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Gender Difference on Work- Family Conflict among Senior Secondary School Teachers of Karnal

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Abstract

The purpose of this paper was to examine gender difference on work-family conflict among senior secondary school teachers. Data was collected from 158 full time senior secondary school teachers out of which 46 were male and 112 were female. Work-Family Conflict Scale was used to collect the data. Descriptive statistics and t-test were used to analyze the data. Results revealed that there is no significant difference between males and females as far as work-family conflict is concerned however females are high on family-work conflict as compared to male teachers.

Keywords: Work-Family Conflict, Gender Differences, Senior Secondary School Teachers

Introduction

Teaching is a profession which should be chosen not out of coincidence or obligation but out of passion. A teacher who loves and enjoys teaching will have a high level of job satisfaction. When a person is satisfied with what he does, he would be happy and productive in the workplace, and this would contribute positively to his overall life satisfaction. Similarly a person who is not satisfied with what he does can be said to be unproductive in the workplace and unhappy in his daily life. Job satisfaction is a multidimensional concept and has been defined in various ways by different researchers. To some, job satisfaction is about a person enjoying what he does and to some; it is a total of positive and negative feelings of a person towards his job. In brief, job satisfaction is individuals being satisfied with what they do, their being successful at what they do and feeling happy in general. Job satisfaction is affected by various factors, such as, age, gender, work experience, occupation, level of education, and personality and some are environmental factors such as pay, promotion opportunities, working conditions, the nature of the work, and the employing institution. A teacher's job satisfaction is affected by heavy workload, student behaviour, parent-teacher relationships, relationships with colleagues and other co-workers, and also the attitude of the head.

In order to make the best of labour force, it should be ensured that individuals get enough job satisfaction and are employed in accordance with their talents and personal traits. Such type of people will be psychologically healthy and will have a great potential to increase their success both in professional and personal life. In other words, if one is satisfied with their job, they will also be satisfied with their life. In today's scenario, however, teachers are facing a lot of problems (insufficient pay, organizational environment, management, and so on) regarding their professions and the problems they are facing contribute negatively to their professional performance, personal development, and their job and life satisfaction (Güver, 2004). Considering the fact that one of the goals of a person is to be good at what he does, life satisfaction and job satisfaction are inevitably correlated. Another factor that affects job and life satisfaction is family-work conflict (when family life affects work) or work-family conflict (when work affects family life). Traditionally, researchers (Duxbury, Higgins & Mills, 1992; Frone, Russell, & Cooper 1997; Gutek, Searle, & Klepa, 1991) measured work-family conflict unidirectional but now investigations try to look at how families can interfere with work. Sometimes what happens in the workplace might affect family life and sometimes problems in the family might affect work life negatively.

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A teacher, not being able to spare enough time for his family due to reasons such as, taking work home (lesson planning, preparing question papers, or grading exam papers) or having a heavy workload might lead to work-family conflict. Or, a female teacher has to push work into the background due to household chores or child care might lead to family-work conflict. Life at home and life at work are two important areas that reciprocally influence one another. Research has shown that an individual's work life is influenced by familial variables (such as the number of kids, age, and the support of the spouse) (Carlson & Kacmar, 2000; Grzywacz & Marks, 2000) and also one's family life is influenced by job necessities (Greenhaus and Beutell, 1985; Kossek and Özeki, 1998). Both types of conflicts create negative consequences for both family and work life. For example, while work-family conflict decreases job satisfaction, family-work conflict decreases marriage satisfaction (Allen, Herst, Burck, & Sutton, 2000; Frone, Russell and Cooper, 1992; Greenhouse, Collins & Shaw, 2003; Noor, 2002). Teacher's on low or high level of job and life satisfaction or conflicts at work and at home would directly affect the quality of education they give, other than the adverse effects on their own health and well-being. Several studies have shown that both types of conflicts are associated with health problems such as psychological strain (Kinnunen, Feldt, Geurts & Pulkkinen, 2006; Noor, 2003), depression and anxiety (Lapierre & Allen 2006), or lower sleep quality (Williams, Franche, Ibrahim, Mustard & Layton. 2006). The changes in societies around the globe have led to an increase in the perception of work-family conflict (Duxbury & Higgins, 2002). The pressures of multiple roles that women and men experience suggest that the conflict between roles within an adult individual is unavoidable and the consequences for the individual and organization are imminent.

Even though negative spill over may occur in both directions, work-family conflict is far more prevalent than family-work conflict (Aryee et al., 1999; Netemeyer et al., 1996; Bellavia & Frone, 2005) due to the fact that work boundaries are less permeable than family boundaries (Dugan et al., 2012). Research shows that work family initiatives, particularly in the form of schedule controls, can reduce work family conflict, buffer the negative effects of long work hours (Kelly et al., 2011; Carlson et. al. 2011) and improve company's performance.

The studies done so far have generally focused on topics such as job satisfaction, individual and environmental factors affecting job satisfaction, and the correlation between job satisfaction and life satisfaction. However, the number of studies that focus on teachers' job and life satisfaction, and the relationships between family-work conflict and work-family conflict which affect their job and life satisfaction is rather limited, which was the main motivation for the present study.

Objective

1. To study the gender differences on work-family conflict.
2. To study the gender differences on family-work conflict.

Hypothesis

1. There is no significant difference between male and female on work-family conflict.
2. There is no significant difference between male and female on family-work conflict.

Method

Sample: The sample consisted of 158 senior secondary school teachers randomly drawn from various schools of Karnal of which 112 are females and 46 are males.

Measures

Work and Family Conflict Scale:

The development and validation of the work-family conflict scale (WAFCS) designed by *Divna Haslam* to measure work-to-family and family-to-work conflict for use with parents of young children has been taken here. As a result of statistical analyses several items were dropped resulting in a brief 10-item scale comprising two subscales assessing theoretically distinct but related constructs: family-to-work conflict (5 items) and work-to-family conflict (5 items). Analyses revealed both subscales have good internal consistency, construct validity as well as concurrent and predictive validity.

Respondents were asked to rate their level of agreement with each item on a 7-point scale from 1 (very strongly disagree) to 7 (very strongly agree). Sample items include: "My work prevents me spending sufficient quality time with my family" (Work-to family subscale) and "My family has a negative impact on my day to day work duties" (Family-to work subscale). For each subscale, items are summed to provide the total work-to-family conflict score (range 7-35) and family-to-work conflict score (range 7-35) with higher scores indicating higher levels of conflict.

Result

Table1: Comparison of Mean Scores of Male & Female Senior Secondary School Teachers on Work Family Conflict

S.N	Group	Mean	S.D.	t-ratio	Level of significance
1	Male	19.10	8.38	1.40	Not Significant
2	Female	17.08	7.58		

1.98>.05
2.61>.01

Perusal of above table reveals that mean scores of male and female senior secondary school teachers on work- family conflict are 19.10 and 17.08 and SD 8.38 and 7.58 respectively. The obtained t-ratio is 1.40 which is not significant. This shows that there is no difference between male and female senior secondary school teachers on work-family conflict.

Table-2: Comparison of Mean Scores of Male & Female Senior Secondary School Teachers on Family -Work Conflict.

S.N	Group	Mean	SD	t- ratio	Level of significance
1	Male	19.24	9.54	6.88	Significant
2	Female	10.21	5.32		

1.98>.05
2.61>.01

Perusal of above table reveals that mean scores of male and female senior secondary school teachers on family-work conflict are 19.24 and 10.21 and SD 9.54 and 5.32 respectively. The obtained t-ratio is 6.88 which is significant at.01 level of significance. This shows that there is significant difference between male and female senior

secondary school teachers on family -work conflict. It indicates that female teachers are high on family- work conflict as compared to male school teachers.

Conclusion

The present study reflects that there is no difference between male and female senior secondary school teachers on work- family conflict however difference does exist between males & females on family- work conflict as in Indian society the onus of family responsibilities mainly lies with the females. The present finding cannot be considered generalized. Large scale studies are suggested in this regard.

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