

A STUDY ON WORKLIFE CONFLICTS OF GOVERNMENT SCHOOL WOMEN TEACHERS**R.Nivetha¹,**

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ABSTRACT

Work life is commonly referred to as work and family. To balance between the family and work responsibilities has become a challenge for the people in many profession. There is a conflict between work and family roles are a common experience among government school women teachers. This paper analyses the work life conflict of government school women teachers. This study is based on primary data collected from 150 respondents by means of a questionnaire. Random sampling technique was applied and statistical tools like percentage analysis, chi-square test and weighted average was carried out in order to reveal the results of this study.

Key words: work life conflict, family conflict, and women teachers.

INTRODUCTION

Teaching is a challenging but very rewarding profession, with teachers playing an essential part in helping children and young people to acquire and develop the knowledge and skills they will need in later life. As well as primary and secondary teachers, the recognition of the importance of education for very young children has led to a growth of opportunities for early years teachers. Classroom and learning assistants are also playing an increasingly important role in schools. These are not graduate positions, but they do provide the essential relevant work experience that students and graduates are required to have before undertaking teacher training. This is a very popular career, with opportunities for graduates from all disciplines. There is always a need for teachers at all levels, but the education sector is very much affected by political and economic factors, so training and recruitment opportunities can vary greatly and change rapidly.

DUTIES AND FUNCTION

The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many, countries a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy the science of teaching. Teachers like other professionals, may have to continue their education after they qualify process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training the arts

religion, civics, community roles or life skills. A teacher's who facilitate education for an individual May also be described as personal tutor or largely historically a governess.

TEACHERS ENTHUSIASM

Since teachers can affect how students perceive the course materials, it has been found that teachers who showed enthusiasm towards the course materials and students can affect a positive learning experience towards the course materials. On teacher/course evaluations, it was found that teachers who have a positive disposition towards the course content tend to transfer their passion to receptive students. These teachers do not teach by rote but attempt to find new invigoration for the course materials on a daily basis. One of the difficulties in this approach is that teachers may have repeatedly covered a curriculum until they begin to feel bored with the subject which in turn bores the students as well. Students who had enthusiastic teachers tend to rate them higher than teachers who didn't show much enthusiasm for the course materials. Teachers that exhibit enthusiasm can lead to students who are more likely to be engaged, interested, energetic, and curious about learning the subject matter. Recent research has found a correlation between teacher enthusiasm and students' intrinsic motivation to learn and vitality in the classroom. Controlled, experimental studies exploring intrinsic motivation of college students has shown that nonverbal expressions of enthusiasm, such as demonstrative gesturing, dramatic movements which are varied, and emotional facial expressions, result in college students reporting higher levels of intrinsic motivation to learn. Students who experienced a very enthusiastic teacher were more likely to read lecture material outside of the classroom.

STATEMENT OF THE PROBLEM

Teaching is a Nobel profession. Teaching children is teaching a nation. One woman educated entire family will get educated and benefited. Women have moved into the work force and they perform dual career. And managing career family women has to find a work life balance always in order to keep their family & career. Being a weaker section of the society women has to face lot of burden, be it, male domination in the family, office & society, physical strength responsibility of children care etc.

In this background an affect has been made to study the work life conflict of women teachers in government school and their pertain to answer for the following question.

1. What is the socio economic profile of the government school teachers?
2. What are all the work life conflicts of women's in government school?

REVIEW OF LITERATURE

Weiskopf, P. (1980)¹ in his study on "Burnout Among teachers of Exceptional children" reveals the high correlation between burnout scores and degree of job satisfaction and performance, and also found significant relationship between such scores and negative perceptions by teachers of their own power to influence work situations.

Pettegrew L.S. and Wolfie, G.E. (1982)² in their investigation on "Validating Measures of Teachers Stress" explain that the contract validity of several measures of teachers stress and suggested that the phenomenon requires multivariate assessment. Further the researchers suggest that the survey questionnaire made no attempt to measure, account for or acknowledge the effects of stressors from sources beyond the school Environment.

Frese (1985)⁵ in his article entitled "stress at Work and Psychosomatic Complaints: A Casual Interpretation" based on three studies with partly overlapping samples reported results, showed correlation between work stress and psychosomatic complaints. Though the study primarily aimed at studying the effect of those variables in the relationship between stress and its outcomes, the results showed that the correlation of stress and psychosomatic complaints was not

spurious, and that stress indeed was a cause of somatic complaints. The study concluded that the objective conditions of work stress influence the development of subjective stress and psychosomatic complaints.

OBJECTIVES OF THE STUDY

- To know the socio economic profile of the teachers in government school.
- To study their work life conflicts of women's in government school .

METHODOLOGY

The major purpose of this research is to study on work life conflicts of government school women teachers. It was decided that a descriptive study using primary data would be appropriate to investigate the objective and hypotheses. The instrument used to collect the data was questionnaire. The researcher has presented and interpreted the collection of data. Random sampling technique was used and statistical tools have been applied to find out the analysis for this study.

ANALYSIS AND INTERPRETATION

Table No.1: Personal Factors

Particulars		No.of.Respondents	Percent
Age	Below 30 years	23	15
	31-40 years	50	33
	41-50 years	65	43
	Above 50 years	12	9
	Total	150	100
Educational qualification	Teacher training	32	21
	B.ed	57	38
	Pg with B.ed	45	30
	Pg with M.ed	16	11
	Total	150	100
Type of family	Joint	33	22
	Nuclear	117	78
	Total	150	100
Number of earning members	No one	16	11
	Below 2	116	77
	Above 2	18	12
	Total	150	100

Source: Computed

It is clear that out of 150 sample respondents 43% respondents are in the age group of 41-50 years, 38% respondents are up to B.Ed, 78% respondents are from nuclear family, 77% respondents are below 2 earning members in their family and they are having high level of work life conflicts.

CHI-SQUARE TEST

H₀: There is no significant relationship between age, Educational qualification, Marital status, Type of family, Number of earning members and Monthly income with their level of work life conflicts.

Table 2: Personal Factors Vs Level of Work Life Conflicts

Personal Factors	Calculated value	Table value	Df	Hypothesis
Age	2.2593	7.815	3	Accepted
Educational qualification	5.7961	7.815	3	Accepted
Marital status	11.6979	5.991	2	Rejected
Type of family	12.239	3.841	1	Rejected
Number of earning members	0.37939	5.991	2	Accepted
Monthly income	11.381	7.815	3	Rejected

*.05 Level of significance

From the above personal factors Marital status, Type of family and Monthly income has significant and other factor like Age, Educational qualification and Number of earning members are not significant on their level of work life conflicts.

MONTHLY INCOME AND THEIR LEVEL OF SATISFACTION

Distribution of Sample Respondents According to Monthly Income and Their Level of Work Life Conflicts

Monthly Income	Level of work life conflicts		Total
	High	Low	
Below 15,000	4 (3%)	5 (3%)	9 (6%)
15000-25000	8 (5.3%)	5 (3%)	13 (9%)
25000-40,000	63 (42%)	19 (13%)	82 (55%)
Above 40,000	21 (14%)	25 (17%)	46 (31%)
Total	96 (64%)	54 (36%)	150(100%)

(Figures in parentheses are in percentage.)

It is clear that out of 150 sample respondents 82(55%) were below 25000-40,000, 46(31%) were above 40,000, 13(9%) were 15000-25,000 and remaining 9(6%) were below 15,000. In which out of 96(64%) respondents are having high level of satisfaction 63(42%) were 25,000-40,000, 21(14%) were above 40,000, 13(9%) were 15000-25000, and 4(3%) respondents were below 15,000. Further only 54(36%) respondents having low level of satisfaction 25(17%) were above 40,000, 19(13%) were 25,000-40,000, 5(3%) were above 15,000-25000 and 5(3%) respondents were below 15,000.

Further it is indented to test the null hypothesis that “**there is a significant relationship between monthly income and their level of satisfaction**” by applied chi-square test.

Calculated value	Table value	Degrees of freedom	Level of significance	Result
14.4122	7.815	3	5%	Rejected

The calculated value of $\chi^2 = 14.4122$ is greater than the table value of χ (7.815) of 3 degrees of freedom at 5% level of significance. Hence null hypothesis is rejected. It is identify that there is an association between monthly income and their level of satisfaction.

FINDINGS:

- 23% of the respondents are in the age group of 41-50 years. The chi square test reveals there is no significant relationship between age group and high level of work life conflicts.
- 23% of the respondents are educated up to B.E.D. The chi square test reveals there is no significant relationship between educational qualification and high level of work life conflicts.
- 53% of the respondents were married. The chi square test reveals there is a significant relationship between marital status and high level of work life conflicts.
- 49% of the respondents are in nuclear type of family. The chi square test reveals there is a significant relationship between type of family and high level of work life conflicts.
- 41% of the respondents are below 2 earning members in their family. The chi square test reveals there is no significant relationship between earning members and high level of work life conflicts.
- 32% of the respondents are having monthly income upto 25,000-40,000. The chi square test reveals there is a significant relationship between monthly income and high level of work life conflicts.
- 42% of the respondents are having monthly income upto 25,000-40,000. The chi square test reveals that there is no significant relationship between monthly income and high level of satisfaction.

SUGGESTION

- The findings show that married women's are unstable with work life conflict. Hence it is suggested that extra classes, works and additional duties should be reduced.
- It is found that nuclear family people having imbalance in the work life conflict level. Hence it is suggested that extra responsibilities to the nuclear family women teachers should be avoided.
- Co-operation is the important thing do done the work efficiently. Hence it is suggest that they have to co-operate with each other.

CONCLUSION

The purpose of this study has been conducted to know the level of work life conflicts among government school women teachers. The study reveals that Marital status, Type of family and Monthly income has significant and other factor like Age, Educational qualification and Number of earning members are not significant on their level of work life conflicts among government school women teachers.

As per the quote by Christina Winsey: "Life's demands may not slow up any time soon, and learning life balance is an ongoing art. If you think one day you will get it all done, and then you can relax, you are bound to be disappointed."

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