

## **Impact of Working Status on Work-Family Conflict and Occupational Stress of Permanent Teachers and Contractual Teachers**

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### **ABSTRACT**

Research Method:- Objective:- 1. To investigate the work-family conflict among Permanent Teachers & Contractual Teachers. 2. To search occupational stress among Permanent Teachers & Contractual Teachers. Hypotheses:- 1. Contractual Teachers will be significantly high work-family conflict than the Permanent Teachers. 2. Contractual Teachers will be significantly high occupational stress than the Permanent Teachers. Sample:- 100 teachers from Beed District were selected for this research. Among them 50 Permanent Teachers & 50 Contractual Teachers. (Age range of teachers is 22 to 40 Years Mean = 31.56, SD = 5.78). Non-Probability purposive sampling was used the present study. Tools:- 1. Work-Family Conflict Scale (WFCS): by (Carlson, Kacmar and Williams, 2000) which is an 18-item multidimensional measure and divided into six subsections. 2. Occupational Stress by Samuel H Osipow (1998): In the present study Occupational Roles Questionnaire (ORQ) is used for measuring Occupational Stress. Statistics - t-test was used for the statistical analysis of data. Conclusions: 1. Contractual Teachers had significantly high work-family conflict than the Permanent Teachers. 2. Contractual Teachers had significantly high Occupational Stress than the Permanent Teachers.

**Keyword:-** *work-family conflict, Occupational Stress, Permanent Teachers, Contractual Teachers.*

### **Introduction:-**

In today's modern, dynamic, and ever-changing world, people are doing their best to meet their job requirements and conditions and thus maintain their job position. These ever-increasing and intense efforts are sometimes manifested in the reduction of care for individual-family life, recreation and personal recovery activities, and instead, the expenditure of more time and energy to care for occupational-professional affairs. The issue of recognizing the conflicts between people's working and family lives in order to create more balance and increase people's productivity has received particular attention in the relatively recent organizational-managerial literature.

According to Bellavia and Frone, a kind of dissatisfaction is formed when both parents spend more time and effort earning a living (2005). In fact, when such a situation arises, the more time parents spend to satisfy their families and organizational managers, the less satisfaction both parties obtain. Meanwhile, the role of management in the two domains of personnel management and organizational behaviour has found a special place, and considerable efforts have been made to pave the way for better use of individuals' professional skills through breathing new spirit into these areas and creating changes

Home life and work life are two important fields affecting one another. In the researches, it was seen that work life is affected by variables related to the family (number and age of children and support of the spouse) and at the same time, home life is affected by the requirements of work life (Greenhaus & Beutell, 1985).

Work-family conflict occurs when the job causes certain difficulties in the private life of the individual depending on its characteristics. Work-family conflict may originate from long working hours, spending less time at home and inflexible working schedule. In particular, women who want to build a career while caring for their children experience work-family conflict. The most common problems experienced at work due to inconsistencies between work and family are fatigue, poor performance, feeling oneself less competent at work, job dissatisfaction and leaving the job (Allen, Herst, Burck & Sutton, 2000). In the meta analysis studies conducted by Kossek and Ozeki (2001) and Allen et al. (2000), it was determined that work-family conflict is associated with job dissatisfaction, resignation, marriage and life dissatisfaction.

Hu SM, Jiang LX, Probst TM, Liu MQ (2018) the relationship between work family conflict and well-being mainly focused on three groups: employees, medical staff, and teachers. Researchers used longitudinal data to analyze and found that work-family conflict had a negative impact on employees' well-being (Neto M 2016).

However, Neto et al. (2016) only studied the general wellbeing of employees, while the research on professional women which conducted by Aazami et al. (2015), dividing well-being into three factors: psychological depression, work satisfaction, and family satisfaction, showed that work-family conflict was related to the three sub-factors of well-being. With primary and secondary school teachers as a special kind of staff, and women accounting for the majority of this group (Ao JM 2020), the impact of work-family conflict on their occupational well-being also attracted the attention of researchers.

Previous studies on the relationship between work-family related factors (such as work-family conflict, work-family policies, well-being) among employees and physicians, found that work-family related factor positive related with turnover intention, negative related with job satisfaction and well-being (Medina-Garrido JA 2020). The results of a study on primary and secondary school teachers also showed that individuals with higher work-family conflict felt lower job satisfaction (Almutairi DO. (2017).

**Research Method:-**

**Objective:-**

- 1) To investigate the work-family conflict among Permanent Teachers & Contractual Teachers.
- 2) To search occupational stress among Permanent Teachers & Contractual Teachers.

**Hypotheses:-**

- 1) Contractual Teachers will be significantly high work-family conflict than the Permanent Teachers.
- 2) Contractual Teachers will be significantly high occupational stress than the Permanent Teachers.

**Sample:-**

100 teachers from Beed District were selected for this research. Among them 50 Permanent Teachers & 50 Contractual Teachers. (Age range of teachers is 22 to 40 Years Mean = 31.56, SD = 5.78). Non-Probability purposive sampling was used the present study.

**Variable:-**

**Independent Variable:-**

- 1) Types of Work
- 1) Permanent Teachers
- 2) Contractual Teachers

**Dependent variable:-**

- 1) Work-family conflict
- 2) Occupational Stress

**Tools:-**

**1) Work-Family Conflict Scale (WFCS):**

Work-family conflict scale established by (Carlson, Kacmar and Williams, 2000) which is an 18-item multidimensional measure and divided into six subsections. The subsections include dimensions of WFC (Time, strain, and behaviour-based conflict) and two directions (Work to family (WIF), Family to work (FIW). Responses are collected on a five-point Likert Scale ranging from strongly disagree (1) to strongly agree (5).

**2) Occupational Stress by Samuel H Osipow (1998):**

The Occupational Stress Inventory Revised Edition (OSI-R) was developed by Osipow in 1998 and is not intended for clinical utilization but rather for research purpose. In the present study Occupational Roles

Questionnaire (ORQ) is used for measuring Occupational Stress. ORQ is divided into six sub scales- Role Overload, Role Insufficiency, Role Ambiguity, Role Boundary, Responsibility, and Physical Environment. The ORQ consists of sixty items and each sub scale is comprised of ten 92 items.

**Statistics**

t-test was used for the statistical analysis of data.

**Statistical Interpretation and Discussion**

**Table No. 01**

‘t’ showing the significance of difference between work-family conflict and Occupational Stress with respect to Permanent Teachers & Contractual Teachers.

	<b>Permanent Teachers (N = 50)</b>		<b>Contractual Teachers (N = 50)</b>		<b>t- ratio</b>
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	
Work-Family Conflict	62.45	6.44	50.68	5.47	8.36**
Occupational Stress	429.45	9.50	401.56	8.85	11.63**

\*\*0.01 = 2.62, \*0.05 = 1.98

The results related to the hypothesis have been recorded. Mean of work-family conflict of the Joint Families is 62.45, SD = 6.44 and that of the Nuclear Families Mean is 50.68, SD = 5.47. The difference between the two mean is highly significant (‘t’= 8.36, df = 98, P < 0.01) It concluded that the Contractual Teachers had significantly high work-family conflict than the Permanent Teachers.

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Mcginnity and Russell (2013), who found work-family conflicts among teachers increased over sixty-eight months. The factor of experience mentioned by the participants of this study is barely distinguishable from what Boyar, Maertz, Mosley, and Carr reported in 2008 as an influential factor that may affect both teachers’ performance and their work-family conflict.

**Conclusions:**

- 1) Contractual Teachers had significantly high work-family conflict than the Permanent Teachers.
- 2) Contractual Teachers had significantly high Occupational Stress than the Permanent Teachers.

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