

**WORK-FAMILY CONFLICT OF MARRIED FEMALE TEACHERS IN RELATION
TO FAMILY RELATED VARIABLES****Ajay Kumar Attri *, Ph.D. & Neelam****

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Abstract

In the ever changing and over evolving reality of life, the status of women all over the world and particularly in Indian continent has undergone rapid and phenomenal changes. In all the cities and villages of India, the women today are breaking the social, psychological barrier and are assuming new responsibilities. The dynamics of the work environment have exerted enormous pressure on working women. The aim of this study was to examine the work-family conflict of married female trained graduate teachers in relation to family-related variables. The study was descriptive type in nature. The Work-Family Conflict Scale (Attri & Neelam, 2016) and Family Support Scale (House & Wells, 1978) were used to collect the required data from a sample of 480 married female trained graduate teachers of himachal. Further, data were analyzed through t-test. A significant difference was found in work-family conflict of married female trained graduate teachers with respect to their family income and spouse occupational status, whereas no significant difference was found in work-family conflict of married female trained graduate teachers with respect to their family support. Married female trained graduate teachers having low family income has more work-family conflict than that of married female trained graduate teachers of low family income group. Further, it has been observed that married female trained graduate teachers whose spouse are non-government employee have high level of work-family conflict as compared to their counterpart married female trained graduate teachers whose spouse are government employee. No significant difference was found on work-family conflict of married female trained graduate teachers in relation to family support.

Keywords: *work-family conflict, trained graduate teachers, family support, family income and spouse occupational status*



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Introduction

A woman, in her life span, passes through many roles. These multiple roles begin in the home as daughter, sister, wife, daughter-in-law and mother. The vital problem of working women starts after the ringing of marriage bells. The roles increase when she interacts with the

outside world or tries to be a working hand for better financial grip. In our society, it is the prime duty of women to cater to the needs of her husband irrespective of whether she is employed or not. Problems of integrating work and family life are more severe for women because women have traditionally been assumed to be available during the day to care for the children and to do household work. The problems of women, who combine the different roles of a wife, a mother and a working woman, are multiple; which can be categorized under different heads as physiological problems, adjustment problems, social problems and economic problems. Employment of women, her higher education and economic independence are sometimes cited as reasons for tension in the family. However, these factors have been usually overcome with the absolute economic necessity. Tradition bound people regard a woman who works, as one, who has missed her role in life. For them there is nothing more sacred and respected than to be a good mother and a good wife. This view is of course losing ground. The traditional responsibility of women gives rise to multiple roles which further found to affect their life. A woman teacher has to play a number of roles to meet the responsibilities, expectations, demands and needs of family members as well as of society. Being a teacher, women cannot carry out efficiently each of her roles as wife, mother, teacher and social being. Many researches indicated that work-family conflict impose negative influences upon physically and psychologically conditions, including poor health, moodiness, and incompetence in the parents' characters. Over the past few years, the incidence of stress-related illness such as headaches, high blood pressure (hypertension) and coronary heart disease have been on the increase. There are also psychological outcomes such as low self-esteem, tiredness, irritation, anxiety and tension and long term psychological responses such as depression and alienation. 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.

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; Dhanabhakya and Malarvizhi, 2014; Begum and Reddy, 2015). Contrary to that Esson, (2004) found that marital status is 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 the main factors that lead to work-family conflict among married working women teachers are job-related, family-related and individual-related variables. Further, attempt has been made to find the relationship between work-family conflict and family income. It was found that increase in family income lowers the level of work-family conflict (Ahmad, Fakhr and Ahmad, 2011; Ochsner, 2012).

Thus, it is clear from the above discussion that work-family conflict among married working women in relation to job and family 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 family income and spouse occupational status in a joint venture, which are among the major objectives of the present study.

Need and significance of the study

Traditional gender roles portray men as breadwinners and women as caretakers. These roles are slowly changing due to increase in dual earner families. Woman is now working shoulder to shoulder with man in all walks of life. In a developing country like ours, the financial demands on the Indian families are becoming vicious day by day. The sky rocketing cost of living, increasing expenses on education of children, increasing cost of housing properties force every family in India to look for ways and means of increasing the household income. As a result, women in India who were mostly known as homemakers are now forced to go for jobs and they have joined hands with men as a part of the workforce in almost all the sectors. This phenomenon suggests that family structure is moving from traditional a single-income family to a double-income family. 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.

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. 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. Hence, the present study is an attempt to compare the work-family conflict among married female teachers in relation to family related variables.

Methodology

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, investigator taken the married female trained graduate teachers from the secondary and senior secondary schools of Himachal Pradesh by using incidental and convenient sampling. A sample of 480 married female trained graduate teachers working in government as well as in private secondary and senior secondary schools has been selected for the study.

Tools

Investigators have developed a scale namely 'Work-Family Conflict Scale' to measure the work-family conflict of married female trained graduate teachers. This scale has two dimension (work-to-family and family-to-work conflict) comprising 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, family support was measured by using Family Support Scale (House and Wells, 1978).

Analysis of data

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

| Variable | High Family Income Group (N= 240) | | Low Family Income Group (N= 240) | | t-value |
|----------------------|-----------------------------------|-------|----------------------------------|-------|---------|
| | Mean | S.D. | Mean | S.D. | |
| Family Income | 82.58 | 16.01 | 91.93 | 14.42 | 6.72** |

** 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 high family income and low family income on work-family conflict is 6.72, which is greater than the table value 2.59 at 0.01 level of significance. It means that married female trained graduate teachers of high family income and low family income differed significantly. Further, mean scores of married female trained graduate teachers of low family income on work-family conflict is 91.93, which is higher than 82.58 i.e. the mean score of married female trained graduate teachers of high family income. Hence, married female trained graduate teachers of low family income has more work-family conflict than that of married female trained graduate teachers of high family income.

Table-2: Difference in Mean Scores of Work-Family Conflict of Married Female Trained Graduate Teachers in relation to Spouse Occupational Status

| Variable | Government Employee | | Non-Government Employee | | t-value |
|-----------------------------------|---------------------|-------|-------------------------|-------|---------|
| | Mean | S.D. | Mean | S.D. | |
| Spouse Occupational Status | 84.85 | 15.94 | 89.66 | 15.58 | 3.34** |

** Significant at 0.01 level

Table-2 discloses that the obtained t-value being 3.34 is significant at 0.01 level of significance. Thus, it may be inferred that married female trained graduate teachers whose spouse are government employee and whose spouse are non-government employee differ significantly in their work-family conflict. Further, it is evident from the table- 2, that the mean score on work-family conflict of married female trained graduate teachers whose spouse are non-government employee is 89.66, which is higher than the mean score 84.85 of married female trained graduate whose spouse are government employee. Hence, it may be interpreted that married female trained graduate teachers whose spouse are non-government employee

have high level of work-family conflict as compared to married female trained graduate teachers whose spouse are government employee.

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

| Sr. No. | Group | Mean | S.D. | Comparison Groups | t-value |
|---------|--------------------------------|-------|-------|-------------------|---------|
| 1. | High Family Support (N=160) | 85.78 | 15.28 | Gp1 vs Gp2 | 0.85 NS |
| 2. | Average Family Support (N=160) | 87.40 | 18.42 | Gp1 vs Gp3 | 1.74 NS |
| 3. | Low Family Support (N=160) | 88.61 | 13.68 | Gp2vs Gp3 | 0.67 NS |

NS- Not Significant

Table-3 reveals that the first 't' value i.e. 0.85 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 family support groups of married female trained graduate teachers on work-family conflict.

Again, it is clear from table-3 that the second 't' value being 1.74 was found to be non-significant. It may be inferred that high and low family support groups of married female trained graduate teachers do not differ significantly. This indicates that difference in the mean scores of work-family conflict of married female trained graduate teachers having average and low level of family support was same.

Table-3 further exhibits that the computed value of 't' came out to be 0.67, which is below the table value 1.97 even at 0.05 level of significance. It may be interpreted that married female trained graduate teachers having average and low level of family support do not differ significantly with respect to work-family conflict.

Discussion

On the basis of above findings, it may be concluded that work-family conflict of married female trained graduate teachers is related with the annual family income they have and their spouse occupational status. A significant difference between the mean scores of married female trained graduate teachers of high family income group and low family income group on work-family conflict was found. Further, it was found that married female trained graduate teachers of low family income experienced more work-family conflict than that of married female trained graduate teachers of high family income. Similarly, it was concluded that married female trained graduate teachers whose spouse are non-government employee experienced high level of work-family conflict as compared to married female trained

graduate teachers whose spouse are government employee.No significant difference was found on work-family conflict of married female trained graduate teachers in relation to family support.The results of this study suggested that administrations and family members can lower down the instances of work-family conflict by providing alternative arrangements, which would allow the employer to balance the conflicting demands from multiple roles.

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