IMPACT OF WORK-FAMILY CONFLICT ON JOB SATISFACTION OF MARRIED FEMALE TEACHERS OF HIMACHAL PRADESH

Author's Name: Dr. Neelam

Affiliation*: Assistant Professor (Education), Abhilashi College of Education, Mandi, Himachal Pradesh, India*

E-Mail: neelamdhiman1988@rediffmail.com

Abstract

The present investigation is an effort to find the impact of work-family conflict on job satisfaction of married female teachers. Work-Family Conflict of Married Female Teachers was measured by using 'Work-Family Conflict Scale'. The 'Work-Family Conflict Scale' was developed by Attri & Neelam (2016). Further, to study married female teacher's level of job-satisfaction, 'Job-Satisfaction Scale' by Singh and Sharma (1999) was used. The data was examined with the help of t-test. Based on the feedbacks from the 600 respondents, the study revealed that job satisfaction has a significant impact on job satisfaction of married female teachers of Himachal Pradesh. The married female teachers who experience high work-family conflict show low level of job satisfaction. The results of this may support the government and administrations in designing appropriate policies and awareness programs related to work-family conflict.

Keywords: Work-Family Conflict, Job Satisfaction, Married Female Teachers

INTRODUCTION

It is often said that a happy employee is a productive employee. A happy employee is, generally, that employee who is satisfied with his job. Job satisfaction is very important because most of the people spend a major portion of their lives at their workplace. Furthermore, job satisfaction has its impact on the general life of employees also, as a satisfied employee is a contended and happy human being. In 1935, Hoppock was the first scholar to address the concept of job satisfaction. Job is the collection of task, duties and responsibilities that as a whole are regarded as an established assignment to individual employment. Satisfaction is a cluster of feelings, emotions and sensation. Therefore, job satisfaction may be defined as a pleasurable positive emotional state resulting from the appraisal of one's job and job experience. Job Satisfaction is a widely accepted psychological aspect of effective functioning in any profession. The construct of job satisfaction has been investigated over several years and different authors have postulated a variety of definitions. Some are given below;

Griffin and Bateman (1986) defined Job satisfaction as "a global construct encompassing such specific facets of satisfaction as satisfaction with work, pay, supervision, benefits, promotion opportunities, working conditions, coworkers and organizational practices".

Galginaitis (1994) defined Job satisfaction as a "positive emotional state resulting from the appraisal of one's job or job experience" and reflects the extent to which individuals have positive feelings about their job.

Bowen & Cattell (2008) conceptualize Job satisfaction as a multidimensional concept comprising individuals "favorable or unfavorable perceptions" regarding their jobs.

Greenberg and Baron (2008) termed Job satisfaction as "an individual's positive or negative attitude toward their job".

Job satisfaction is an amount of pleasure associated with a job. It is the extent of positive feelings

or attitudes that individuals have towards their jobs. It reflects the overall attitudes of workers towards the work, co-workers, the work environment and the social groups.

Job satisfaction of the teachers refers to a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationships. Qualitative school education depends upon teachers. Level of satisfaction is important for teachers to produce effective learning. Therefore, the success of any system of education depends upon the job satisfaction of its teacher. The teacher is facilitator and the one who provides opportunity for student to grow and interact with environment. He leads the students towards a right direction.

RATIONALE OF THE STUDY

In recent years, various studies have improved our understanding of the dynamics of how work affects family and family affects work (Frone et al., 1992; Greenhaus & Beutell, 1985). The work and family relationship has received considerable attention, which has been largely initiated by the increased participation of women in the workforce (Powell & Greenhaus, 2010). The changing composition of the workforce, coupled with the increasing number of individuals living in nontraditional family structures, has further heightened the awareness of conflict between work and family roles (Zedeck, 1992 in De Sousa, 2013). Owing to these unfolding changes, more and more individuals face the challenges of managing their work and family responsibilities and roles (McNall, Masuda, & Nicklin, 2010). The complexities involved in combining and managing work and family roles ultimately lead to conflict between these two domains (Nikandrou, Panayotopoulou, & Apospori, 2008 in De Sousa, 2013). The unfavourable consequences of conflict affecting families, employers and employees has led to the recognition of the problem of integrating work and family as a social phenomenon of the 21st century (Parasuraman & Greenhaus, 1997). The progress of any country is directly linked to its expertise in developing and using its human resources effectively. This statement is particularly true in a developing nation like India.

Women are a significant part of the pool of this human resource as they play the most important role in the economic, social and political development of the nation. The twenty-first century has seen remarkable increase 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. 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. This situation will result in work-family conflict because they have to maintain both the family and work domains simultaneously. Therefore, it is necessary to study the level of their work family conflict of working female teachers.

Work and family conflicts have emerged as an increasingly important research topic in the last few decades. The potential for work family conflict increases as these working parents or dual couples struggle with the everyday work and home responsibilities. Because, the higher level of work-family conflict among married female trained graduate teachers will give rise to worse life satisfaction and quality of work life, the worse physical condition, the worse psychological wellness and the lower affection involvement to family. For the school, work-family conflict may cause absenteeism, delaying in arrival, demoralization, lower job satisfaction, productivity

declining and organizational diminishing. Therefore, work family conflict is an important issue to be addressed for the benefits of teachers, students and schools. The study may 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.

OBJECTIVE OF THE STUDY
To study the work-family conflict of married female teachers in relation to their job satisfaction.

SAMPLE
The sample of this study consisted of 600 married female teachers working in government and private secondary and senior secondary schools affiliated to Himachal Pradesh Board of School Education, Dharmshala. The sample is taken from Chamba, Hamirpur, Kullu and Mandi districts of Himachal Pradesh.

TOOLS USED
The data related to work-family conflict and job satisfaction is collected through the administration of 'Work-Family Conflict Scale' developed by Attri & Neelam (2016) and Job-Satisfaction Scale by Singh and Sharma (1999).

METHODOLOGY
The present methodology of this study is based on survey method under descriptive research. 't' value showing significance of difference in mean scores of 'Work-Family Conflict' of married female teachers in relation to high, average and low job satisfaction are shown in table-1

Table 1 : 't' Value Showing Significance of Difference in Mean Scores of 'Work-Family Conflict' of Married Female Teachers in relation to High, Average and Low Job Satisfaction

Sr. No.	Group	Mean	S.D.	Comparison Groups	t-value
1.	High Job-satisfaction N=200	98.32	15.09	Gp1 vs Gp2	2.02*
2.	Average Job-satisfaction N=200	95.31	14.59	Gp1 vs Gp3	3.65**
3.	Low Job-satisfaction N=200	104.65	19.30	Gp2vs Gp3	5.45**

* Significant at 0.05 level
** Significant at 0.01 level

Table-1 reveals that the 't' values for group 1 and group 2 are obtained as 2.02, which is significant at 0.05 level of significance. The mean score are in favor of group 1. It means married female teachers having high job satisfaction have more 'overall work-family conflict' than that of married female teachers having average job satisfaction.
Table-1 further shows that the calculated t-value for difference between the mean scores of married female teachers having high and low level of job satisfaction on 'work-family conflict' is 3.65, 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 teachers having low level of job satisfaction on ' work-family conflict' is 104.65, which is higher than 98.32 i.e. the mean score of married female teachers having high level of job satisfaction. Hence, married female teachers having low level of job satisfaction has more 'work-family conflict' than that of married female teachers having high level of job satisfaction. The third t-value (5.45) emerged as highly significant at 0.01 level of significance. It means married female teachers having average and low level of job satisfaction differed significantly on 'work-family conflict'. Since, the greater mean (104.65) is found for married female teachers having low level of job satisfaction. Therefore, it may be state that married female teachers having low level of job satisfaction experiences more 'work-family conflict' than that of married female teachers having average level of job satisfaction.

Figure 1 shows the significant difference in 'work-family conflict' of married female teachers having high, average and low level of job satisfaction.

Figure 1 : Difference in 'Work-Family Conflict' of Married Female Teachers having High, Average and Low Level of Job Satisfaction
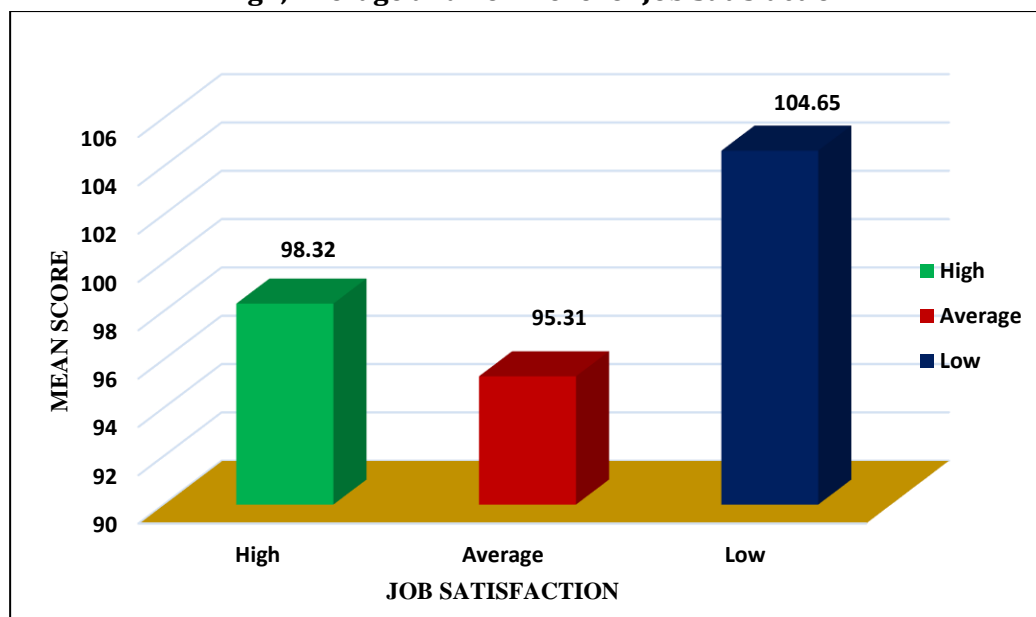
DISCUSSION OF THE RESULTS

Married female teachers having high, average and low level of job satisfaction differed significantly in their 'Work-Family Conflict'. It was supported by Hennessy (2007), Ishwara and Dhananjaya (2008), Lu et al. (2008), Ahmad and Masood (2011), Karimi et al. (2012), Rathi and Barath (2012), De Sousa (2013), Gokulakrishnan and Ramesh (2013), Tabassum, Jahan and Rahman (2013), Chandel and Kaur (2015), and Saranya, (2015). Married female teachers having high, average and low level of job satisfaction differ significantly in their 'work-family conflict'. Married female teachers having high job satisfaction had more 'work-family conflict' than that of married female teachers having average job satisfaction. Whereas, married female teachers having low level of job satisfaction had more 'work-family conflict' than that of married female teachers having high level of job satisfaction. Further, married female trained graduate teachers having low level of job satisfaction experienced more 'overall work-family conflict' than that of

married female trained graduate teachers having average level of job satisfaction.

SUGGESTIONS

1. The results and recommendations of the study can be used by the government and school management committees to enable a supportive work culture at schools. Schools should consider the effects of married female's challenging work environment on their work-family interaction. Schools are required to counsel individuals regarding their well-being and assist them to manage their work and family role integration. They have the capacity to offer preventive programs and strategies at the school level.

2. Government and school managements that want to minimize work-family conflict need to create such working environment that allows married female teachers to exercise freedom and independence in carrying out their work. Government need to be encouraging and supportive of a married female teachers' work and family issues. If government can entrench their behaviour change, they are most likely to witness increased levels of married female job satisfaction and a decrease in their work-family conflict.

3. To minimize work-family conflict government should appoint teachers on regular basis only. Further, salaries of contractual teaching staff should be adequately revised to reduce the level of work-family conflict. Government and school administrators should also need to realize that married female teachers free from work-family conflict could possibly transform untrained young children into successful citizens of the society. Maternity leaves, childcare leaves should be enhanced to minimize work-family conflict among working married female teachers.

4. 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.

REFERENCES

1. Ahmad, Muhammad Shakil and Masood, Muhammad Tahir (2011). Work family conflict among women university teachers: a case from Pakistan. *European Journal of Social Sciences*, *23* (1). 119-130. Retrieved from: https://www.researchgate.net/publication/266888574 on 19-04-2017

2. Bowen, P., & Cattell, K. (2008). Job satisfaction of South African quantity surveyors. *Engineering, Construction and Architectural Management, 15*(3), 260-269.

3. Chandel, Kulbhushan and Kaur, Rajwant (2015). Understanding work-life balance to avoid pitfaals. *Kegees Journal of Social Science, 7* (1), 149-161.

4. Devi, Shakuntla (2004). *Role conflict among women teachers*. Commonwealth Publishers: New Delhi.

5. De Sousa,Vanessa A.G.F (2013). Family-work conflict, job satisfaction and burnout of working women with children. *Published Ph.D thesis*, University Of Pretoria.

6. *Frone,M.R., Russell,M. & Cooper, M.L. (1992). Antecedents and outcomes of work-family conflict: testing a model of the work-family interface. *Journal of Applied Psychology*, *77*(1), 65-78.*

7. Gokulakrishnan, A. and Ramesh, M. (2013). Work family conflict among women academician: a case from Chennai. *IJEMR*, *3* (6), 1-14. Retrieved from www.aeph.in on

23-04-2016.

8. Good, C.V. (1959). Dictionary of Education. New York: McGraw Hill.

9. Greenberg, J., & Baron, R.A. (2008). *Behavior in organizations* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

10. Greenhaus, J. H., and Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, *10*(1), 76-88. Retrieved from http://www.jstor.org/stable/258214 0n 23-11-2014.

11. Griffin. *R.* W., & Bateman, T. S. (1986). Job satisfaction and organizational commitment. In C. L. Cooper & I. Robertson (Ed.), *International review of industrial and organizational psychology,* 157-188. New York, NY: Wiley.

12. Hennessy, Kelly Dae (2007). Work-family balance: an exploration of conflict and enrichment for women in a traditional occupation. *Published Ph.D thesis*, University of Maryland.

13. Ishwara,P. and Dhananjaya, K.B. (2008). University teacher's perception of work-and-family conflict. *Experiments in Education*, *XXXVI* (9), 3-10.

14. Koul, Lokesh (2009). *Methodology of educational research*. Vikash Publishing House Pvt. Ltd.: New Delhi.

15. Parasuraman, Saroj and Simmers, Claire A. (2001). Type of employment, work-family conflict and well-being: a comparative study. *Journal of Organizational Behaviour*, *22* (5), 551-568. Retrieved from http://www.jstor.org/stable/3649558 on 12-05-2016

16. Saranya, S. (2015). Determinants influencing work life conflict among secondary school women teachers in Thiruvallur district, Tamilnadu. *EPRA International Journal of Economic and Business Review*, *3* (3), 200-206. Retrieved from www.epratrust.com on 12-03-2016.

17. Singh, Anupama & Kaur, Devenderjit (2013). *The changing identities of women in India: real and imagined*. Lambert Academic Publishing.

18. Soin, Diljot (2011). Stress, well-being and work/life balance among full-time and part-time working women. *Global Journal of Business Management*, *5*(2), 9-15.

19. Sumangala, V and Ushadevi, V. K. (2009). Role conflict, attitude towards teaching and job satisfaction as predictors of success in teaching. *Edutracks*, *8* (9), 25-30.

20. Tabassum, Ayesha, Jahan, Kursia and Rahman, Tasnuva (2013). Test of work-to-family and family-to-work models of conflict, enrichment, and satisfaction: an analysis on the female primary school teachers of Bangladesh. *World Review of Business Research*, *3* (3), 47-71

21. Ushadevi, V.K. (2008). Role conflict and success in teaching among secondary school women teachers of Kerala. *Experiments in Education*, *XXXVI* (5), 5-9.