



WORK-FAMILY CONFLICT AMONG FEMALE TEACHERS IN RELATION TO TYPE OF SCHOOL, THEIR NATURE OF JOB AND JOB SATISFACTION

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Abstract

The issue of work-family conflict has been receiving increased attention in research. In this paper, an attempt has been made to study the work-family conflict of married female trained graduate teachers in relation to type of school, nature of job and job-satisfaction. The unique characteristics of the teaching profession occupy a distinct position in work-family conflict. This study employed a descriptive research design. The population for the study consisted of all married female trained graduate teachers of government and private schools of Himachal Pradesh. The sample for this study comprised 600 married female trained graduate teachers. To measure the Work-Family Conflict of married female trained graduate teachers, 'Work-Family Conflict Scale developed by Attri & Neelam (2016) was used. Further, to measure the level of job-satisfaction, 'Job-Satisfaction Scale' by Singh and Sharma (1999) was used. The data was analyzed with the help of t-test. Findings revealed a significant difference in work-family conflict of married female trained graduate teachers with respect to job related variables. Married female trained graduate teachers working in private schools has more work-family conflict than married female trained graduate teachers working in govt. schools. Also the contractual married female trained graduate teachers of both govt. and private schools have more work-family conflict than regular married female trained graduate teachers. Further, married female trained graduate teachers having low level of job satisfaction has more work-family conflict as compared to their counterparts.

Keywords: *Work-Family Conflict, Trained Graduate Teachers, Job-Related Variables.*

Introduction

Traditionally, man played the role of breadwinner in the family and women as caretakers. For many years, domestic service remained the largest single occupation for women. Combining work with material status is like living two lives in one. If a women works she is not absolved of her household chores and responsibility. If both husband and wife return from work, it is still expected that the wife will make him a good cup of tea and serve and later on cook a nice

dinner for the family. There is not only one but working women are facing several problems in their day to day life. They have to leave their kids at home and have to go to workplace early in the morning. They are unable to give proper time to their kids and family. Bearing these double shift burdens, it is but natural that she at times becomes irritated. The dynamics of the work environment have exerted enormous pressure on working women as they need to cope with virtually two full time jobs- one at the office/ workplace and the other at home. As the number of dual- earner couples grows, women work longer hours while maintaining primary responsibility for the family. Family and work domains create the interaction and relevancy with each other. Under this trend, individuals have to face and adapt to the inter role conflict (Frone& Rice, 1992). Basically, work-family conflict is one of the sources of pressure, and it will cause a lot of negative influences, such as health problem, work performance etc. Both women and men are vulnerable to work-family conflict, although women experience more role overload, more interference from work to family and more interference from family to work (Mauno, Kinnunen & Ruokolainen, 2006). Work holism is the major cause of work- family conflict. It highly affects persons' professional, social as well as psychological characteristics. It excludes other important life activities from a person's life including spending time with spouse. Work-family conflict can be explained as the mutual interference of work and family roles and cause significant personal and organizational problems. Due to these factors, managing the conflict between work and family responsibilities has been recognized as a critical challenge.

Work-family conflict among working women has been investigated by a number of researchers. Some researchers found that work-family conflict is more prevalent in case of married working women (Chang, 2002; Devi, 2004; Malhotra and sachdeva, 2005;Kaur, 2007;Ishwara and Dhananjaya, 2008; Rao et al., 2008; Dasgupta and Das, 2010; Delina and Raya, 2013; Laxmi and Gopinath, 2013; Umer Zia-ur-Rehman, 2013; Dhanabhakym and Malarvizhi, 2014; Begum and Reddy, 2015). Contrary to that Esson, (2004) found that marital status is not significantly related to work-family conflict. It was observed that the main factors that lead to work-family conflict among married working women teachers are job-related, family-related and individual-related variables (Ogbogu, 2013; Saranya, 2015).

Work-family conflict has been investigated in relation to job satisfaction (Treistman, 2004; Bragger et al., 2005; Ishwara and Dhananjaya, 2008; Lu et al., 2008;Sumangala and Ushadevi, 2009;Malone, 2011;Karimi et al., 2012; Rathi and Barath, 2012; Sharma, 2012;De Sousa, 2013; Gokulakrishnan and Ramesh, 2013; Raji, Toor and Kaur, 2013;Afzal and Farooqi, 2014; Chandeland Kaur, 2015; Fard and Tabar, 2015; Saranya, 2015).Some

researchers (Bragger et al., 2005; Ishwara and Dhananjaya, 2008; Lu et al., 2008; Ushadevi, 2008; Sumangala and Ushadevi, 2009; Reddy, 2010; Karimi et al., 2012; Rathi and Barath, 2012; Sharma, 2012; Bhowon, 2013; De Sousa, 2013; Gokulakrishnan and Ramesh, 2013; Ogbogu, 2013; Raji, Toor and Kaur, 2013; Afzal and Farooqi, 2014; Chandel and Kaur, 2015; Fard and Tabar, 2015; Saranya, 2015) found a negative correlation between work-family conflict and job satisfaction.

Thus, it is clear from the above discussion that work-family conflict among married working women in relation to job-related variables have been studied by some researchers. However, no study seems to have done by any researcher on work-family conflict among married female teachers in relation to their type of school, nature of job and job satisfaction in a joint form, which are the major objectives of the present study.

Need and significance of the study

A teacher can teach well if she is happy and satisfied. Teacher is the key figure in the life of any nation. She could be of cooperative nature and possess a sound personality. However, due to stress and strain in one's roles, it is difficult to perform one's role efficiently in any sphere of life. The members of no other profession are so intimately involved in the task of improving the nation as the teacher is. Hence, the adjustment or maladjustment of a teacher significantly affects her home roles, job roles and social roles. All this lays an indelible impact on the nation in general and society in particular to which she belongs. It has become an uphill task for working women in all fields in general and for female teachers in specific to cope with the changing societal demands in reference to their versatile roles made upon them. Under the new family structure, a couple plays multiple roles, such as a worker, a spouse, father or mother and a housework handler. For instance a woman has to fulfill her family obligations which are obviously more than that of her male counterparts. However, it is more likely to bring role-conflicts caused by limited time and vigor. Marital difficulties can occur among women because of the conflicts between work and home. Many women feel fatigued and experience feelings of conflict which result from running both a home and a career. Being a teacher, women cannot carry out efficiently each of her roles as wife, mother, teacher and social being. Many times, she suffers from guilty conscience and finds herself torn between home, school and society. For instance, when her husband and other family members do not cooperate and change their attitudes and behavior, she becomes tenser. Her family and social life suffers in marital disharmony and marital frictions. This condition creates social and psychological problems. Those impacts brought about decreasing family and marriage satisfaction and job satisfaction. In addition to, they also caused decline of

productivity, late arrival, absence, turnover, weak morale, worse job satisfaction, and worse quality of work life. Work- family conflicts therefore become an issue that any enterprise cannot ignore especially among female teachers as little research has examined work and family conflict among teachers.

India is rapidly advancing in its developmental goals and more and more women are joining the workplace. It is the duty of the state to provide an environment which is free from frustration, low self- esteem, conflict, emotional disturbance etc. Thus, this research will provide valuable information for policy makers and school organizations, presenting ways to help working women to manage the conflicting demands of work and family roles better.

Taking into the consideration the above factors, the present study is a steeping effort to check the work-family conflicts and to suggest ways and means to reduce the same among female trained graduate teachers in relation to job satisfaction. Thus, the present study is purely significant and deserving of the attention it has gain.

Methodology

The present study is descriptive in nature and survey method has been used. To obtain the required information from the respondents, multistage sampling has been used. Sampling process has been carried out through several stages. In the first stage, the 12 districts of Himachal Pradesh were ranked from rank 1 to rank 12 depending upon the percentage of female teachers working in the schools. The source of this information was the report of Education Department, Himachal Pradesh for the year 2013-2014. After that, 12 districts of Himachal Pradesh were divided into four strata by keeping three districts in each stratum. From each stratum, one district was selected by using simple random sampling. For this, lottery method was used to select the four districts from each stratum. The population of present study was very specific in nature as investigator exclusively focused on married female trained graduate teachers working in government and private, secondary and senior secondary schools affiliated to H.P. Board of School Education, Dharamshala. Thus, at the second stage, investigator taken the married female trained graduate teachers from the visited schools by using incidental or convenient sampling. In this way, a sample of 600 married female trained graduate teachers working in government as well as in private secondary and senior secondary schools affiliated to H.P. Board of School Education, Dharamshala has been selected for the study.

Tools

To measure the Work-Family Conflict of married female trained graduate teachers, 'Work-Family Conflict Scale' was developed by the investigators. Work-Family Conflict scale for

married female teachers comprised of total 42 items and all items were positive. The total work-family conflict score on the scale varies from 42-210 showing least work-family conflict to high work-family conflict respectively. Further, to measure the level of job-satisfaction, 'Job-Satisfaction Scale' by Singh and Sharma (1999) was used.

Analysis of Data

Table-1: Difference in Mean Scores of Work-Family Conflict of Married Female Trained Graduate Teachers in relation to Type of School

Variable	Government School (N=300)		Private School (N=300)		t-value
	Mean	S.D.	Mean	S.D.	
Type of School	97.26	19.82	101.59	16.32	2.92**

** Significant at 0.01 level

Table-1 clearly shows that the calculated t-value for difference between the mean scores of married female trained graduate teachers of government and private on work-family conflict is 2.92, which is greater than the table value 2.59 at 0.01 level of significance. It means that married female trained graduate teachers of government and private schools differ significantly. Further, mean scores of married female trained graduate teachers of private schools on work-family conflict is 101.59, which is higher than 97.26 i.e. the mean score of married female trained graduate teachers of government schools. Hence, married female trained graduate teachers of private schools has more work-family conflict than that of married female trained graduate teachers of government schools.

Table-2: 't' Value Showing Significance of Difference in Mean Scores of Work-Family Conflict of Married Female Trained Graduate Teachers in relation to Nature of Job

Variable	Regular (N=300)		Contractual (N=300)		t-value
	Mean	S.D.	Mean	S.D.	
Nature of Job	96.81	18.10	102.04	18.09	3.53**

** Significant at 0.01 level

Table-2 reveals that the obtained t-value being 3.53 is significant at 0.01 level of significance. Thus, it may be inferred that regular married female trained graduate teachers having regular and contractual nature of job differ significantly in their work-family conflict. Further, it is evident from the table- 2, that the mean score on work-family conflict of contractual married female trained graduate teachers is 102.04, which is higher than the mean score 96.81 of regular married female trained graduate. Hence, it may be interpreted that contractual married female trained graduate teachers have high level of work-family conflict as compared to regular married female trained graduate teachers.

Table-3: Difference in Mean Scores of Work-Family Conflict of Married Female Trained Graduate Teachers in relation to their Job Satisfaction

Sr. No.	Group	Mean	S.D.	Comparison Groups	t-value
1.	High Job-satisfaction N=200	98.33	17.06	Gp1 vs Gp2	1.76 NS
2.	Average Job-satisfaction N=200	95.31	17.05	Gp1 vs Gp3	3.45**
3.	Low Job-satisfaction N=200	104.65	19.43	Gp2vs Gp3	5.11**

** Significant at 0.01 level

NS- Not Significant

Table-1 reveals that the first 't' value i.e. 1.76 was found to be non-significant even at 0.05 level of significance. From this, it may be concluded that there was no significant difference in high and average job-satisfaction groups of married female trained graduate teachers in work-family conflict.

Table-1 further shows that the calculated t-value for difference between the mean scores of married female trained graduate teachers having high and low level of job satisfaction in work-family conflict is 3.45, which is greater than the table value 2.59 at 0.01 level of significance. It means high job-satisfaction group and low job-satisfaction group differed significantly. Further, mean scores of married female trained graduate teachers having low level of job satisfaction on work-family conflict is 104.65, which is higher than 98.33 i.e. the mean score of married female trained graduate teachers having high level of job satisfaction. Hence, married female trained graduate teachers having low level of job satisfaction has more work-family conflict than that of married female trained graduate teachers having high level of job satisfaction.

The third t-value (5.11) was also emerged as significant at 0.01 level of significance. It means married female trained graduate teachers having average and low level of job satisfaction differed significantly in work-family conflict. Since, the greater mean (104.65) was found for married female trained graduate teachers having low level of job satisfaction. Therefore, it may be stated that married female trained graduate teachers having low level of job satisfaction experienced more work-family conflict than that of married female trained graduate teachers having average level of job satisfaction.

Discussion

On the basis of above findings, it may be concluded that work-family conflict of married female trained graduate teachers is related with their job-related variables. Significant

difference was found in work-family conflict of married female trained graduate teachers with respect to the type of school, nature of job and level of job-satisfaction they perceived. Married female trained graduate teachers of private schools has more work-family conflict than that of married female trained graduate teachers of government schools. Similarly, it was found that, married female trained graduate teachers having contractual nature of job have high level of work-family conflict as compared to married female trained graduate teachers having regular nature of job and married female trained graduate teachers having low level of job-satisfaction experienced more work-family conflict as compared to those, who had high level of job-satisfaction. The work-family conflict experienced by married female trained graduate teachers depends on the factor that how much satisfied they feel with their job. The results recommended that organisations and family members could potentially increase the job satisfaction by providing alternative facilities and training, which would allow the employer to balance the conflicting demands from multiple roles.

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