

A Study Of WORK-FAMILY Conflict Among WOMEN Teachers Teaching In Secondary Schools In Relation To THEIR GENDER AND TYPES OF SCHOOL

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Abstract

The present study examines the work-family conflict among female senior secondary school teachers in relation to their gender and types of school, specifically focusing on work-family conflict. The primary objectives were to compare work-life conflict among female teachers working in government and private schools, as well as those working in rural and urban areas. Two hypotheses were tested: first, that there is no significant difference in work-life conflict between government and private school teachers, and second, that there is no significant difference in work-life conflict based on locality (rural vs. urban). The study used a descriptive research methodology, with work-family conflict as the dependent variable and school type and locality as the independent variables. A random sample of 200 female senior secondary school teachers from the Rohtak district of Haryana was selected. The Work-Family Conflict Scale (WAFCS), a 10-item instrument developed by Divna Haslam (2015), was used to measure two dimensions: work-to-family conflict and family-to-work conflict. Data were analyzed using mean, standard deviation, and 't' test. The findings revealed a significant difference in work-to-family and family-to-work conflict between government and private school teachers, with private school teachers experiencing higher conflict levels. However, no significant difference was found based on locality. It was concluded that the type of school plays a crucial role in the work-family conflict faced by teachers, while locality does not significantly impact it. Recommendations include implementing work-life balance policies, offering mental health support, and promoting a supportive work environment in private schools. Further research should investigate other factors like family size and marital status to better understand work-family conflict.

Key Words: Work-Family Conflict, Senior Secondary School Women Teachers, Gender, Types of School.

Introduction

Education is something only humans have created. Without education, a man is no different from any other animal.

Education has the potential to transform a boy into a man. Every guy has latent abilities that have yet to be realised. The role of the teacher is paramount. Every nation's educational system can trace its success, in large part, back to its teachers. In our system of education, the teacher is the nucleus. In light of shifting expectations at school, the role of the teacher will need to adapt. A school without a teacher is analogous to a body devoid of soul, a skeleton devoid of flesh, and a shadow substance devoid of blood. The role of the teacher is crucial in the learning process. His methods of instruction and treatment of students will shape their development as people. The teacher is, in fact, the most important aspect of the learning environment that the school offers. Each new generation benefits from the simultaneous and exponential growth of all of human knowledge. This information is prescribed and passed down from teachers through the educational system. In order to achieve educational objectives, a teacher is expected to take on a variety of responsibilities, including those of facilitator, communicator, demonstrator, planner, and evaluator. All of these things are on the teacher's plate, but the most important is shaping the students' growth in every area.

Work-family conflict (WFC) among women teachers in India is a pervasive and multifaceted issue, deeply embedded in the broader social and cultural expectations placed on women. The dual burden of fulfilling professional responsibilities while managing domestic duties leads to significant stress and negatively affects both work and family life. According to Mathur and Agarwal (2022), Indian women teachers face heightened WFC due to societal expectations that women should prioritize caregiving roles even when they are employed full-time. This role overload is exacerbated by long working hours, after-school duties, and the demand for emotional labor in teaching, which leaves little time for family commitments.

Research has shown that institutional shortcomings play a significant role in aggravating WFC. Kumari (2022) notes that the lack of flexible work arrangements and inadequate childcare support makes it particularly challenging for women teachers to balance work and family. Similarly, Shukla and Patel (2021), in their study published in *The Journal of Educational Research and Development*, highlight the lack of support systems within schools, such as limited access to maternity leave and unsupportive management, which exacerbates the stress women face. Additionally, women in rural areas face distinct challenges, as Rani and Sharma (2021) point out, due to inadequate infrastructure, long commutes, and poor access to resources, creating further barriers in managing work and family demands.

The emotional and mental health consequences of WFC are also significant. A study by Patel and Singh (2020) in Indian

Journal of Mental Health found that prolonged work-family conflict among women teachers leads to anxiety, depression, and burnout, which in turn affects their job performance and overall well-being. Women often feel guilt for not fulfilling their family duties adequately while also experiencing frustration from not meeting professional expectations. Bhatnagar and Mishra (2020) argue in *Gender and Work* that this emotional toll is often exacerbated by a lack of professional development opportunities, particularly in rural settings, where teachers face logistical challenges in accessing training programs and career advancement.

Career progression is another area negatively impacted by WFC. Singh and Gupta (2021) published in *Journal of Human Resource and Organizational Development*, argue that the high levels of work-family conflict faced by women teachers often lead them to choose part-time roles or early retirement, which diminishes their career prospects. This, in turn, contributes to the larger issue of gender inequality in the workplace, as men are less likely to face the same level of conflict. Gupta and Verma (2020) also emphasize the need for gender-sensitive policies, including flexible working hours, childcare support, and maternity benefits, to address these challenges. Without these systemic changes, the cycle of work-family conflict and its negative repercussions on women's careers will continue.

Addressing work-family conflict requires both policy and organizational reform. In addition to flexible working arrangements and institutional support, schools must create a more inclusive culture that values gender equity and supports the well-being of women teachers. By mitigating WFC, educational institutions can enhance job satisfaction, improve teacher retention, and ultimately contribute to a better quality of education for students.

Review of Literature

Fard and Tabar (2015) showed that there is a positive, direct and significant correlation between score's work-family conflict and job satisfaction. Additionally we can say there is significant correlation only between works – family- conflict with one of the level of job satisfaction (work) and there is not mean full correlation with other level of job satisfaction. **Gupta and Nain (2016)** revealed significant difference in role conflict and its dimensions among teachers working in govt./govt. aided and self-financing B.Ed. colleges; having internal and external locus of control. A significant difference in role conflict and its dimensions among teachers belonging to science and arts stream except family-work conflict, work-self conflict and work-health conflict was observed. **Pardeep (2018)** pointed out that woman experience role conflict when she find herself pulled in various directions as she try to respond to many

responsibilities at home and at workplace . This role conflict results into many problems for working women. The present paper highlights on the extent/level of role conflict and its consequences among working women. **Deka (2019)** found that the female teachers and even the existing primary female teachers are suffering from a lot of academics, economical, social as well as family related problems, which adversely affect on their professional career along with the quality of student-learning-outcomes; definitely contributed negatively to the prosperity of our nation, because primary education is the backbone of our national development. **Agrawal (2020)** inferred that there is no significant difference in role conflict of female teacher's belonging to joint and nuclear families of government schools. **Bhatnagar and Mishra (2020)** aimed to explore gender disparities in work-family conflict (WFC) among teachers in rural India. Their study found that women teachers in rural areas faced more pronounced WFC due to inadequate infrastructure, long commutes, and societal expectations of fulfilling domestic responsibilities, which hindered their work performance and well-being. **Gupta and Verma (2020)** focused on the challenges of work-life balance and gender equality among Indian women teachers. They concluded that gender-based societal norms and insufficient organizational support, such as the absence of flexible working conditions and inadequate childcare facilities, were the main contributors to WFC, affecting both job satisfaction and career progression. **Patel and Singh (2020)** explored the relationship between WFC and mental health among women educators in urban India. Their study revealed that prolonged exposure to WFC led to anxiety, depression, and burnout, thereby affecting both the personal and professional lives of women teachers. **Rani and Sharma (2021)** focused on the challenges faced by rural women teachers in balancing work and family responsibilities. They found that the combination of poor infrastructure, long travel distances, and societal pressures significantly increased WFC, leading to higher stress levels and lower job satisfaction. **Shukla and Patel (2021)** examined the role of institutional support in mitigating WFC among women teachers in India. The study concluded that insufficient maternity leave, lack of flexible work arrangements, and unsupportive management practices were key contributors to WFC, negatively impacting both work performance and family life. **Singh and Gupta (2021)** analyzed the impact of WFC on career progression among women teachers in India. Their findings indicated that WFC often led women to opt for part-time roles or early retirement, significantly limiting their career growth and perpetuating gender inequality in the education sector. **Kumari (2022)** examined the nature and impact of WFC in the Indian education sector, specifically among women teachers. The study found that limited institutional support and rigid work schedules were key factors contributing to high

levels of conflict, leading to increased stress and reduced professional engagement. **Mathur and Agarwal (2022)** investigated the influence of societal norms on WFC among women teachers in India. Their findings highlighted that the expectation for women to prioritize caregiving, alongside professional duties, resulted in significant role conflict, particularly in urban areas where long working hours exacerbated the issue.

Rationale of the Study

Work-family conflict (WFC) is a significant issue affecting women teachers, especially in India, where societal norms and gender roles place added pressure on women to balance professional and domestic responsibilities. The review of literature highlights various dimensions of WFC, such as its correlation with job satisfaction (Fard & Tabar, 2015), role conflict in different institutional settings (Gupta & Nain, 2016), and its adverse impact on the mental health and well-being of women teachers (Patel & Singh, 2020). Previous studies have shown that women face more pronounced work-family conflict due to inadequate institutional support, rigid work schedules, and societal expectations that women prioritize caregiving roles, which is more prevalent in secondary schools, particularly in rural and government settings (Bhatnagar & Mishra, 2020; Rani & Sharma, 2021).

The present study aims to explore work-family conflict among women teachers in secondary schools with respect to their gender and types of school (government and private). While some research has focused on primary education or college-level teachers, fewer studies have investigated secondary school teachers, particularly the interaction between gender and school type. Given that secondary school teachers face unique challenges, including heavier workloads and more intensive curriculum demands, it is crucial to understand how these factors contribute to WFC. Additionally, with India's evolving education system and changing family dynamics, it becomes imperative to study whether teachers from different types of schools experience varying levels of WFC. By addressing this gap, the study seeks to provide insights that could inform policy recommendations to improve work-life balance and support mechanisms for women teachers, ultimately enhancing both teacher well-being and student outcomes.

Statement of the Problem

“A STUDY OF WORK-FAMILY CONFLICT AMONG WOMEN TEACHERS TEACHING IN SECONDARY SCHOOLS IN RELATION TO THEIR GENDER AND TYPES OF SCHOOL”

Objectives

1. To study and compare work-life conflict among government and private senior secondary school women teachers.
2. To study and compare work-life conflict among senior secondary school women teachers working in rural and urban areas.

Hypotheses

1. There exists no significant difference in work-life conflict among government and private senior secondary school women teachers.
2. There exists no significant difference in work-life conflict among senior secondary school women teachers working in rural and urban areas.

Methodology

The present methodology of this study is based on descriptive research.

Variables Involved

In this study the work-family conflict of teachers is dependent variable and demographical variables such as gender and types of school are independent variables.

Population and Sample

The women teachers working in the various secondary schools in the State of Haryana constituted population for the study. A sample of 200 senior secondary school woman teachers of Rohtak districts of Haryana was taken on the basis of random sampling method.

Tool Used

Work-Family Conflict Scale (WAFCS) designed by Divna Haslam (2015). The WAFCS consists of 10 items, divided into two subscales: 5 items for work-to-family conflict and 5 items for family-to-work conflict. Each item is rated on a 7-point Likert scale, ranging from "Very Strongly Disagree" (1) to "Very Strongly Agree" (7). The WAFCS demonstrates excellent internal consistency, with Cronbach's alpha values exceeding 0.90 for both subscales. The scale underwent rigorous validation processes, including exploratory and confirmatory factor analyses. The construct validity was confirmed by showing that the WAFCS effectively differentiates between work-to-family and family-to-work conflict. Concurrent validity was established through high correlations with established measures, such as Frone's Work-Family Conflict Scale, demonstrating that WAFCS measures the intended constructs.

Statistical Techniques Used

The statistical techniques such as Mean, Standard Deviation and 't' test were used to analyze the data.

Results and Interpretation

Table 1: Mean, Standard Deviation and 't' values of Work-Family Conflict of female senior secondary school teachers in relation to their types of school

Dimensions	Types of school	Number	Mean	S.D.	't'	Level of Significance
Work to Family Conflict	Women teacher of government Schools	100	14.26	3.558	7.608	Significant at 0.01 level
	Women teacher of Private Schools	100	18.33	3.114		
Family to Work Conflict	Women teacher of government Schools	100	10.27	3.360	8.154	Significant at 0.01 level
	Women teacher of Private Schools	100	15.55	3.334		

The table presents the mean, standard deviation (S.D.), and 't' values for the work-family conflict experienced by female senior secondary school teachers from government and private schools. Two dimensions of work-family conflict are measured: Work to Family Conflict and Family to Work Conflict. The analysis includes 100 female teachers from each type of school. In the Work to Family Conflict dimension, the mean score for female teachers in government schools is 14.26 with a standard deviation of 3.558, whereas the mean for female teachers in private schools is higher, at 18.33 with a standard deviation of 3.114. The 't' value for this comparison is 7.608, which is statistically significant at the 0.01 level. This indicates that there is a significant difference between the work to family conflict experienced by teachers in government schools compared to those in private schools, with private school teachers experiencing a higher level of conflict. For the Family to Work Conflict dimension, female teachers in government schools have a mean score of 10.27 with a standard deviation of 3.360, while private school teachers have a considerably higher mean score of 15.55 with a similar standard deviation of 3.334. The calculated 't' value for this comparison is 8.154, which is also significant at the 0.01 level. This suggests that private school teachers face significantly more family to work conflict compared to their counterparts in government schools. Overall, the results indicate that female teachers in private schools experience greater work-family conflict in both dimensions compared to those in government schools, with statistically significant differences observed at the 0.01 level.

Table 2: Mean, Standard Deviation and 't' values of Work-Family Conflict of female senior secondary school teachers in relation to their locality

Dimensions	Locality	Number	Mean	S.D.	't'	Level of Significance
Work to Family Conflict	Women teacher working in rural areas	100	15.93	3.905	1.334	Not Significant
	Women teacher working in urban areas	100	16.67	3.899		
Family to Work Conflict	Women teacher working in rural areas	100	12.70	4.223	0.593	Not Significant
	Women teacher working in urban areas	100	13.12	4.310		

The table 2 presents the mean, standard deviation (S.D.), and 't' values for the work-family conflict experienced by female senior secondary school teachers based on their locality, comparing those working in rural areas to those working in urban areas. Two dimensions of work-family conflict are considered: Work to Family Conflict and Family to Work Conflict. The sample includes 100 female teachers from rural areas and 100 from urban areas. For the Work to Family Conflict dimension, female teachers in rural areas have a mean score of 15.93 with a standard deviation of 3.905, while teachers in urban areas have a slightly higher mean score of 16.67 with a similar standard deviation of 3.899. The 't' value for this comparison is 1.334, which is not statistically significant. This suggests that there is no significant difference in the work to family conflict experienced by teachers based on whether they work in rural or urban areas. In the Family to Work Conflict dimension, female teachers in rural areas have a mean score of 12.70 with a standard deviation of 4.223, while their urban counterparts have a mean score of 13.12 with a standard deviation of 4.310. The 't' value for this comparison is 0.593, which is also not statistically significant. This indicates that there is no significant difference in the family to work conflict between teachers working in rural and urban areas. The results show that there are no significant differences in either work to family conflict or family to work conflict between female teachers working in rural and urban areas.

Findings of the Study

1. **Work to Family Conflict Based on Type of School:** The study found a significant difference in the level of work to family conflict between female senior secondary

school teachers in government and private schools. Teachers in private schools reported experiencing a higher degree of work to family conflict compared to those in government schools. This indicates that the school environment plays an important role in shaping the work to family conflict experienced by teachers.

2. **Family to Work Conflict Based on Type of School:** Similarly, the family to work conflict was found to be significantly higher among private school teachers than their counterparts in government schools. This suggests that private school teachers may be facing more challenges in managing their family responsibilities due to work demands.
3. **Work to Family Conflict Based on Locality:** When comparing the work to family conflict between female teachers working in rural and urban areas, no significant difference was observed. This finding indicates that the locality of the school, whether rural or urban, does not have a substantial impact on the work to family conflict experienced by teachers.
4. **Family to Work Conflict Based on Locality:** Similarly, no significant difference was found in the family to work conflict between teachers working in rural and urban areas. This suggests that geographic location is not a major factor influencing the family to work conflict experienced by female teachers.

Conclusion

The study concludes that the type of school—whether it is government or private—has a significant impact on the work-family conflict experienced by female senior secondary school teachers. Teachers in private schools face higher levels of both work to family conflict and family to work conflict compared to their peers in government schools. In contrast, the locality of the school, whether rural or urban, does not significantly affect the work-family conflict experienced by female teachers. These findings highlight the critical role of the school environment in influencing the work-life balance of teachers.

Recommendations and Suggestions

Based on the findings, it is recommended that private school managements take proactive steps to reduce the work-family conflict experienced by their teachers. This could include introducing policies that promote work-life balance, such as flexible work schedules, family-friendly leave options, and reducing excessive workload. Schools should also consider offering mental health support and counseling services to help teachers manage the stress and pressures of balancing work and family responsibilities.

Furthermore, schools should promote a supportive work environment where the well-being of teachers is prioritized. This can be achieved through initiatives like stress management workshops, time management training, and programs that encourage a healthy balance between professional and personal life. Both government and private schools should strive to create a culture where teachers feel supported in managing their work and family obligations.

In addition, it is suggested that schools regularly review and assess the work conditions of teachers to ensure that they are not overburdened. The creation of a more supportive school environment can improve job satisfaction and well-being, particularly for female teachers who may face greater challenges in balancing work and family life. Lastly, further research could explore additional factors such as family size, marital status, and workload to gain a deeper understanding of the contributors to work-family conflict and to inform more targeted interventions.

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