Dual-roles Conflict among Female Primary School Teachers

Lawal Abdul Faragai
Universiti Utara Malaysia
e-mail: lawalfaragai@yahoo.com

Abstract
This paper is a conceptual approach that stimulate able scholars that failed to ponder carefully on dual-role conflict among female primary school teachers. Of course, female primary school teachers are experiencing dual-roles conflict. Also, presently female primary school teachers has dominated our primary schools teaching our children, on the same vain experiencing dual-role conflict which needed urgent attention from all stakeholders. The essence of this paper was due to the relevance of work and family matters. Scholars are really trying their best for enlightening all stakeholders on the issue of work-family roles conflict in many discipline. In Education, related researches are always carrying on but the background level of education primary school is somehow been put aside with little concern. Considering this will help in making the work-life balance of female primary school teachers more sustainable. With this teaching and learning of our younger children would be efficient and effective. The researcher has proposed a conceptual framework in studying dual-roles conflict among female primary school teachers. However, the qualitative interpretivist approach using case study or grounded theory would be applicable in conducting such type of research respectively.
Keywords: *Dual-roles conflict, work-family conflict, female primary school teachers*

1. Introduction

The issue of role conflict has attracted the attention of researchers who are studying work and family related issues. In the recent time women participation in the work force is always being increasing drastically due to so many reasons. Educational sector inclusive especially growing number of female teaching staff. Vittorio- Caprara, et al. (2003) proclaim that investigation on teacher's job stress are very scarce. However, Oláh, Richter, & Kotowska, (2014) view that family and work gradually influence each other. The concern for family matters and earning from the work was typically influenced by hazardous work volatility. At initial time, women role was normally centered in their matrimonial home but economic situation and global advancement made them attained a liberty to work for life sustainability and prevent them from total dependency with their husband or family. Consequently, this self-determination was spearheaded with a compliance of multiple roles among women there by experiencing consistent conflict (Deckey, 1986; Figone, 1994; Millslage & Morley, 2004; Ryan, 2008) Sociological factor of insufficient pay was one of the strong factor that led to the scarcity of male teachers now a days Medford, Knorr & Cook (2013). Erdamar, and Demirel (2014) discover that in Turkey teachers of primary and secondary school experience uncountable roles conflict in work place than in the family domain. Likewise, Achour, Fadila and Nor Mohd (2015) revealed that quite number of female academics in Malaysia experience role conflict. Furthermore, Juma, Simatwa and Ayodo (2016) ascertain that the roles conflict level among female principals in Kenya has reached to 52.9% due to many factors. According to the Scottish Trade Union Congress STUC report (2016) that almost 91% of primary school teachers are female in Scotland and they were experiencing dual roles conflict. In addition, based on the global overview by the UNESCO EFA (GMR 2013/ 2014) the data of (2011) revealed that 63% of the primary teachers are female globally.

The researchers have discovered from the previous researches conducted regarding the issue of work-family roles conflict that majority of scholars were more concern to do research on financial or industrial sectors, Educational sectors but mostly high schools and universities. Only very few among the researchers that do research on primary school concerning the work-family or dual role conflict. In this scenario the researcher intends to focus on relevant research conducted in other spheres' and also to invigorate researchers which became a gap between the other field and the primary school domain. More emphasis should be put on the issues of female primary teacher's dual roles conflict. In general primary Education has been considered as the solid and vital area for our young generation early Education all over the world. This dominion was the area where now a days dominated by female teachers and were affected with dual- roles conflict. Does this affect the system or not only research can find answers to this schemata thoroughly.

2. Related Literature

Dual- roles conflict was also work-family conflict that researchers who engaged themselves in family and work matters are interested to contribute their knowledge-based. Kahn, et al (1964) consider that every individuals was engaged with many roles

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to perform in his or her life. Also available time is needed to every distinct role. In addition, roles conflict as prompt happening of two or more set of pressures that meet with other, and resulted to conflict. According to Gilbert, et al., (1981) roles conflict can be refers to a situation where a role performer gives equal priority to the multiple roles he or she is performing. Katz and Kahn (1978) describe role ambiguity as uncertain responsibilities of workers in an organization. Likewise, Inter role conflict is a kind of role conflict that various strains occurs within a distinct roles. Rothbard and Dumas (2006) suggest that Positive spill-over is concern about having an achievement through rigorous work, fulfilment and wellbeing from a particular domain like from work place can make person in a favourable excitement to display positive response to his or her home. In other words, negative spill-over happens as a result of the stress encountered at a particular domain spill-over to the other domain that result having displeasure.

Pleck (1977) regards Spill-over theory as one of the unescapable theory for investigating the issue of work-family conflict (Staines, 1980; Lambert, 1990; Young & Kleiner, 1992; Williams & Allinger, 1994; Doby & Caplan; 1995; Grzywacz, Almeida, & McDonald, 2002). Beutell and Greenhaus 1980; Greenhaus and Kopelman (1981) consider nuclear family experiences less pressures than extended family. Of course, the workers extended family especially with many under age's children experience excessive work-family conflict. Number of studies articulate that quite number of female teachers were unable to create a balance between their home and work role (Cinamon & Rich, 2005). Beutell and Greenhaus (1982) state that female worker whose husband was also a wage earner they find themselves unable to manage their time accordingly especially when having large number of children. Herman and Gyllstrom (1977) found that many couples experience too much work-family conflict far ahead of single. Beutell and Greenhaus (1982) notice that women that work in a different organization not similar with their husbands experience excessive pressure.

2.1 work interfere with family and family interfere with work

Regarding the issue of exercising dual roles which become a hazard to work life among many teachers especially female primary school teachers are seriously experiencing dual role conflict. Prominent scholars have contributed immensely with their theory of work and family conflict among which did includes: Frone, Russell and Cooper, 1992; Kelloway, Gottlieb and Birham, 1999; Mesmer-Magnus and Viswevaran, 2005 and Byron, (2005) have approved two ideally interrelated types of conflict, which involves work interfering with family and family interfering with work. Frone, et al (1992) support the notion that spill over is refers to a common feeling of worker's obligations regarding their family duties and their job's duties, which is becoming incompatible within work and family related issues. Helbesleben and Buckley (2004) recommend that every establishments has to deliberate more efficient strategies in solving the problem of border between family and work roles. Hakanen, Bakker and Schaufeli (2006) discover that teachers are experiencing challenging issues in exercising their dual role within the two domain. Ma and Macmillian (1999) emphasize that the condition of work, the type of school and the

location can affect teachers dual role conflict. Of course, researchers are putting very much emphasis about teacher's resilience in order to encourage teacher's enthusiasm towards possible work sustainability (Kitching, Morgan & O'Leary, 2009).

2.2 Sources of work-family conflict

Greenhaus and Beutell (1985) postulate three sources of work-family conflict among which include: (a) Time–Based Conflict, (b) Strain-Based Conflict and (c) Behaviour-Based Conflict

In an attempt to study the female primary school dual role Greenhaus and Beutell (1985) postulate three sources of work-family conflict which of course, become very popular when studying work family issues. The three sources of work-family conflict includes: (a) Time-Based Conflict a situation where time been sacrifice to a particular role domain make it challenging to fulfil the obligation of the other domain. (b) Strain-Based Conflict is another situation where the pressure derives from one particular domain many times make it difficult to fulfil requirement of the other domain. (c) Behaviour-Based Conflict is the third source of role conflict where the behaviour to be displayed in one domain happens to be difficult to be in the other domain. For example the role performer may find himself or herself in a discomfort situation at home which can influence the person behaviour in the school trying to teach in a class or with his or her colleagues in the school environment.

2.3 Empirical Research

The dual-role among female teachers has attracted many researchers in their attempt to investigate work-family role conflict. Related researches conducted in many countries has provided us with great responses on work-family conflict as the multiple roles conflict is concern. Habaci (2015) views that it would be very impossible to eradicate roles conflict among teachers and workers completely. The researcher has conducted research on issues of gender differences among primary schools teachers role conflict. However, Christiana (2013) discovers female lecturers in the Nigerian Universities experiences dual roles conflicts at home and in their higher institutions while exercising their duties. Achour, et al. (2015) conducted their studies on Malaysian Muslim Female academicians multiple roles conflict. The researchers have discovered really Muslim female academicians' experiences role conflict while exercising their duties. Rozanti and Salmiah (2014) discover that parent who tussle with their work and family matters experiences dual- roles conflict but has the ability to manage situation for their wellbeing. In the southern Nigeria, Chritiana (2013) conducts a study on female academicians' work-family conflict. Nurmayanti, Thoyib and Irawanto (2014) consider that female teachers exercising dual responsibilities with quite a number of children experiences multiple role conflict. According to the Scottish Trade Union Congress (STUC) report on Women's voices women and work Scotland (2016) investigate the challenges experience by female teachers and academics. Based on the Scottish teachers Census for 2014 more than 91% teachers in the primary school are female. Furthermore, Erdamar, and Demirel (2014) elucidate that the Turkish female primary and secondary school teachers experience countless work-family conflict than family-work conflict. In addition, Morgan & Craith, (2016)

investigate primary teacher's workload stress and believed to be a stimulant path to scholars who are curious in studying multiple roles conflict.

From the above previous literatures, researchers can simply understand that majority of the researches were conducted in primary secondary schools or in any other higher institution of learning. Indeed, scholars had tried in several occasions but the idea of the current highlight is to go directly to the primary level of education and conduct some viable investigation on the issue of dual- roles conflict among female primary school teachers in particular. This is a gap when looking at the concern put forward by the scholars investigating issue of dual role conflict. The primary school female teachers' dual- roles conflict was the grassroots issue which the researcher believed to be very significant to the research community and the entire society. Of course, many researchers did not based their concern investigating issue of dual roles conflict among female primary school teachers but were more concern on either secondary or tertiary institutions. With this, the researcher must recommends the efforts of International organizations especially UNICEF, USAID, UNESCO among others for their tight commitment and benevolence practices to the societies globally. Those organization are surely conducting researches in primary schools and other institutions.

3. Proposed Conceptual Framework

This section provides a proposed conceptual framework that could use for conducting research on the dual-role conflict among female primary school teachers or other related study. However, Figure 1.1 illustrates the procedure to follow as a guiding plan to investigate what should be done in the proposed research.
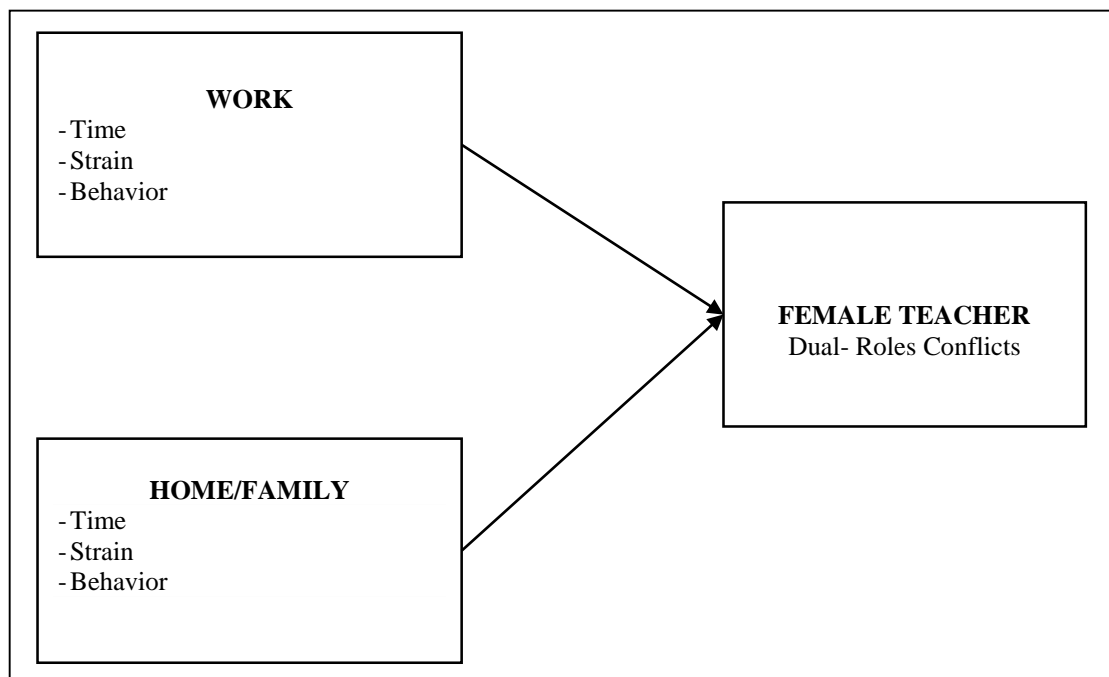

Figure 1: Propose Conceptual framework

Again, the researcher did not mentioned that the other theories like Frone, Russell and Cooper, (1992) and their associate came up with theory of work interfere with family and Family interfere work. In retrospect, the researcher has propose the Greenhaus and Beutell (1985) to be one of the guiding process to conduct this topic of research respectively.The above theories been discussed are another underlying avenues available to extract vital research information. The current proposed research will going to be guided by the Greenhaus & Beutell (1985) sources of work-family conflict in studying dual-roles conflict among female primary school teachers.

4. Methodology

Of course, this particular paper is just a conceptual paper, anticipated to use interpretivist approach expecting the respondents to express themselves about what is happening? Why? How? And the possible investigation could be done by conducting an in depth interviews, observations and the use of documents' relevant to support the finding. Indeed, the qualitative design using case study or grounded theory would be very relevant in investigating how female primary school teachers are experiencing dual-roles conflict. This approach will help the researcher to collect meaningful data and make final conclusion based on the female teacher's experiences in relation to the applied theory been proposed. Merriam, 1998, and Creswell, (2013) support and give emphasis on qualitative research as the type of inductive human thought, which was very difficult but gives a qualitative outcomes.

5. Findings and Discussion

In an attempt to come out with a viable information regarding this study, and based on what is happening presently conducting researches on female primary school was very scanty when compared with other sectors. There are many researches on dual-roles conflict in areas like secondary, tertiary and many public and private organizations. Quite sure, the researcher do recommend the efforts of Non-governmental organizations like, UNESCO, UNICEP, USAID and many more. Indeed, these International organizations are going very extensively every angle in the world investigation vital issues to human endeavors. Related to teaching and learning they are really trying. At this juncture, the current paper is just a conceptual paper highlighting various stakeholders to be aware and emulate from other research field and further investigation especially in primary schools as the solid foundation of education.

In view of the current study, and based on what other previous related studies have discovered regarding whether female teachers in either primary, secondary and the tertiary institutions are experiencing dual-roles conflict or not. Research by Erdamar & Demirel (2014) female primary and secondary school teachers in Ankara Turkey were found experiencing work-family role conflict. The results of the findings found that pressure at work make female teachers unable to handle their home responsibilities effectively. Likewise, the study revealed that female teachers were confronted with conflict at home at end is effecting their performance while at school.

A qualitative study by Achour, et al. (2015) research on Muslim female academicians in Malaysia on work-life conflict majority of the respondents have confirmed having experiences work-family role conflict. Furthermore, most respondents have the believed of strategy to cope with the pressure of work and family based on their religious believed (Islam) to handle any rising pressure. Another research conducted by Christiana (2013) investigates work-family role conflict among female academicians a survey research using 250 questionnaires. The results of the findings of Christiana's study has revealed that female lecturers in those three universities sample experiences multiple role conflict due to the tight schedules of their home and academic responsibilities. Another related studies in Kenya Juma, et al. (2016) conducted study on whether female principals in Kenya's public secondary schools experience roles conflict or not. The study exhibit that the increased of administrative duties among female principals has form part as the major factors of multiple conflict. Besides, limited number of qualified teachers was another threat in handling teaching and learning process. Female principals must be very competent for diplomatic relationship with her co-workers to ensure efficient display of responsibilities. She must also cope with school management and high level management at the top. In Indonesia Nurmayanti, et al. (2014) explored work-family conflict among female teachers. The study had revealed the fact that female teachers in Indonesia are experiencing dual-roles conflict in exercising their school and home responsibilities. A good research in the republic of Ireland by Morgan & Craith, (2016) discovered mostly the primary school teachers' experiences workload stress due to many factors including curriculum changes and overloads, problems of some pupils who are having behavior disorder, difficulties for job mobility and of course family matters. The researchers also discovered that the number of teachers experiencing pressure at work or at home depend on the gender or age and how long he/she was in the teaching profession.

From the above related studies one can visualized how important research of such kind is, such that many have concluded their research by discovering the fact that really female teachers are experiencing dual-roles conflict. This remain for the stakeholders and further researchers to focus their attention to primary schools teachers' dual-roles conflict in order to solve or minimize the conflicting situation.

6. Conclusion

This paper suggest a framework for exploring the dual-role conflict experienced by female primary school teachers. It also, reflects a very important background level of education that is the primary school where male and female teachers teach in this particular domain. Of course, there is a dearth of conducting research on primary school teachers. That is why this paper wanted to throw a light to the able scholars as a serious gap which need careful attention. In the present situation considering many researches been conducted that shows number of female primary school teachers are really increasing everyday rather than decreasing. And indeed, quite number of female primary school teachers especially the married ones are experiencing dual-roles conflict. After a throwback on the previous researches on work-family role conflict as the dual-role, a proposed conceptual framework has been displayed as a guide for

conducting similar research in question. In summary, a qualitative method could be relevant in studying such kind of research with either case study or grounded theory for better investigation.

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Author:
Lawal Abdul Faragai
E-mail: lawalfaragai@yahoo.com
School of Education and Modern Languages
Awang Had Salleh Graduate School of Arts and Science,
06010 Sintok, Kedah, Darul Aman, Universiti Utara Malaysia.