IMPACT OF WORK FAMILY CONFLICT ON JOB SATISFACTION AND LIFE SATISFACTION OF FEMALE SECONDARY SCHOOL TEACHERS

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Abstract

The main objective of this research study was to find out the impact of work family conflict on the job satisfaction and life satisfaction of female teachers in district Nankana Sahib. The population of this research study was female secondary school teachers in district Nankana Sahib. The sample of this research study was selected through purposive sampling. The sample size of this research study was 400 teachers. The data was collected through questionnaire by using survey method. Statistical Package for Social Science (SPSS) for administered for data analysis according to the objectives of the study. The findings of the study revealed that there was a positive and significance impact of work family conflict on job satisfaction and life satisfaction of secondary school female teachers. This study is stepping stone for the development of the job and life satisfaction of the secondary school teachers regarding work family conflict.
Keywords: Work Family Conflict; Teachers' Job Satisfaction; Life Satisfaction

Introduction

Dual-earner families have started to supersede the traditional family model as the dominant family model since the late twentieth century, resulting in a change in family models Traditional family structures, characterized by men's role as breadwinners and women's role as house and child careers, are becoming more uncommon (Chopur, 2011). In today's globalized culture, both men and women are increasingly taking on dual duties as parents and workers. As a consequence, both family and work become top concerns, requiring tremendous time and effort. Being a parent and an employee at the same time, on the other hand, might lead to conflict in one of the roles (Scanlan & Still, 2019). Despite the fact that it may affect anybody, WFC is more often encountered by women (Ansari, 2011). Women have two major duties in the house, wife and mother, suggesting that they have more domestic tasks and play greater roles in the family. Most home activities, including as housework and child care, are performed by women, while women also work as workers. Workplace family conflict leads to a variety of stress-related effects, both work-related and non-work-related at all phases of life, the impression of a family-friendly organization is critical in reducing work-family conflict. WFC was shown to be substantially linked to parents' plans to change employment if they had children, but FWC was found to be significantly linked to parents' intentions to change jobs if they did not have children (Trout, 2012). In compared to non-working mothers, most working women have struggled to strike a balance between work and family responsibilities, and they face a tremendous lot of stress in doing so (Sultana, 2012).

Work-family conflict arises when women seek to reconcile greater career commitments with family responsibilities (Kaye & Gray, 2007). WFC happens when both the husband-and-wife work in the family (Livingston & Judge, 2008). It has a bigger effect on women than it does on males. Working women are burdened by two types of obligations: paid work at their companies and unpaid work at home. If they are unable to deal with it properly, it may lead to a reduction in efficiency, which might have a bad influence on the whole company (Topper, 2007). Teachers who are professionally fulfilled and devoted are critical to the development

of a skilled and prosperous nation. The amount of satisfaction of instructors in the teaching profession has a significant impact on their performance (Jamal, 2017). Teachers' job satisfaction is important in improving a country's educational excellence. Employment satisfaction refers to an employee's positive and negative sentiments about his or her job. According to the literature, work discontent can lead to undesirable effects such as decreased job performance and employee attrition.

Literature Review

Job stress, parental stress, work-family conflict, and work satisfaction have all been investigated both directly and indirectly. Work-related and non-work-related stress (such as parental stress) have indirect connections with job satisfaction (Scanlan & Still, 2019). As we just stated, work overload has been shown to be significantly linked to job satisfaction in empirical studies. Low perceptions of work overload may have had a favorable impact on people's job satisfaction ratings. Professional experience has been linked to an increased incidence of family-related stress (Cao et al., 2020). A parent's appraisal of the contextual demands of the parenting role, such as a lack of personal resources to meet the expectations of caring for their children, may induce parenting stress. Because parenting stress is connected to misery and suffering (Rollè et al., 2017), it's likely to be linked to lower work satisfaction. If the stress of parenting takes its toll on parents, they may not be able to enjoy their work as much as they would if they had the energy and time to do so.

The exchange of resources between people to help them is known as social support (Hargis, 2011). Social support, according to Matthews and Toumbeva (2015) is aid to workers in accomplishing workplace obligations. They also feel that work and family situations may provide social support. The phrase "family domain" refers to the help that family members provide. There are two types of job-domain assistance: (a) supervisory support and (b) colleague-level help. The exchange of resources between people to help them is known as social support (Hargis, Kotrba, Zhdanova, & Baltes, 2011). Social support, according to Matthews and Toumbeva (2015), is aid to workers in accomplishing workplace obligations. They also feel that work and family situations may provide social support. The phrase "family domain" refers to the help that family members provide. While there are two types of job-related support: (a) supervisory support and (b) colleague support, both of which may contribute to sadness and a reduction in life satisfaction. When considering the two types of work-family conflict, work-to-family conflict has a bigger effect on psychological well-being than family-to-work conflict (Ford, Heinen, & Langkamer, 2007).

It is impossible to emphasize the value of a teacher's engagement in boosting educational standards. When a woman's family life is interrupted, it has a negative conflict on her professional performance. Females have long been concerned about work-family conflict. In the west, work-family conflict has been examined (Erdamar & Demirel, 2013; Grant-Vallone & Donaldson, 2001). Due to variations in cultures, customs, and socioeconomic practices, Western research do not reflect the complete picture of work-family conflict experienced by workers in Pakistan. According to Bakker and Geurts (2004), "Physical, psychological, or institutional components of a work that involve physical and mental strain are referred to as job demands, and they are connected to physiological, emotional, and mental consequences. Work sources are those physical, psychosocial, or institutional features of a job that may be beneficial in achieving job needs while also lowering physiological and psychological impacts and boosting an individual's development "(348 pages) (cited in Schieman & Glavin, 2011). The work environment can be influenced by the home as well. According to several research, the family-work conflict has an impact on the worker's health and well-being (Beauregard, 2006; Peeters et al., 2005).

Teachers' attitudes about their jobs are influenced by their teaching level and gender. Elementary school instructors had higher degrees of self-efficacy in terms of student

involvement than middle and high school teachers. According to Liu and Ramsey (2008), women report worse job satisfaction than males, particularly in terms of working circumstances, and multiple studies have revealed that female instructors are more stressed than male teachers, presumably owing to greater levels of total workload (Greenglass & Burke, 2003). Surprisingly, multiple studies show that most female teachers struggle to keep their work and home life separate (Cinamon & Rich, 2005). They say it is tough and uncomfortable to balance their jobs as a teacher and a mother. They feel obligated to work three jobs at once: teaching, housekeeping, and child care. Some female teachers confess to holding down four jobs at once. Furthermore, according to some study, female instructors with younger children are under greater pressure to simultaneously fulfil both responsibilities, especially in terms of aiding their children in learning and meeting their needs, as well as being a good teacher. The duality of WFC has been assessed in most studies by looking at the several directions in which it has an influence, each with its own set of antecedents and consequences. Burnout, absenteeism, work-related stress, and organizational citizenship behaviors, as well as job satisfaction, organizational commitment, and desire to leave the job, are all shown to have links with the world of work in both directions of WFC (OCB). This is seen in domains connected to family life, such as marriage, family satisfaction, and tiredness, as well as any other non-domain-specific consequences when this sort of influence is linked to the two WFC orientations. Some of the negative outcomes are life satisfaction, psychological exhaustion, physical difficulties, unhappiness, and drug use (Amstad et al., 2010).

Objectives of Study

1) To find the impact of work family conflict on job satisfaction of female secondary school teachers.
2) To find the impact of work family conflict on life satisfaction of female secondary school teachers.

Methodology

In this research work family conflict was used as independent variable whereas job satisfaction and life satisfaction were treated as dependent variables. The female secondary school teachers from district Nankana Sahib were the population of this research whereas, 400 respondents were selected as sample through purposive sampling technique. The self-administered questionnaire was developed on the base of literature review included in this study. Th data was collected through survey method by using this tool. The designed research instrument passed through several phases of selection and dismissal before being given its final form in order to meet the study's objectives. The questionnaire was divided into two sections, each of which contained different types of questions for the respondents to complete. Any attempt was made to position and object in its proper location in order to gather accurate information from the respondents in the survey. A jury of experts composed of respected professors from various universities working in the field of education was also consulted for the evaluation of the questionnaire, and the questionnaire was finalized for further processing to ascertain the reliability of the instruments based on their input and expert opinion. A pilot test was performed on a group of ten teachers who were teaching in the Nankan Sahib district's schools. Their important input was taken into consideration. Any items may be struck off or restructured from instruments as a result of the interpretation. The developed tool (questionnaire) was applied to the respondents directly or indirectly with a request to fill in the prescribed data following a request for permission from the concerned authority such as the CEO, DEOs, Dy.DEOs, AEOs, and head teachers. It was assured to the participants that the information they submitted would not be shared with others and would only be used for academic purposes. The collected data was entered in SPSS sheets in order

to analyze the proposed hypothesis of this study. For data analysis descriptive and inferential statistics were used.

Results

Table 1. Descriptive Analysis

Statements	M	SD
I give time to family.	3.51	1.33
I feel relax after duty hours.	3.49	1.27
I have school-related tasks after school hours.	3.42	1.51
I attend meetings after school timing.	3.24	1.52
I reach home in time after school.	3.17	1.43
Pick and drop is a problem for me.	3.15	1.38
There is a long-distance between my school and home.	2.9	1.51
I attend calls after school timing related to duties and this practice disturbs my personal life.	3.3	1.41
I have to attend meetings which are combined with male staff.	3.12	1.43
My family thinks it good to work in a consolidated school.	3.11	1.44
MEA visit creates privacy-related issues in female schools.	2.82	1.34
Consolidated schools are feasible for female teachers.	3.2	1.21
I can avail C - leave easily.	3.29	1.26
I can avail short leave easily in case of emergency.	3.32	1.27
My headteacher adopts an authoritative leadership style which creates problems for teachers.	3.52	1.32

In table 1 the findings of this research study shows that the majority of the respondents agreed that they give time to their family (Mean Score 3.51 & SD 1.33) and feel relaxed after school hours (Mean Score 3.49 & SD 1.27). Majority of the female teachers agreed that they have school tasks offered after the school timings (Mean Score 3.42 & SD 1.51). Female teachers have to attend the meetings after the school timings (Mean Score 3.24 & SD 1.51) due to which they reach home after the school timings (Mean Score 3.17 & SD 1.43). Similarly, pick and drop was a problem for the female teacher (Mean Score 3.15 & SD 1.38). There was a majority of female teachers who replied that they have no long distance between school and homes (Mean Score2.9 & SD 1.51). Similarly female teachers have to attend the calls after school time in related job duties and this practice makes them stressed (Mean Score 3.3 & SD 1.41). Monitoring evaluation assistants create privacy related issues for female teachers (Mean Score 2.82 & SD 1.34) similarly it is convenient for them to avail casual leaves (Mean Score 3.29 & SD 1.26). According to the majority of the respondents their teacher and authoritative leadership style creates problems for them (Mean Score 3.52 & SD 1.32).

Table 2. Correlate Matrix

Exogenous Variables	WFC	LS	JS
Work Family Conflict	1		
Life Satisfaction	.326(**)	1	
Job Satisfaction	.499(**)	.345(**)	1

** Correlation is significant at the 0.01 level (2-tailed)

In order to investigate the relationship among the variables of the study. It found that there was a moderate level of relationship between work family conflict and life satisfaction with r=.326 whereas, there was a strong relationship of work family conflict with job satisfaction. This means that the work family conflict is positively associated with life satisfaction and job satisfaction of female secondary school teachers.

Table 3. Multiple Regression Analysis

DV	Constructs	Std. Error	Beta	T	Sig
Job satisfaction	(Constant)				
	Work Family Conflict	.044	.421	9.46	.00*
Life Satisfaction	(Constant)				
	Work Family Conflict	.039	.245	6.28	.00*

The table 3 show that there was positive effect of work family conflict on job satisfaction with .421 beta value and sig. .00. Moreover, work family conflict has also positive and significant effect on life satisfaction with .245 beta value and sig. .00. Furthermore, the work family conflict has more effect on job satisfaction as compared to life satisfaction of female secondary school teachers.

Conclusion

It was concluded that the female secondary school teachers have moderate satisfaction of the impact of work family conflict on life and job satisfaction. Moreover, there was a positive correlation between work family conflict with life and job satisfaction whereas, work family conflict has strong association with job satisfaction as compared to life satisfaction. Furthermore, there was also strong and positive effect work family conflict on job satisfaction as compare to life satisfaction. The most essential components of most people's life are work and family. Many individuals, on the other hand, find it difficult to strike a balance between the two domains. Over time, both men and women have been exposed to constantly increasing work demands. Individuals who are unbalanced in their execution of obligations in both spheres will always experience physical and psychological consequences.

Discussion and Recommendations

Employers and organizations are grappling with conflicts appearing in workers' professional lives as a consequence of their family obligations, as well as conflicts arising in employees' personal lives as a result of their professional expectations.

The goal of this study was to discover whether there was a connection between work-family conflict and job satisfaction among female secondary school teachers in Nanakna Sahib. According to the findings of this study of Cohen & Liani (2009), who discovered that when work-family conflict arises, employees' job satisfaction decreases. In other words, work-family conflict is a consistent antecedent of job satisfaction. On the basis of findings there are some suggestions which are given below to remove work family and family work conflict among the female teachers. There should be no task for the female teachers after the school timing so that they can spend their time with their family without any tension. Moreover, Female teachers should be transferred near their homes So that their problems related to their long distance may be resolved. Additionally, there should be no combined meetings of female teachers with the male teachers. Instead of combined meetings there should be arrangements for the meetings separate for female teachers. Officials should have soft and polite behavior with the female teachers so that they may be encouraged to teach and work ok in a convenient way. Consequently, female teachers should be given training to manage their problems and conflicts the family should cooperate with female teachers so that they can teach and perform their duties in a better way. The further studies should be conducted with other variables that enhance the job satisfaction of secondary school teachers.

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