WORK-FAMILY CONFLICT AMONG MARRIED FEMALE TEACHERS OF HIMACHAL PRADESH: A SURVEY

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Abstract

In the twenty-first century, a remarkable increase has seen in the participation of women in the work-force especially in the teaching. In India, teachers form the third largest workforce among white-collared employees. The percentage of women teachers in schools has been increasing steadily in recent years. Teacher's role in teaching is crucial and teaching job is extremely demanding. Teachers work under different managements, where the working conditions are not alike. Teacher's personal variables, working conditions and its effect on students' achievement have been significant areas of investigation so far. The present investigation aimed to study the level of 'work- family conflict' of married female teachers of Himachal Pradesh. 600 married female trained graduate teachers were taken as sample to conduct this study with the help of 'Work-Family Conflict Scale developed by Attri & Neelam (2016). Results revealed that married female trained graduate teachers of Himachal Pradesh possessed an average level of work-family conflict. The study aimed to provide useful information to the education policy makers so that they can come up with strategies of managing work-family conflict, improving the working condition to boost work self-concept and job satisfaction, and minimize job stress for better job performance of the teachers.

Keywords: Female, Teachers, Conflict, Work-family Conflict

INTRODUCTION

A teacher plays a significant role in school. He is not merely to impart knowledge. A teacher has to shape the habits, personalities and character of pupils. He is to achieve educational objectives through the curriculum of the school. There is a high competition and increasing performance pressures on teachers. There is a rise in expectations regarding time, energy and work commitment. These expectations may be particularly difficult for women teachers to meet, since women teachers still perform the bulk of household tasks. When women teachers try to satisfy all of the competing demands on their time, they are not able to complete any task to the best of their ability causing all their roles to suffer. Productivity at work is affected and the quality of relationships with friends and family are harmed. This psychological stress stemming from their inability to give 100 per cent at work and at home.

Work and family dilemma is more serious for married female teachers because they are not only responsible for the success of their own career but the welfare of their family also. As a working mother, she has to take care of all the multiple roles both in relation to family and profession. They have to maintain both the family and work domains simultaneously. The multiple responsibilities results in 'work-family conflict'.

WORK-FAMILY CONFLICT AMONG FEMALE TEACHERS: A STRESS PERSPECTIVE

Work-family conflict can occur in all kinds of professions, especially in professions related to giving services like teachers. Teaching is a kind of profession that possesses a high possibility of experiencing occupational stress. Teachers are not just responsible for improving students' knowledge but also responsible for social and emotional development of their students. This also increases the responsibility of the teachers. For women, teaching is considered as a good profession because they can optimally distribute time and energy to play their role in the family. In the words of Cinamon and Rich (2005), teaching profession is considered to be a suitable profession for women because it is considered of not possessing too much workload and at the same time it helps women to combine roles in workplace and family with low level of conflicts. Further, they undergo through a number of studies which shows that female teachers are not able to separate their professional role and role in family effectively. Women teacher feel that their roles as a teacher and as a mother at the same time is not easy and enjoyable. They feel forced to undergo three jobs at the same time, namely teaching, taking care

of the housework and taking care of the children. In addition, some studies report that female teachers who have younger children feel more pressure to play the dual role simultaneously, particularly in helping their own children to learn and in meeting their needs as well as being a good teacher (Spencer, 1986; Claesson and Brice, 1989; Acer, 1992; Elbaz-Lubisch, 2002 in Nurmayanti, Thoyib, Noermijati and Irawanto, 2014). Even today, looking after the family and children is generally perceived to be primary responsibility of women. This attitude tends to create feeling of inferiority, uselessness and leads to mental fatigue, stress and high degree of job dissatisfaction among female teachers. Hence, female teachers face problems like work-family conflict, job strain, role overload, inadequate family support, financial dependence and other related problems. The feeling of guilt and neglect badly affect their job satisfaction, job productivity and efficiency.

FORMS OF WORK-FAMILY CONFLICT FACED BY FEMALE TEACHERS

Three main sub-dimensions of work-family conflict have been presented in the work-family literature. These are time-based, strain-based and behavior-based conflict. Time-based conflict occurs when the time devoted to a role makes it difficult to contribute in another role while strain-based conflict befalls when strain experienced in a particular role affects performance in another role. Similarly, behavior-based conflict occurs when a specific set of behaviors in one role is unpredictable with behaviors required in another role. These three forms are explained as follows:

1. Time-based work-family conflict

Several roles may compete for an individual's time. Time-based work-family conflict takes two different forms. The first form occurs when time pressures associated with commitment to a particular role make it difficult to fulfill expectations from another role. The second form occurs when demands create a preoccupation with a specific role even when an individual is physically trying to satisfy the demands of another role (Bartolome & Evans, 1979 in De Sousa, 2013). Sometimes, demands may be left unfulfilled if, an individual is either mentally preoccupied with another role or physically absent from that particular role. It often happens, when a mother at work be preoccupied and worried about a sick child at home. Consequently time-based work-family conflict includes the transmission of limited personal resources such as time, attention and energy from one role to another. Time-based work-family conflict may be related to work or family life of individual. Work related conflict might occur due to demands of working hours, work schedules, overtime and inflexible working arrangements. To minimize the level of work-family conflict, people utilizes several adaptive approaches like dropping their working hours or reducing their spouse's working hours. However, most of the time women are expected to take leave from work or to leave their job permanently. These type of problems occur in individual's life after marriage or better to say after becoming parents. The responsibilities of childcare are significantly prominent in the lives of most mothers and fathers in waged employment.

2. Strain-based work-family conflict

Strain-based work-family conflict occurs when symptoms of exhaustion and anxiety created by the demands of one role interfere with another role, thus preventing the demands of that role from being satisfied (Netemeyer et al., 1996). Various role characteristics can create strain or distress that undermines an individual's ability or willingness to fulfil the responsibilities of another role. Subjective quantitative workload refers to an individuals' subjective insight that they have too much work to do in the time available. Work stressors can create strain symptoms of tiredness, depression, anxiety, and irritability (Greenhaus & Beutell, 1985). Strain-based work family conflict may cause mental as well as physical illness. The experience of burnout, anxiety, fatigue caused by negative emotional spillover from work-to-family roles suggests that certain traumatic occurrences, such as a new job, can make it difficult to pursue a well-balanced family life (Greenhaus & Beutell, 1985). Multiple-role involvement has been associated to numerous health outcomes. This often happens with the married working women as they have to perform the multiple roles as worker, wife, mother at the same time. The time that employed mothers spend on domestic activities such as childcare is greater than the time their husbands spend on these activities, regardless of the number of hours working mothers still spend at work (Dilworth, 2004 in De Sousa, 2013). The multiplicity of roles in the life of individual, especially among women, causes the chance of strain-based conflict, which further leads to decline in health, productivity in work and increases the chances of mental illness.

3. Behavior-based work-family conflict

Behavior-based work-family conflict refers to a specific pattern of role behavior that is incompatible with the expectations that are required from another role (Schabracq, Winnubst, & Cooper, 2003 in De Sousa, 2013). Behaviors like being sensitive, caring and emotional are desirable among the family members but are unsuitable at work place. One can assume that an individual will invest more time and energy into the role that is more salient to him or her. Men usually behave very differently when they are at work compared with when they are spending time at home with their children (Greenhaus & Beutell, 1985). At home, men are expected to be warm, nurturing and emotional, while at work they are expected to be more aggressive and assertive.

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Similarly, at work, an individual may be expected to be aggressive, ambitious, hard driving and task-oriented. Successful job performance may be contingent upon the demonstration of these behaviours. In contrast at home being loving, supportive and accommodating may be regarded as essential to developing and fostering a happy and healthy family life. Clearly, these opposing expectations may create a tension between work and family behaviours, as well as obstructing the transition from one environment to the other. If an individual is unable to modify the behavior required for a particular role, the likelihood of conflict being experienced between different roles is high (Greenhaus & Beutell, 1985). Behavior-based conflict may possibly be more prevalent among women than men because of the various transitions women are required to make between various roles (Bartolome, 1972 in De Sousa, 2013).

It can be concluded by analyzing the different forms of work-family conflict that working women with children will be affected by time-based, strain-based and behavior-based work-family conflict. Time-based work-family conflict is experienced because of the hours that women spend at work and the limited amount of time they are able to spend with their children. Strain-based work-family conflict is brought about by the role conflicts that are experienced between work and family roles. For example, receiving little social support from spouse or supervisor. Behavior-based work-family conflict is experienced by the role transitions that working women with children are required to make between their work and family roles.

REVIEW OF THE RELATED LITERATURE

It was found that work-family conflict was 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; Dhanabhakyam and Malarvizhi, 2014; Begum and Reddy, 2015). Contrary to that Esson, (2004) found that marital status was not significantly related to work-family conflict. Number of dependants at home had inverse relationship with work-family conflict among married working women (Rao et al., 2008; Gani and Ara, 2010; Reddy et al., 2010; Ansari, 2011; Malone, 2011; Palmer et al., 2012; De Sousa, 2013; Laxmi and Gopinath, 2013). Ogbogu, 2013 and Saranya, 2015 observed that job, family and individual-related variables were the main factors that lead to work-family conflict among married working women teachers. Some researchers (Kossek, Colquitt and Noe, 2001; Cinamon and Rich, 2005; Reddy et al., 2010; Ansari, 2011; Palmer et al., 2012; Bhowon, 2013; Turliuc and Buliga, 2014; Rajadhyaksha and Velgach, 2015; Rajakala and Sampath, 2015) studied work-family conflict in its both directions i.e. work-to-family conflict and family-to-work conflict.

OBJECTIVE OF THE STUDY

To study the level of 'work- family conflict' (overall and dimension wise) of married female trained graduate teachers.

METHODOLOGY

Tools Used
To measure the Work-Family Conflict of Married Female Teachers, 'Work-Family   Conflict   Scale' developed by Attri & Neelam (2016) was used.

Survey Method
Descriptive survey method of research was adopted to collect the data.

Sample
600 Married Female Trained Graduate Teachers from Chamba, Kullu, Hamirpur and Mandi district of Himachal Pradesh were selected for present study. The sample was selected by following random sampling techniques.

STATISTICAL ANALYSIS OF DATA

To check the level of work-family conflict (overall and dimension wise) of married female trained graduate teachers, frequency distribution and descriptive statistics related to work-family conflict scores was done.

1.   **Level of 'Overall Work-Family Conflict' of Married Female Trained Graduate Teachers**
Data obtained from the married female trained graduate teachers on Work-Family Conflict scale is considered for computing different statistics and the values are presented in Table 1.

Table 1
Frequency Distribution and Descriptive Statistics related to Overall Work-Family Conflict Scores of Married Female Trained Graduate Teachers

Class interval	Frequency	Percentage	Cumulative Frequency	Cumulative Frequency Percentage
151-160	3	00.50	600	100
141-150	3	00.50	597	99.55
131-140	44	07.33	594	99.05
121-130	36	06.00	550	91.72
111-120	69	11.50	514	85.72
101-110	103	17.20	445	74.22
91-100	138	23.00	342	57.02
81-90	124	20.70	204	34.02
71-80	44	07.33	80	13.32
61-70	23	03.83	36	05.99
51-60	5	00.83	13	02.16
41-50	8	01.33	8	01.33
Total	600	100		

Descriptive Statistics	Values	Descriptive Statistics	Values
Mean	99.17	Median	97.40
Mode	93.86	SD	46.18
Skewness	0.1230	Kurtosis	0.2423
Range	112	Q1	86.14
		Q3	111.22

The overview of raw data indicates that overall work-family conflict scores of married female trained graduate teachers varies from 42-154 showing a range of 112. The mean of overall work-family conflict is 99.17, which lies between Q1 and Q3 i.e. married female trained graduate teachers possesses average level of overall work-family conflict.

2. **Level of 'Work-to-Family Conflict' of Married Female Trained Graduate Teachers**

Data obtained from the married female trained graduate teachers on work-to-family conflict component is considered for computing different statistics and the values are presented in Table 2.

Table 2
Frequency Distribution and Descriptive Statistics related to Work-to-Family Conflict Scores of Married Female Trained Graduate Teachers

Class interval	Frequency	Percentage	Cumulative Frequency	Cumulative Frequency Percentage
71-80	30	05.00	600	100
61-70	71	11.80	570	94.97
51-60	221	36.80	499	83.17
41-50	226	37.70	278	46.37
31-40	45	07.50	52	08.67
21-30	7	01.17	7	01.17
Total	600	100		

Descriptive Statistics	Values	Descriptive Statistics	Values
Mean	52.06	Median	51.49
Mode	50.36	SD	89.37
Skewness	0.0191	Kurtosis	0.2643
Range	56	Q1	44.83
		Q3	58.28

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The overview of raw data indicated that work-to-family conflict scores of married female trained graduate teachers varies from 21-77 showing a range of 56. The mean of work-to-family conflict is found to be 52.06, which lies between Q1 and Q3 i.e. married female trained graduate teachers possesses average level of work-to-family conflict.

3. **Level of 'Family-to-Work Conflict' of Married Female Trained Graduate Teachers**

Data obtained from the married female trained graduate teachers on family-to-work conflict component is considered for computing different statistics and the values are presented in Table 3.

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Table 3
Frequency Distribution and Descriptive Statistics related to Family-to-Work Conflict Scores of Married Female Trained Graduate Teachers

Class interval	Frequency	Percentage	Cumulative Frequency	Cumulative Frequency Percentage
71-80	3	0.50	600	100
61-70	68	11.30	597	99.50
51-60	138	23.00	529	88.20
41-50	258	43.00	391	65.20
31-40	109	18.20	133	22.20
21-30	24	4.00	24	4.00
Total	600	100		

Descriptive Statistics	Values	Descriptive Statistics	Values
Mean	47.60	Median	46.97
Mode	45.71	SD	84.35
Skewness	0.0224	Kurtosis	0.2405
Range	58	Q1	41.15
		Q3	54.77

The overview of raw data indicated that family-to-work conflict scores of married female trained graduate teachers varies from 21-79 showing a range of 58. The mean of family-to-work conflict is found to be 47.60, which lies between Q1 and Q3 i.e. married female trained graduate teachers possesses average level of family-to-work conflict.

RESULTS

This research paper was intended to study the level of 'work- family conflict' (overall and dimension wise) of married female trained graduate teachers. The data revealed that married female trained graduate teachers of Himachal Pradesh possess average level of overall work-family conflict, work-to-family conflict and family-to-work conflict.

CONCLUSIONS

On the basis of above findings we can say that married female trained graduate teachers of Himachal Pradesh possess average level of overall work-family conflict, work-to-family conflict and family-to-work conflict. The consequences of this phenomenon namely 'work-family conflict' may become worst in near future if not handled properly. To overcome this, Schools should build a culture that recognizes the significance of the family-identity salience of married female teachers and encourages work and family balance. The way in which married female teachers perceive themselves at work holds certain implications for the development of their work-family conflict and job satisfaction levels. By becoming conscious of various work-related variables that alter the role-identity perceptions of married female teachers, and how these may influence their experiences of work-family conflict, government can play a critical part in developing programmes to improve work-family conflict. Through the implementation of such programmes, married female teachers may perceive the schools as supportive of their family and work situations, which will assist them in achieving a balance between their work and family lives. Therefore, organizations should provide their staff with more decision-making freedom and task authority in their jobs. Redesigning the work conditions may help employees to reduce workload, which seem to reduce work-family conflict. Further, It is also hoped that the findings from the present study will contribute to further understanding of the work-family conflict in schools and to ensure flexible working hours, transport facility, residential facility, child care centre, flexible work arrangements, reduced working hours and child schooling for the female teacher. It is hoped that fresh insights can be revealed to assist human resource practitioners in forming appropriate policies and for researchers to provide additional support for more research into work-family conflict in India.

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