitigate this the researcher used her personal savings and sort financial assistance to support the study.

Access to Participants

Reaching out to rural secondary school female learners in Ward 11, Rushinga District, Zimbabwe, have been challenging due to geographical barriers or limited communication channels. The researcher established strong partnerships with local schools, community leaders, and organizations to facilitate access to the target population. To consider using a combination of in-person and remote data collection methods to overcome accessibility issues. By addressing these limitations and implementing the proposed solutions, the researchers can enhance the quality, reliability, and generalizability of the study on interrole conflict of rural secondary school female learners in Ward 11, Rushinga District, Zimbabwe.

1.9 Delimitation of the Study

Geographical Location

The study was delimited to the rural secondary schools located in Ward 11 of the Rushinga District, Zimbabwe. This geographical focus was chosen due to the researchers' specific interest in understanding the interrole conflict experienced by female learners in this particular rural setting. The Rushinga District is located in the northern part of Zimbabwe, bordering Mozambique. It is predominantly a rural area with a significant agricultural-based economy. By focusing the study on Ward 11 within this district, the researchers aimed to gain insights into the unique challenges and experiences of female learners in a specific rural community.

Scope Boundaries

The study was delimited to the investigation of interrole conflict experienced by rural secondary school female learners in Ward 11, Rushinga District, Zimbabwe. This scope focused on the following aspects:

Target Population. The study specifically examined the interrole conflict faced by female learners enrolled in rural secondary schools within Ward 11, excluding male learners and students from other educational levels.

Interrole Conflict. The research was delimited to the analysis of interrole conflict, which refers to the challenges and tensions experienced by individuals when fulfilling multiple roles, such as student, family member, and community participant. By delimiting the study to the geographical location of Ward 11 in the Rushinga District and the scope of interrole conflict among rural secondary school female learners, the researchers aimed to provide a focused and in-depth understanding of the challenges faced by this specific population in their local context. This targeted approach allowed for a more comprehensive investigation and the potential to generate insights that could inform interventions and policies tailored to the needs of the community.

1.10 Definition of Key Terms

1.10.1 Rural secondary school learners: These secondary schools learners who reside in rural areas and are enrolled in educational institutions within those areas (Ministry of Primary and Secondary Education, 2023).

1.10.2 Conflict: A state of disagreement or disharmony arising from incompatible roles, demands, or expectations (Dube, 2020).

1.10.3 Zimbabwe: A landlocked country located in Southern Africa (Kanyopa, 2023).

1.10.4 Education: The process of acquiring knowledge, skills, values, and attitudes through formal or informal means (Kanyopa & Hlalele, 2023).

1.10.5 Females: Individuals who identify as women or girls, in the context of this study (Chikuvadze, 2023).

1.11 Summary

This research focuses on analyzing the interrole conflict experienced by rural learners in Ward 11, Rushinga District, Zimbabwe. In addition, the study recognizes the unique challenges faced by these learners in balancing their academic responsibilities with household chores, agricultural activities, and other familial obligations. Furthermore, the research aims to understand the experiences of female learners specifically. The background of the study highlights the socio-economic and cultural barriers that rural learners in Zimbabwe encounter, which can hinder their educational progress. Also, the statement of the problem emphasizes the lack of comprehensive research on the specific challenges faced by rural learners in Ward 11, particularly female learners. Again, the objectives of the study include identifying the sources and factors contributing to interrole conflict, examining the impact of such conflict on educational outcomes, exploring coping mechanisms employed by rural learners, and assessing gender-specific aspects of interrole conflict experienced by female learners. The research questions guide the study by exploring the sources and factors of interrole conflict, its impact on educational outcomes, coping mechanisms, and gender-specific aspects for female learners. Moreover, the assumptions of the study include the significance of interrole conflict for rural learners, the influence of gender on experiences, and the existence of coping mechanisms. The significance of the study lies in contributing to the existing knowledge on interrole conflict among rural learners in Zimbabwe. Findings will provide insights into the challenges faced by female learners and inform policymakers, educators, and stakeholders about the need for targeted interventions to support rural learners in managing their multiple roles effectively. Again, the limitations of the study include potential sample bias and the lack of generalizability beyond Ward 11, Rushinga District. The delimitation of the study specifies its focus on rural learners in this specific ward, excluding urban areas and other districts in Zimbabwe. Key terms are defined as follows: rural learners are students residing in rural areas, conflict refers to disagreement arising from incompatible roles or expectations,

Zimbabwe is the research location, education is the process of acquiring knowledge and skills, and females are women or girls in the context of the study. Lastly, the next chapter 2 will be discussed.

Chapter 2

Literature Review

2.0 Introduction

This chapter provides a comprehensive review of the existing literature on interrole conflict among rural learners, with a specific focus on female learners. The review aims to identify key concepts, theories, and empirical studies that contribute to the understanding of interrole conflict and its impact on educational outcomes. The literature review also explores the factors contributing to interrole conflict, coping mechanisms employed by rural learners, and gender-specific aspects of interrole conflict experienced by female learners. The literature review provides a comprehensive overview of interrole conflict among rural learners, focusing on the experiences of female learners. It highlights the factors contributing to interrole conflict, the impact on educational outcomes, coping mechanisms employed by learners, and gender-specific aspects of interrole conflict. The review of existing literature serves as a foundation for the empirical investigation in this study, guiding the research design, data collection, and analysis. The findings from this study will contribute to the existing knowledge base and inform interventions aimed at supporting rural learners, particularly female learners, in managing their multiple roles effectively.

2.1 Theoretical Framework

In this study on interrole conflict among rural studies, the researcher is of the view that role theory is the most appropriate theoretical framework of this study. This theoretical framework aims to explore and understand interrole conflict by drawing on role theory. Role theory suggests that individuals occupy multiple roles within society, and conflicts can arise when the demands and expectations associated with these roles are incompatible (Dube, 2023). Employing role theory as a lens, researchers can gain insights into the causes, consequences, and possible strategies for managing interrole conflict. Interrole conflict occurs when the demands and expectations of different roles

that an individual occupies are incompatible or mutually exclusive (Chidhakwa, 2020). These roles can be based on various dimensions, such as work, family, community, and personal interests. For example, a working parent may experience interrole conflict when the demands of their job clash with their responsibilities as a parent. The theoretical framework of interrole conflict recognizes that individuals experience tension, stress, and difficulties in balancing and fulfilling the expectations associated with their multiple roles (Lunga, 2020).

Role theory provides a theoretical foundation for understanding interrole conflict. Roles can be defined by social institutions, cultural norms, and personal choices. For instance, societal roles may include being an employee, a spouse, a parent, a friend, or a community member. Role theory posits that conflicts can arise when the expectations and demands associated with these roles are incompatible or contradictory (Chikuvadze, 2023). Role salience is a crucial aspect of role theory that influences interrole conflict. Role salience refers to the importance or significance individuals assign to their different roles (Biddle, 2023). Some roles may be more salient or central to an individual's identity, while others may be peripheral. Conflicts arise when salient roles place high demands on an individual's time, energy, and resources, leading to neglect or compromise in other roles (Tarisayi, 2023). The conflicting demands of salient roles contribute to interrole conflict.

Role conflict is a key concept within role theory that aligns with interrole conflict. Role conflict occurs when the expectations and demands of different roles that an individual occupies are in direct opposition (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 2024). This conflict can arise when the requirements of one role interfere with the ability to fulfill the obligations of another role. For example, a professional may experience conflict when work-related commitments conflict with familial responsibilities (Kanyopa & Hlalele, 2023). Role conflict is a significant source of interrole conflict. Role theory offers insights into potential strategies for managing interrole conflict. These strategies include role negotiation, role compartmentalization, role prioritization, and role enhancement (Kahn et al., 2024). Role negotiation involves communication and

negotiation with relevant parties to establish clear expectations and boundaries. Role compartmentalization refers to mentally separating different roles to minimize conflict and maintain focus in each domain (Chidarikire & Nyokanhete, 2024). Role prioritization involves identifying and prioritizing the most salient roles to allocate time and resources accordingly. Role enhancement emphasizes seeking opportunities for synergy and integration between different roles, aiming to create a harmonious balance.

Therefore, this theoretical framework of interrole conflict drawing on role theory provides a comprehensive understanding of the conflicts and tensions that arise from the simultaneous involvement in multiple roles and responsibilities. Role theory offers insights into the causes, consequences, and potential strategies for managing interrole conflict. By examining the demands and expectations associated with different roles, researchers and practitioners can develop interventions and support systems to alleviate interrole conflict and promote well-being in individuals occupying multiple roles.

2.2 Factors Contributing to Interrole Conflict

Several factors contribute to interrole conflict among rural learners. Firstly, the gendered division of labor within households often places a heavier burden on female learners, who are expected to perform more domestic and caregiving responsibilities (Chidarikire, Muza & Beans, 2022). This unequal distribution of roles can lead to conflicts between academic pursuits and household duties. Secondly, the socio-economic context of rural areas, characterized by poverty, limited resources, and lack of infrastructure, further exacerbates interrole conflict (Hlalele, 2018). Learners may be required to engage in agricultural activities or income-generating tasks to support their families, which can impede their educational progress. Lastly, community expectations and cultural norms play a significant role in shaping the roles and responsibilities of rural learners (Chikuvadze, 2023). These expectations can create conflicts between the learners' academic goals and their obligations to participate in community activities or traditional ceremonies.

2.3 Impact on Educational Outcomes

Interrole conflict has a detrimental impact on the educational outcomes of rural learners. Firstly, the juggling of multiple roles and responsibilities can lead to time constraints, resulting in reduced study time and academic engagement (Dube, 2020). This, in turn, can negatively affect academic performance, leading to lower grades and limited educational opportunities. Secondly, interrole conflict can contribute to increased absenteeism and dropout rates among rural learners (Hlalele, 2018). Learners may be forced to prioritize their household or community responsibilities over their education, leading to disengagement from school. Lastly, interrole conflict can have long-term consequences, such as limited career prospects and perpetuation of the cycle of poverty (Chidarikire, Muza & Beans, 2022). The inability to balance multiple roles effectively can hinder learners' ability to pursue higher education or gain employment opportunities.

2.4 Coping Mechanisms

Rural learners employ various coping mechanisms to manage interrole conflict. These mechanisms can be categorized into individual-level and collective-level strategies. Individual-level strategies include prioritizing tasks, time management, seeking support from family and friends, and setting realistic goals (Dube, 2020). Learners may also engage in self-regulation and self-motivation techniques to overcome challenges. Collective-level strategies involve the support and collaboration of community members, teachers, and educational institutions (Hlalele, 2018). Community-based initiatives, mentorship programs, and flexible schooling arrangements can provide additional support to learners in managing their multiple roles effectively.

2.5 Gender-Specific Aspects

Gender plays a crucial role in shaping the experiences of female learners regarding interrole conflict. Female learners often face additional challenges due to gendered

expectations and societal norms (Chikuvadze, 2023). They may experience heightened pressure to fulfil traditional gender roles, such as caregiving, which can result in conflicts with their educational pursuits. Moreover, gender-based discrimination and unequal access to resources further compound the challenges faced by female learners in rural areas (Chidarikire, Muza & Beans, 2022). Understanding these gender-specific aspects is essential for developing targeted interventions that address the unique needs and experiences of female learners.

Literature review also focuses on first objective of this study, to examine the nature and extent of interrole conflict experienced by rural female learners in Zimbabwe comparing Zimbabwe studies done on this topic with South Africa, Nigeria, Britain and America.

Zimbabwe and South Africa have both been subjects of extensive research on interrole conflict experienced by rural female learners. In this section, we will provide a comprehensive literature review on Zimbabwean literature, while comparing it to the research conducted in South Africa on the same topic. Additionally, the researcher will identify the research gap in the existing literature and provide recent sources that contribute to the understanding of interrole conflict among rural female learners.

The literature on interrole conflict experienced by rural female learners in Zimbabwe reveals several important insights. A study conducted by Moyo et al. (2017) found that rural female learners in Zimbabwe face significant challenges in balancing their academic responsibilities with their household and familial duties. The study highlighted the pressure these learners face in meeting societal expectations, which often leads to conflict between their educational aspirations and domestic obligations. Similarly, another study by Ngwenya et al. (2019) examined the impact of interrole conflict on the performance of rural female learners in Zimbabwe. The researchers found that the conflict arising from multiple roles negatively affects the educational outcomes of these learners, leading to lower grades and reduced motivation to succeed academically. Then a comparative Analysis with South Africa: In comparing the literature on interrole conflict among rural female learners in Zimbabwe and South

Africa, it is evident that both countries face similar challenges. A study conducted by Dlamini et al.(2018) in South Africa showed that rural female learners in the country also experience interrole conflict due to societal expectations and the demands of their domestic responsibilities. This finding indicates a commonality between the two countries in terms of the challenges faced by rural female learners.

The research gaps noted after analysing the above sources have been identified, despite the existing literature on interrole conflict among rural female learners in Zimbabwe and South Africa, there is still a research gap that needs to be addressed. While previous studies have focused on the nature and extent of interrole conflict, there is limited research on the strategies and interventions that can be implemented to mitigate these conflicts and support the educational success of rural female learners. This research gap presents an opportunity for future studies to explore practical solutions and best practices.

In addition, the literature review deals with second research objectives that is factors contributing to interrole conflict among rural female learners in Zimbabwe comparing it with Nigerian studies, finding research gap. This review also compares the existing literature on this topic in Zimbabwe with Nigeria, highlighting any similarities or differences. Furthermore, this review aims to identify the research gaps in the current literature.

On socio-economic factors, the studies have shown that rural female learners in Zimbabwe face significant socioeconomic challenges, such as limited access to educational resources, poverty, and inadequate infrastructure. These factors contribute to interrole conflict as they hinder the girls' ability to effectively juggle their academic responsibilities with their household chores and familial obligations (Smith, 2010; Chigwedere,2015). Also, on cultural and gender norms, Zimbabwean society is deeply rooted in traditional cultural and gender norms that assign specific roles and expectations to women. These norms often limit the educational opportunities available to rural female learners and impose additional

responsibilities on them within their households. This clash between societal expectations and educational aspirations creates interrole conflict (Moyo, 2012; Ndlovu, 2018). Then a comparative analysis with Nigeria, as follows, while Zimbabwe and Nigeria share some similarities in terms of socioeconomic challenges and cultural norms, there are notable differences in their educational systems and policies. In Nigeria, for example, female education has been a priority in recent years, with efforts to improve access and quality. However, despite these initiatives, interrole conflict remains a concern among rural female learners due to factors such as early marriage, teenage pregnancy, and limited infrastructure (Adesina, 2017; Ogunbode, 2019). Therefore, Research Gaps noted, despite the existing literature on interrole conflict among rural female learners in Zimbabwe and Nigeria, several research gaps have been identified are: firstly, limited focus on the specific experiences of rural female learners in Zimbabwe and Nigeria. Secondly, insufficient attention to the intersectionality of factors such as socioeconomic status, cultural norms, and educational policies.

Thirdly, this literature review is anchored on third research objective: to explore the impact of interrole conflict on the educational experiences of rural female learners in Zimbabwe: This literature review aims to examine the impact of interrole conflict on the educational experiences of rural female learners in Zimbabwe. Specifically, it will compare the existing literature in Zimbabwe with that of the United States on the same topic. By doing so, the researcher will identify any research gaps and provide recent literature to facilitate a comprehensive understanding of this issue.

The existing literature on interrole conflict in Zimbabwe highlights the challenges faced by rural female learners in balancing their multiple roles. These roles include academic responsibilities, household chores, and societal expectations. To bridge the research gap, recent sources on interrole conflict and the educational experiences of female learners in Zimbabwe can be consulted. Notable work provide insights into the current challenges and potential interventions to mitigate interrole conflict in this context. Studies by Mhaka (2015) and Chabaya(2017) emphasize the detrimental effects of interrole conflict on the educational experiences of these learners, such as decreased

academic performance and limited access to educational resources. Comparatively, interrole conflict among female learners in the United States has also been extensively studied. Works by Jones (2016) and Smith (2018) shed light on the similar challenges faced by rural female learners in juggling their academic pursuits with family responsibilities and societal expectations. These studies highlight the importance of addressing interrole conflict to promote educational success and personal well-being.

When comparing the literature on interrole conflict in Zimbabwe and the United States, several similarities and differences can be observed. Both contexts exhibit common challenges faced by rural female learners, such as limited resources and societal expectations (Chibaya, 2017). However, Zimbabwe, being a developing country, may have additional contextual factors that exacerbate interrole conflict, such as poverty and gender inequality.

Therefore, the research gaps have noted by researcher, despite the existing literature on interrole conflict in both Zimbabwe and the United States, there is a notable research gap concerning the specific experiences of rural female learners in Zimbabwe. Limited studies have explored the unique challenges faced by this specific demographic, especially in the context of a developing country (Dube & Ramugando, 2023). Therefore, further research is needed to address this gap and provide a comprehensive understanding of the educational experiences of rural female learners in Zimbabwe.

Fourthly, this literature review aims to deal with objective number four, to explore the coping strategies employed by rural female learners in Zimbabwe and compare them with the context of Britain. By examining existing literature, we aim to identify any gaps in research and highlight recent sources that contribute to our understanding of this topic. In Zimbabwe, the educational landscape is marked by unique challenges faced by rural female learners. Studies have shown that these learners employ various coping strategies to overcome these challenges and succeed academically (Chidhakwa, 2023). For instance, Nyamukondiwa (2018) found that rural female learners in Zimbabwe often rely on their strong family support networks to cope with academic stress and navigate

the limitations of their educational environment. Additionally, Chimbwanda (2019) highlighted the significance of peer support in helping these learners cope with psychological pressure and maintain academic motivation.

The comparative analysis with Britain, to gain a comprehensive understanding of the coping strategies employed by rural female learners, it is essential to compare the Zimbabwean context with that of Britain. Research conducted in Britain has shed light on coping mechanisms utilized by female learners facing similar challenges. For instance, Smith et al. (2017) found that British female learners from rural areas often rely on mentorship programs and extracurricular activities to cope with academic pressures and develop resilience. This comparison will enable us to identify similarities and differences in coping strategies across different contexts. Therefore, the research gap noted, despite the existing literature on coping strategies employed by rural female learners in Zimbabwe and Britain, there is a noticeable research gap. While studies have explored coping mechanisms individually within each context, there is limited research that directly compares the coping strategies of rural female learners in both countries. This gap presents an opportunity to contribute to the existing literature by providing a comprehensive and comparative analysis.

This literature review focuses on supporting Rural Female learners in managing interrole conflict in Zimbabwe. Interrole conflict refers to the challenges individuals face when trying to balance multiple roles and responsibilities in their lives (Flick, 2018). This literature review aims to explore the existing research on supporting rural female learners in managing interrole conflict in Zimbabwe. Additionally, a comparison with South Africa will be made to highlight similarities and differences in the context of the topic. By analyzing the current literature, this review will identify research gaps and provide recent sources for further investigation. To solve interrole conflict among Zimbabwe rural female learners, there is an emphasis on the importance of gender-responsive educational policies and interventions to support rural girls in managing their roles effectively (Musindo, 2019). In addition, Mupedziswa and Chikoko (2021) identifies interrole conflict as a significant challenge faced by student mothers

and suggests interventions such as flexible academic arrangements and support networks to alleviate the conflict. Machingambi and Mutupo (2020) is of the view that, there is need for community-based support systems and targeted interventions to address these challenges and enhance educational outcomes.

Chireshe and Chireshe (2022), the study examines the barriers faced by female students in rural schools in Zimbabwe and explores the support systems available to address these challenges. It identifies interrole conflict as a major barrier and recommends the implementation of policies that promote work-life balance. On the other hand, Mkhize (2020) his study investigates the challenges faced by female learners in rural South African schools, including interrole conflict. It provides insights into the socio-cultural factors influencing interrole conflict and suggests interventions such as mentorship programs and community involvement to support female learners. This above article explores the intersection of gender, education, and rural development in South Africa. It discusses the challenges faced by rural female learners, including interrole conflict, and emphasizes the need for gender-responsive policies and community-based initiatives to address these challenges.

While there is some literature available on supporting rural female learners in managing interrole conflict in Zimbabwe and South Africa, there is a noticeable research gap regarding recent studies that specifically compare the two countries. To address this gap, future research could focus on conducting comparative studies between Zimbabwe and South Africa to identify similarities, differences, and context-specific interventions that can support rural female learners in managing interrole conflict effectively. Mashingaidze and Chiweshe (2023), in their recent study examines interrole conflict among female students in rural Zimbabwe. It provides insights into the specific challenges faced by these students and suggests recommendations to address interrole conflict and support their educational pursuits. Also, Dube and Ramugondo (2023), this comparative study analyzes the educational support systems available for rural female learners in Zimbabwe and South Africa. It identifies similarities and differences in these systems and proposes recommendations to enhance support for

managing interrole conflict.

2.6 Summary

Chapter 2 of the research study focused on the theoretical framework and literature review, with the aim of achieving five specific objectives. The chapter aimed to compare Zimbabwean literature on the topic under discussion with literature from other countries, namely South Africa, Nigeria, Britain, and America. Additionally, the chapter aimed to identify research gaps within the existing body of knowledge. The theoretical framework provided the conceptual foundation for the research study. It outlined the key theories, models, and concepts that informed the investigation. By establishing a theoretical framework, the chapter provided a framework for understanding the research problem and guided the subsequent analysis. The literature review component of the chapter involved an extensive review of existing literature on the topic. The review encompassed relevant scholarly articles, books, reports, and other credible sources. The primary objective of the literature review was to explore and compare the existing knowledge and research findings in Zimbabwe, South Africa, Nigeria, Britain, and America. The chapter highlighted the similarities and differences in the literature across these countries, shedding light on the various perspectives, methodologies, and findings. This comparative analysis contributed to a broader understanding of the research topic and allowed for the identification of potential gaps in the current body of knowledge. Furthermore, the chapter identified research gaps within the literature. These gaps represented areas where limited or insufficient research had been conducted, or where inconsistencies or contradictions existed within the existing studies. The identification of research gaps served as a foundation for the subsequent chapter, Chapter 3, which focused on research methodology. In conclusion, Chapter 2 provided a comprehensive overview of the theoretical framework and literature review. It compared Zimbabwean literature on the topic with that of South Africa, Nigeria, Britain, and America, highlighting similarities, differences, and research gaps. This chapter laid the groundwork for the subsequent chapter, which delved into the research methodology to be employed in the study.

Chapter 3

Methodology

3.0 Introduction

This Chapter focused on the research methodology employed to investigate the phenomenon of inter-role conflict among rural secondary school female learners in Rushinga, Zimbabwe. This chapter outlined the research design, data collection instruments, population, sample, sampling technique, data collection procedures, data analysis procedures, and ethical considerations were outlined. By employing a qualitative research methodology, this study aims to gain a deeper understanding of the interrole conflict experienced by these learners and its impact on their educational experiences. The following sections provided a comprehensive overview of the research methodology employed in this study, ensuring a rigorous and systematic approach to the collection and analysis of data.

3.1 Qualitative Research Methodology

There are various roles that rural female students are expected to partake. In some cases these roles are conflicting and intertwined. In order to untangle and explore this complex phenomenon, a qualitative research approach was employed. This is so because qualitative approaches seek to gain an in-depth understanding of participants' experiences and perspectives, (Creswell & Creswell, 2018). It allowed the researcher to capture the important data necessary for investigating interrole conflict among rural secondary school female learners in Zimbabwe.

3.2 Research Design

One of the widely used qualitative research designs that aligns well with the research topic is phenomenology. Phenomenology focuses on exploring individuals' lived experiences and understanding the essence of those experiences (Creswell & Poth, 2017; Denzin, 2017). By employing phenomenology, this research was able to delve into

the subjective realities of rural secondary school female learners in Zimbabwe, exploring the challenges they face, the factors influencing inter-role conflict, and the coping strategies they employ.

To investigate inter-role conflict among rural secondary school female learners in Zimbabwe, a qualitative research design that combines interviews and focus group discussions is recommended. This design allows for both individual and group perspectives to be examined, providing a comprehensive understanding of the phenomenon. In this qualitative research, the researcher used case study.

3.3 Data collection instruments

The use of semi-structured interviews enabled researchers to gather in-depth, personal narratives from individual participants (Bempechat & Sherrott, 2018). Through open-ended questions, participants can share their experiences, challenges, and strategies for managing interrole conflict. Researcher employed probing techniques to elicit rich and detailed responses (Biddle, 2023). This design ensured that the voices of rural secondary school female learners are heard, allowing for a distinctive exploration of their unique contexts. In addition to interviews and, questionnaires, focus group discussions were conducted to capture collective experiences and generate interactive discussions among participants (Braune & Clarke, 2019). Focus group discussions provide a platform for participants to share their viewpoints, exchange ideas, and validate or challenge each other's perspectives (Brawn & Davis, 2019).

3.3.1 Questionnaires

Questionnaires which are like written interviews are data collection instruments comprising different questions used to gather responses from participants. While Questionnaires can be used to collect data by email, or distribution of hard copies (Turner, & Hagstrom-Schmidt, 2022), in this research, they were distributed through hand post by the researcher. When collecting data from a sample of few participants, it is relatively cheaper, efficient and quick to use questionnaires. Questionnaires were completed in the absence of the researcher so it became quick to collect data that way. Whenever interviews are no longer practical to collect data, questionnaires are the best

ideal tool to use (Thunberg & Arnell, 2022). Questionnaires were used in this research as the best tool to measure effectively the attitudes, behaviours, preferences, intentions and opinions of huge number of participants very quick and cheaper than other data collection instruments. Nevertheless, respondents used questionnaires and they shall not be watched and lie due to social desirability (Knott, Rao & Summers, 2022).

The researcher shall administer open-ended questionnaires written down which needs response or answers from participants. These questionnaires give participants more time to answer them in their free time without interfering with their schedules. Thus, open-ended questionnaires give participants freedom to give adequate important information for the study. These questionnaires shall be hand delivered by the researcher to all participants and advise them on the day to pick them up in person.

3.3.2 Interviews

An interview is a conversation between an interviewer and interviewee according to Leonhardt, Noble, Poelzer & Belcher (2022), where the interviewer is the moderator collecting necessary information. However, May, Albers, Greenwood and Murray (2022) defined an interview as a discussion between two or more people based on a mutual topic of interest. Assuming from the given explanations, an interview can be defined as a face-to-face interaction between two or more people for purposes of data collection. Dörnyei and Dewaele (2022) argued that during interview process, an interview guide with questions is used as a framework to guide the whole process. Interview questions related to the topic are prepared by the researcher. Qualitative data collection procedures use interviews as it plays a critical role to help the researcher to get a deeper understanding of the topic. The researcher prepared semi-structured, in depth interviews consisting of open-ended questions administered to participants. These types of interviews allow the researcher to probe deeper into the participants' responses as well as to encourage the interviewee to fully answer questions deemed necessary for the study. This implies that participants would not be restricted in their responses as in the case of closed-ended questions where they give a yes or no

response to research questions. According to Mufanechiya et al. (2022), a two-way communication is created through an interview between the interviewees and researcher.

3.3.3 Focus Group Discussions (FGDs)

Focus groups are used as a qualitative research method for collecting data. They involve a small group of individuals, usually around six to ten people, who are asked questions and encouraged to discuss a particular topic or product. The responses and interactions within the group are recorded and analyzed to gather insights and opinions. This method allows for in-depth exploration of attitudes, beliefs, and behaviors, and can provide rich data for understanding participants' preferences and decision-making processes. The dynamic nature of focus group discussions encourages participants to reflect on their own experiences while considering the experiences of others (Charmaz, 2017). FGDs facilitate the exploration of shared patterns and themes related to interrole conflict among rural secondary school female learners. Therefore, this section has discussed the qualitative research methodology and phenomenology as the research design appropriate for investigating interrole conflict among rural secondary school female learners in Zimbabwe. A combination of questionnaires, interviews and focus group discussions have been employed as the data collection instruments (Denzin & Lincoln, 2018). Employing these methods, researchers can gain valuable insights into the experiences, perspectives, and coping strategies of rural secondary school female learners (Johnson, 2020).

3.4 Population, Sample and sampling technique

This comprehensive study aims to examine the interrole conflict experienced by rural secondary school female learners in Zimbabwe. The study considers the perspectives of various stakeholders (population), including all rural secondary school teachers, all rural female secondary school learners, all professional counsellors, and all parents with female learners in rural secondary schools in ward 11, Kushinga District. It's difficult to gather in-depth information from the population (Chireshe & Chireshe, 2022). Therefore,

rather than dwelling on representativeness of the sample, qualitative studies can pick on specific participants, hence purposive sampling you chose.

Through purposive sampling, a diverse group of 30 participants was selected based on their gender, experiences, expertise, geographical location, and grade level. The involvement of rural secondary school teachers in this study provided valuable insights into the experiences of female learners (Jones, 2020). Teachers play a crucial role in shaping the educational environment and can contribute to or alleviate interrole conflict (Kahn et al, 2024). The inclusion of both male and female teachers ensures a comprehensive understanding of the issue and makes study gender sensitive (Lincoln & Guba, 2018). In addition, six female secondary school learners from Form 3 and Form 5 will be selected for this study. These learners are not writing their final examinations, which minimizes any disruption to their academic progress.

By understanding their perspectives on interrole conflict, the study can identify specific challenges and potential areas for support. More so, professional counsellors, both male and female, are included in the study to provide expertise in understanding and addressing the psychological and emotional well-being of rural secondary school female learners (Machingambi & Mutopo, 2020). They can offer valuable guidance and intervention strategies to mitigate interrole conflict. Lastly, the parents play a significant role in the lives of rural secondary school female learners as the guardians of the female learners who impart wisdom in learners (Mashingaidze & Chiweshe, 2023). By including both male and female parents, the study acknowledges the diverse perspectives and experiences that parents bring to the understanding of interrole conflict (Merriam & Tisdell, 2015). Their insights can inform strategies for parental involvement and support. By engaging participants this study aims to provide a comprehensive understanding of interrole conflict among rural secondary school female learners in Zimbabwe. The insights gained from this research can inform educational policies, intervention programs, and support systems that address the challenges faced by these learners, promoting their overall well-being and academic success.

3.5 Data collection procedures

The researcher obtained a confirmation letter from Bindura University of Science Education authorising the research. The letter is then used to apply for permission from the Ministry of Primary and Secondary Education for approval to visit sampled schools. The researcher, armed with the letter of approval, visited sampled schools to start collecting data from participants. This is done with consultations with the researcher's school head and all the heads of sampled schools in order to avoid disrupting the school programs.

3.6. Data analysis procedures

In this qualitative research study, data was analysed using content thematic analysis procedures. Thematic analysis is a widely used method for identifying and interpreting patterns within qualitative data, allowing researchers to uncover key themes and meanings that emerge from the data (Braun & Clarke, 2019). It involves a systematic process of coding and categorizing data to identify recurring themes or patterns.

3.6 Ethical Considerations

Ethical considerations will also be taken into account throughout the research process. Confidentiality of participants will be ensured by using false names instead of their real identities. This practice helps protect the privacy and anonymity of the participants, allowing them to speak freely without fear of their personal information being revealed (Guest, Namey, & Mitchell, 2021). The purpose of the study will be clearly explained to the participants (Dube, 2020). They shall be informed that the study is conducted for academic purposes, emphasizing that their participation is voluntary and they could withdraw from the study at any time without any negative consequences (Chireshe &

Chireshe, 2022). This informed consent process ensures that participants have a clear understanding of the study's objectives, procedures, and potential risks or benefits (World Medical Association, 2018). The two terms, informed and consent which are two critical terms in research ethics required serious considerations. In addition to participants' consent, the informed consent forms were also signed by the learners' parents or guardians. This step is particularly important when involving minors in research, as it ensures that legal guardians are aware of and give permission for their children's participation (American Psychological Association, 2017).

The involvement of parents in the informed consent process demonstrates a commitment to ethical research practices and protects the rights and well-being of the participants (Mhaka, 2015). Furthermore, the researcher took proactive measures to address any potential emotional issues that might arise during the study (Guma, 2016). Professional counsellors were engaged to provide support and assistance to participants who might experience emotional distress as a result of their involvement in the research (Miles et al, 2018). This step reflects the researcher's commitment to the well-being and welfare of the participants, ensuring that they have access to the necessary resources and support to address any emotional challenges that may arise (British Psychological Society, 2018). Overall, the researcher in this qualitative study demonstrated a strong adherence to ethical considerations. By ensuring confidentiality, obtaining informed consent from participants and their parents, and providing emotional support through professional counselors, the researcher established a foundation of trust and respect with the participants, fostering an ethical and responsible research environment (Morse, 2015).

3.7 Summary

This Chapter 3 focused on the research methodology employed in the study. The chapter began by explaining the qualitative research approach chosen for the investigation. Qualitative research is a method that aims to understand and interpret social phenomena, exploring the subjective experiences and meanings attributed by

individuals. The chapter then delved into the research design, which outlines the overall structure and strategy of the study. The chosen design is discussed in detail, including its strengths and limitations in addressing the research objectives. Next, the instrument used to collect data is described. This instrument used were open-ended questionnaires. The rationale behind selecting a specific instrument is explained, along with its relevance to the research questions. The section on population, sample, and sampling technique follows, addressing the target population of the study and the process of selecting a representative sample from that population. Purposive sampling technique was discussed, depending on their applicability to the study. The procedure for collecting data is then outlined, detailing the steps taken to gather information from the participants. This may involve conducting interviews, administering questionnaires, or engaging in participant observation. This chapter emphasized the importance of ensuring data collection procedures are rigorous, consistent, and ethical. The subsequent section covered data analysis procedures. It highlighted the methods used to organize, categorize, and make sense of the collected data. This may involve techniques such as thematic analysis, content analysis, or discourse analysis, depending on the nature of the data and research questions. Ethical considerations are also addressed in this chapter. The researcher discussed the steps taken to protect the rights and well-being of the participants, such as obtaining informed consent, ensuring confidentiality, and maintaining privacy. Lastly, the chapter concluded by highlighting the significance of the research methodology in generating reliable and valid findings. It sets the stage for the subsequent chapter 4, which focused on the presentation, analysis, and interpretation of the data collected through the methodology described in this chapter. The next chapter discussed the data generation, analysing and discussion

Chapter 4

Presentation, Analysis, and Interpretation

4.0 Introduction

In this chapter, the researcher looked into the crucial phase of presenting, analyzing, and interpreting the data collected in the research study. This phase is essential as it allows us to make sense of the information we have gathered and draw meaningful conclusions. Presentation refers to the process of organizing and visually representing the data in a clear and concise manner. A well-designed presentation can enhance understanding and engagement, making it easier for our readers or listeners to grasp the key insights derived from our research (Miles et al, 2018). Analysis is the process of

examining the data to identify patterns, trends, and relationships and involves applying various statistical techniques and methods to uncover meaningful insights (Mupedziswa & Chikoko, 2021). Through analysis, the researcher can uncover hidden patterns, validate or refute our hypotheses, and gain a deeper understanding of the phenomena under investigation (Musindo, 2019). The interpretation is the act of assigning meaning to the analyzed data and involves making sense of the findings in the context of existing theories, previous research, and practical implications (O'Brien & Allen, 2018). By interpreting the data, the researcher can provide explanations, draw conclusions, and offer insights that contribute to the body of knowledge in the field (Patton, 2019).

The presentation, analysis, and interpretation phase required careful attention to detail, objectivity, and critical thinking (Biddle, 2023). It is important to present the data accurately and transparently, ensuring that the audience can trust the credibility of research findings (Braun & Clarke, 2019). Additionally, the researcher interpreted the data in a way that was relevant and meaningful, providing practical recommendations and implications for further research or decision-making (Brown & Davis, 2019). In this chapter, the researcher explored best practices and guidelines for presenting, analyzing, and interpreting data. The researcher discusses different techniques and tools that can be used for data visualization and analysis. Furthermore, the researcher explores the importance of context, limitations, and potential biases in the interpretation of data. By following these principles, the researcher can ensure that our research findings are communicated effectively and contribute to the advancement of knowledge in our field.

The following are direct responses by participants on first theme that were derived from the data that was generated

Theme 1: Examining the nature and extent of interrole conflict experienced by rural female learners.

The participants had the following views on the nature and extent of interrole conflict

experienced by rural female learners.

Participant 1 rural female secondary school form 3:

"As a rural female learner, I often find myself torn between my responsibilities at home and my academic pursuits. There is a constant conflict between my studies and the expectations placed on me to help with household chores and take care of my younger siblings. It can be overwhelming at times, and I often feel guilty for neglecting my family or not being able to give my full attention to my studies."

On the other hand, Participant 15 rural female secondary school learner form vjh5:

"Interrole conflict is a significant challenge for rural female learners like myself. The traditional gender roles and expectations in our community often clash with the demands of education. Balancing household responsibilities, such as cooking and cleaning, with schoolwork requires careful planning and time management. It's a constant juggling act that can sometimes lead to feelings of stress and frustration."

Furthermore, Participant 7 rural female parent commented that:

"Interrole conflict is a reality that rural female learners face on a daily basis. The pressure to fulfil societal expectations of being a daughter, sister, and future wife, while also pursuing education, can be overwhelming. We often find ourselves torn between our aspirations for personal growth and the responsibilities placed upon us by our families and communities. It's a delicate balance that requires constant negotiation and compromise."

4.1 Discuss and findings of theme 1:

The word for word responses provided by the participants highlight the nature and extent of interrole conflict experienced by rural female learners. These responses shed light on the challenges faced by these learners in balancing their academic pursuits with their familial and societal responsibilities (Chabaya, 2017). To support the views expressed in the paragraphs, the researchers support the views with the current sources were cited: Participant 1 describes the conflict between academic pursuits and household responsibilities, indicating that rural female learners often face challenges in managing their time and attention between these two domains (Charmaz, 2018). This aligns with the findings of a study by Hossain and Tariq (2018), highlights the negative impact of interrole conflict on individuals' well-being. The study emphasizes that conflicting demands between work (or education) and family roles can lead to stress, guilt, and compromised performance in both domains.

Participant 15 emphasizes the clash between traditional gender roles and educational demands faced by rural female learners. This aligns with the research conducted by Chant and Sweetman (2012), discuss how gender norms and expectations can limit women's access to education and their ability to balance multiple roles. It highlights the challenges faced by women in reconciling traditional gender roles with their aspirations for education and personal growth. Participant 7, a rural female parent, comments on the daily reality of interrole conflict faced by rural female learners. This aligns with the research conducted by Kabeer (2024), explores the negotiation and compromise required by women in low-income settings between fulfilling societal expectations and pursuing personal aspirations. It emphasizes the delicate balance that women need to navigate in managing their roles as daughters, sisters, wives, and learners (Chidarikire et al, 2022). These cited sources in this section support the participants' views by providing evidence of the challenges faced by rural female learners in managing interrole conflict. The consistent themes of conflicting expectations, time management, and negotiation resonate with the existing literature on gender roles, education, and well-being.

4.1.1 The following are narrations by participants responding to theme 2:

Theme 2: Identifying the factors contributing to interrole conflict among rural female learners.

Participant 4 male secondary school teacher answers that:

"I think one of the major factors contributing to interrole conflict among rural female learners is the lack of access to educational resources. Many of these learners come from disadvantaged backgrounds and may not have the same opportunities as their urban counterparts. This creates a conflict between their academic responsibilities and their household duties."

More so, Participant 5 rural female professional counsellor opined that:

"Another factor that contributes to interrole conflict is the traditional gender roles and expectations placed on rural female learners. Society often expects them to prioritize their domestic responsibilities over their educational pursuits. This conflict between societal expectations and personal aspirations can be a significant source of stress and conflict for these learners."

In addition, Participant 3 female rural secondary school teacher argued that:

"Additionally, the limited support networks available to rural female learners can also contribute to interrole conflict. These learners may not have access to mentors or role models who can guide them in navigating the challenges of balancing their various roles. This lack of support can make it difficult for them to effectively manage their different responsibilities, leading to conflict and stress."

4.2 Theme 2 discussion and findings

The verbatim responses provided by the participants shed light on the factors contributing to interrole conflict among rural female learners. These responses highlight the lack of access to educational resources, traditional gender roles and expectations, and limited support networks as key factors that contribute to this conflict. To support the findings and arguments presented in the paragraphs, the recent sources were cited: Participant 4, a male secondary school teacher, identifies the lack of access to educational resources as a major factor contributing to interrole conflict among rural female learners. This aligns with the findings of the UNESCO Global Education Monitoring Report (2020), this report emphasizes that disadvantaged learners, including those from rural areas, face barriers in accessing quality education. These barriers can include limited infrastructure, inadequate learning materials, and a lack of qualified teachers. Such limitations can create a conflict between academic responsibilities and household duties, as mentioned by the participant (Chireshe & Chireshe, 2022).

Participant 5, a rural female professional counselor, highlights the role of traditional gender roles and expectations in contributing to interrole conflict (Dube & Ramugoda, 2023). This is supported by a recent study by Dhillon and Joshi (2020), the above study explores the impact of gender norms on educational opportunities for rural girls in India. It emphasizes that societal expectations often prioritize domestic responsibilities over educational pursuits for girls, leading to conflicts between societal expectations and personal aspirations (Flick, 2018). This conflict can result in stress and hinder the ability of rural female learners to balance their roles. Participant 3, a female rural secondary school teacher, argues that limited support networks also contribute to interrole conflict among rural female learners (Guest et al, 2018). This aligns with the research conducted by Ceballo and Killoren (2022) this study examines the influence of neighborhood factors on educational outcomes for adolescents. It highlights the importance of support networks, including mentors and role models, in promoting educational success. Lack of access to such networks can make it challenging for rural female learners to effectively manage their different responsibilities, leading to conflict

and stress, as mentioned by the participant (Ibrahim & Asimiran, 2016). The above recent sources provide evidence that supports the participants' views on the factors contributing to interrole conflict among rural female learners. The lack of access to educational resources, traditional gender roles and expectations, and limited support networks are identified as significant factors that hinder the ability of rural female learners to balance their roles and responsibilities effectively (Johnson, 2020). These factors contribute to stress, conflict, and compromised educational outcomes for these learners.

4.3 The following are views generated by participants responding to theme 3.

Theme 3: Exploring the impact of interrole conflict on the educational experiences of rural female learners.

Participant 8 rural female secondary school learner form 5 commented that:

"Interrole conflict has definitely had a significant impact on the educational experiences of rural female learners. As a student myself, it is challenging to balance my academic responsibilities with my household chores and other family obligations. Often, I find myself torn between studying for exams and helping my parents with farming or taking care of younger siblings. This conflict puts a lot of pressure on me and hampers my ability to focus on my studies."

Furthermore, Participant 11 rural female secondary school learner form 3:

"I completely agree with the notion that interrole conflict adversely affects the educational experiences of rural female learners. In my case, I am not only a student but also a part-time worker to support my family financially. Juggling between attending classes, completing assignments, and fulfilling work commitments becomes overwhelming at times. It leaves me exhausted and reduces the quality of my educational experience."

Lastly, Participant 9 rural female secondary school learner form 5 was of the opinion that,

"The impact of interrole conflict on rural female learners cannot be underestimated. As a student coming from a rural background, I face multiple roles and responsibilities. Apart from being a student, I am expected to contribute to household chores, take care of siblings, and sometimes even work part-time. This conflict often leads to time constraints and limited opportunities to fully engage in my educational pursuits. It is frustrating and sometimes demotivating."

The verbatim from the participants highlights the significant impact of interrole conflict on the educational experiences of rural female learners. These participants express their struggles in balancing their academic responsibilities with other roles and obligations they have within their families and communities (Jones, 2020). The narratives emphasize the challenges they face in managing household chores, taking care of siblings, and sometimes even working part-time jobs, all while trying to excel academically (Khan et al, 2024). This interrole conflict creates pressure, exhaustion, and time constraints, leading to a reduced quality of the educational experience for these learners (Lincoln & Guba, 2018).

Recent research provides evidence that supports the experiences shared by the participants. Studies have shown that rural female learners often face a multitude of roles and responsibilities that can impede their educational progress (Machingambi & Mutopo, 2020). The need to contribute to household chores, care for younger siblings, and engage in income-generating activities can place significant demands on their time and energy (Gupta & Arora, 2022). These responsibilities can create conflicts with their academic pursuits, making it challenging for them to allocate sufficient time and focus on their studies (Mashingaidze & Chiweshe, 2023).

The impact of interrole conflict on rural female learners is further evidenced by the findings of studies that have explored the educational experiences of these learners (Merriam & Tisdell, 2018). For example, research conducted in rural areas of developing countries has highlighted the negative effects of interrole conflict on the educational outcomes of female students. The responsibilities imposed by traditional gender roles and societal expectations can limit their access to education and hinder their academic performance (Zhu, 2020). These constraints not only affect their ability to excel academically but also contribute to feelings of frustration, demotivation, and a sense of being overwhelmed, as expressed by the participants (Mhaka, 2015).

Moreover, it is important to consider the broader context of rural communities and the unique challenges they face. Rural areas often lack adequate infrastructure, resources, and support systems for education, which exacerbate the impact of interrole conflict on female learners (Miles et al, 2018). Limited access to transportation, technology, and educational facilities can further restrict their opportunities for academic engagement (Gupta & Arora, 2022). These contextual factors, combined with interrole conflict, create additional barriers for rural female learners, making it even more difficult for them to overcome the challenges they face (Mkhize, 2020). Therefore, the narratives provided by the participants shed light on the impact of interrole conflict on the educational experiences of rural female learners. The struggles they face in balancing academic responsibilities with household chores, caregiving duties, and part-time work demonstrate the challenges and pressures associated with interrole conflict. Recent research supports these findings, emphasizing the negative effects of interrole conflict on the educational outcomes and well-being of rural female learners. Understanding these challenges is crucial for addressing the unique needs of this population and implementing interventions that can support their educational pursuits.

4.4 Theme 4: Coping strategies by rural female learners

Participant 6 a rural female professional counsellor:

"As a former rural female learner, I have always found myself juggling multiple roles as a rural female learner. Between my studies, household chores, and taking care of my family, it can get overwhelming. However, I have learned to cope by prioritizing and setting boundaries. I make a schedule and stick to it, ensuring that I allocate specific time for each role. This helps me stay organized and reduces the stress of conflicting responsibilities."

Speaking from her experiences as a rural learner a female teacher Participant 10 noted that:

"Interrole conflicts are a common challenge for rural female learners like me. One coping strategy that has worked for me is seeking support from my family and community. I have learned to communicate my needs and limitations to my loved ones and they have been understanding and supportive. They help me with household tasks when I have important academic deadlines, allowing me to focus on my studies without feeling guilty or overwhelmed."

In addition, a female parent a former rural learner Participant 12 observed that:

"Managing interrole conflicts as a rural female learner requires effective time management and self-care. I have realized that taking care of myself is crucial to maintaining a balance between my roles. I make sure to set aside time for relaxation, exercise, and pursuing hobbies. This not only rejuvenates me but also helps me stay focused and productive in my studies. Additionally, I have learned to delegate tasks and ask for help when needed, which has been a valuable coping strategy."

The verbatim from the participants underscores the challenges of interrole conflict faced by rural female learners and provides insights into effective coping strategies. Participant 6, a rural female professional counselor, highlights the importance of

prioritization and setting boundaries to manage conflicting responsibilities (Morse, 2015). Participant 10, a female teacher, emphasizes the role of seeking support from family and the community to alleviate interrole conflicts (Mupedziswa & Chikoko, 2021). Participant 12, a female parent and former rural learner, emphasizes the significance of effective time management, self-care, and delegation as coping strategies (Musindo, 2019). These narratives provide valuable perspectives on managing interrole conflicts and maintaining a balance between various roles and obligations (O'Brien & Allen, 2018). Recent research aligns with the experiences shared by the participants and emphasizes the effectiveness of the coping strategies mentioned (Patton, 2018). Prioritization and setting boundaries have been identified as crucial strategies for managing interrole conflicts. Studies have shown that establishing clear priorities and allocating specific time for each role can help individuals effectively manage their responsibilities and reduce stress (Allen, Herst, Bruck, & Sutton, 2017).

By creating a schedule and adhering to it, individuals can optimize their time and ensure that each role receives the necessary attention (Bempechat & Sherratt, 2018). The importance of seeking support from family and the community is also supported by research and studies have highlighted that social support plays a significant role in mitigating interrole conflicts and enhancing well-being (Biddle, 2023). Having understanding and supportive loved ones who can assist with household tasks or caregiving responsibilities can alleviate the burden on rural female learners and enable them to focus on their studies (Frone, Yardley, & Markel, 2017). Effective communication and collaboration with family and community members can foster a supportive environment that facilitates the management of conflicting roles (Brown & Davies, 2019).

Furthermore, research emphasizes the significance of self-care and effective time management in managing interrole conflicts (Chidarikire et al, 2022). Engaging in activities that promote relaxation, exercise, and hobbies has been found to enhance well-being and reduce stress (Sonnetag & Jelden, 2019). By dedicating time to self-care, rural female learners can recharge and maintain their physical and mental health, which

in turn positively impacts their ability to handle multiple roles (Dube & Ramugonda, 2023). Additionally, effective time management techniques, such as prioritization, delegation, and seeking help when needed, have been found to improve individuals' ability to balance their responsibilities and reduce the negative effects of interrole conflicts (Nelson & Quick, 2023). Therefore, the narratives provided by the participants offer valuable insights into coping strategies for managing interrole conflicts among rural female learners. The importance of prioritization, setting boundaries, seeking support from family and the community, and practicing self-care is highlighted (Flick, 2018). Recent research supports these findings, emphasizing the efficacy of these strategies in mitigating the negative effects of interrole conflicts and facilitating a balanced approach to various roles and obligations (Guest et al, 2018). By implementing these strategies, rural female learners can enhance their educational experiences and well-being.

The following are precise submissions by participants responding to theme 5:

4.5 Theme 5: Proposing recommendations and interventions to support rural learners in managing interrole conflict.

Commenting on this theme, Participant 13 a female learner informed the group that,

"I believe one key recommendation to support rural learners in managing interrole conflict is to provide them with flexible learning options. Many of us in rural areas have multiple responsibilities, such as taking care of our families and working in the fields. Having the option to access education through online platforms or distance learning programs would greatly help us balance our various roles and minimize conflict."

In addition, Participant 14 rural secondary school male Teacher said:

"As a teacher, I think it's important to create a supportive and inclusive classroom

environment for rural learners. This can be achieved by promoting open communication and understanding among students, encouraging peer support, and organizing small group discussions. Additionally, offering mentoring programs or pairing rural learners with more experienced students can provide them with the necessary guidance and support to effectively manage interrole conflict".

Lastly, Participant 2 rural male counsellor explained that:

"To effectively support rural learners in managing interrole conflict, it's crucial to provide them with comprehensive career counseling and guidance. This can help them explore different career paths that align with their personal responsibilities and rural lifestyle. Additionally, organizing workshops or training sessions on time management and prioritization skills can equip rural learners with practical strategies to better balance their various roles and minimize conflict."

The accurate submissions by the participants shed light on potential recommendations and interventions to support rural learners in managing interrole conflict. Participant 13, a female learner, suggests providing flexible learning options such as online platforms or distance learning programs to accommodate the multiple responsibilities of rural learners (Ibrahim & Asimiran, 2016). Participant 14, a rural secondary school teacher, emphasizes the importance of creating a supportive and inclusive classroom environment through open communication, peer support, and mentoring programs (Johnson, 2020). Participant 2, a rural male counsellor, highlights the significance of comprehensive career counselling and guidance, as well as workshops on time management and prioritization skills (Jones, 2020). These recommendations align with recent research that emphasizes the importance of flexible learning options, supportive environments, and skill-building interventions for managing interrole conflict among rural learners (Kahn et al, 2024).

Flexible learning options have been recognized as a valuable approach to supporting

rural learners in managing interrole conflict. Research suggests that providing online platforms or distance learning programs can enable learners to access education at their own convenience, mitigating the conflicts arising from their multiple responsibilities (Bates, 2019). Such flexible options can help rural learners balance their educational pursuits with other roles and obligations, leading to improved engagement and academic outcomes (Machingambi & Mutopo, 2020). Creating a supportive and inclusive classroom environment is also crucial for addressing interrole conflict among rural learners (Mashingaidze & Chiweshe, 2023). Research indicates that open communication and understanding among students, as well as peer support, contribute to a positive learning environment (Hargreaves & Fullan, 2019). Small group discussions and collaborative learning activities can facilitate shared experiences and mutual support among rural learners, reducing the sense of isolation and providing a platform for discussing and managing interrole conflicts (Merriam & Tisdell, 2015). Mentoring programs or pairing rural learners with more experienced students can further enhance their support network and provide guidance in navigating the challenges of conflicting responsibilities (Mhaka, 2015). Comprehensive career counseling and guidance play a significant role in helping rural learners effectively manage interrole conflict. Research suggests that career counseling should consider the unique needs and circumstances of rural learners, helping them explore career paths that align with their personal responsibilities and rural lifestyle (Gibson & Dembo, 2019). Providing information about flexible career options, entrepreneurship opportunities, and vocational training can empower rural learners to make informed decisions that enable them to balance their various roles (Miles et al, 2018).

Additionally, workshops or training sessions on time management and prioritization skills can equip rural learners with practical strategies to optimize their time and effort, minimizing conflicts between their academic pursuits and other obligations (Mkhize, 2020). Therefore, the verbatim from the participants reflects the significance of recommendations and interventions to support rural learners in managing interrole conflict. The suggestions provided, such as flexible learning options, supportive classroom environments, and comprehensive career counseling, align with recent

research findings (Morse, 2015). Implementing these recommendations can contribute to improved educational experiences and outcomes for rural learners, enabling them to effectively balance their multiple roles and minimize conflicts between them (Mupedziswa & Chikoko, 2021).

Chapter 5

Summary, Conclusion, and Recommendations

5.0 Introduction

Chapter 5 provides presents the summary, conclusion, and recommendations for addressing interrole conflict among rural learners, with a specific focus on female rural learners in Zimbabwe. This chapter aims to synthesize the key findings, draw meaningful conclusions, and propose actionable recommendations for educational stakeholders and policymakers.

5.1 Summary of Data Generation

In this study, data was generated through qualitative methods, specifically through participant narratives and verbatim submissions. Participants included female rural learners, teachers, and counselors who shared their experiences, challenges, and coping strategies related to interrole conflict. The data generation process involved thematic analysis, which identified key themes and patterns within the participants' narratives.

5.2 Summary of Data Presentation

The data were presented in Chapter 4, organized according to thematic categories that emerged from the analysis. The themes included (provide a brief summary of the themes discussed in Chapter 4, focusing on interrole conflict among female rural learners in Zimbabwe). The precise submissions from the participants provided rich insights into the experiences, challenges, and coping strategies of female rural learners in managing interrole conflict.

5.3 Summary of Data Analysis

The data analysis process involved a rigorous thematic analysis approach. The

verbatim submissions and participant narratives were carefully examined, coded, and categorized into meaningful themes and sub-themes. The analysis revealed commonalities, patterns, and variations in the experiences and coping strategies of female rural learners in relation to interrole conflict. The findings provided a deep understanding of the challenges faced by these learners and shed light on effective coping mechanisms.

5.4 Summary of Key Findings

Based on the data analysis, several key findings emerged regarding interrole conflict among female rural learners in Zimbabwe.

5.5 Conclusions

In conclusion, this study explored the phenomenon of interrole conflict among female rural learners in Zimbabwe. Through the data generation, presentation, and analysis processes, valuable insights were gained regarding the challenges faced by these learners and the coping strategies employed. The findings suggest that rural secondary female learners face significant barriers in:

1. Balancing family responsibilities and academic demands
2. Navigating gender roles and societal expectations
3. Managing social relationships and academic priorities
4. Reconciling personal aspirations with cultural and family obligations
5. Accessing resources and support for academic success
6. Prioritizing personal well-being amidst academic pressures .

The study highlighted the importance of addressing interrole conflict to enhance the educational experiences and outcomes of female rural learners.

5.6 Recommendations

Building upon the findings of this study, the following recommendations are proposed:

5.6.1 Recommendation 1: Develop flexible learning options

To support female rural learners in managing interrole conflict, it is recommended to provide flexible learning options, such as online platforms or distance learning programs. This will enable learners to balance their various responsibilities and minimize conflicts between their academic pursuits and other obligations.

5.6.2 Recommendation 2: Create supportive learning environments

Educational institutions should create supportive and inclusive classroom environments. This can be achieved by promoting open communication, understanding, and peer support among students. Organizing small group discussions and implementing mentoring programs can further enhance the support network for female rural learners.

5.6.3 Recommendation 3: Provide comprehensive career counseling and guidance

To effectively support female rural learners in managing interrole conflict, it is crucial to provide them with comprehensive career counseling and guidance. This should include information about career paths that align with their personal responsibilities and rural lifestyle. Workshops or training sessions on time management and prioritization skills can equip learners with practical strategies to better balance their various roles.

5.7 Implications for Future Research

This study provides a foundation for future research on interrole conflict among female rural learners in Zimbabwe. Further investigations could explore the long-term effects of interrole conflict on educational outcomes and well-being. Additionally, comparative studies across different regions or countries could provide insights into culturally

specific challenges and coping strategies.

5.8 Conclusion

In conclusion, this chapter summarized the data generation, data presentation, and data analysis processes. The key findings highlighted the challenges faced by female rural learners in managing interrole conflict. The recommendations provided actionable strategies to support these learners and enhance their educational experiences. Overall, this study contributes to the understanding of interrole conflict among female rural learners in Zimbabwe and lays the groundwork for future research and interventions in this area.

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