

A Study on Family Pressure Among Women Teachers Working in Higher Education Institutions of Kashmir Valley

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Abstract

This study investigated family pressure among women teachers working in Higher Education Institutions of Kashmir with regard to their locale and experience. A sample of 400 women teachers was selected using a simple random sampling technique from 40 government degree colleges across 10 districts of Kashmir. The study assesses the level of family pressure among women teachers and also examines the differences on the basis of experience and locale. The statistical techniques that were employed include percentage, Standard Deviation, and t-test. Percentage statistics was used because the investigator aimed at accessing the incidence of family pressure faced by women teachers working in higher education institutions, and a t-test was used as it is a test of significance that is utilized when an investigator needs to find out the difference between two groups which was also the purpose of the study where the investigator had to found the difference between women teachers working in higher education institutions with regard to their locale and experience.

Keywords: Family pressure, Time-based pressure, strain-based pressure, Women teachers

Introduction

The standard of living that a country's population enjoy is far more important in determining its progress than technological and materialistic breakthroughs. A country's ability to improve the lot of its weakest citizens is the cornerstone of its development. Women are vital to the development, welfare, and prosperity of nations and societies. They have made significant contributions to many different fields, including healthcare, education, social stability, economic growth, and governance. The fact that women are entering the workforce to meet both their economic and varied socio-psychological needs is indicative of a dramatic change in how they view their personal and professional positions. This shift from home to work is, on the one hand, a positive sign of women's empowerment, but on the other hand, it has led working women to family pressure and conflict of work to family and family to work.

The influence that family members have on a person's emotions, choices, ideas, and behaviours is referred to as "family pressure." It can manifest itself in various ways and impact various areas of an individual's life. This speaks to the unique challenges and expectations that women have in juggling their obligations to their families and careers. Women continue to bear unique pressures driven by cultural norms and traditional gender roles, even in the face of progress towards gender equality. In addition to their professional obligations, working women usually face pressure to carry out traditional gender roles as homemakers and careers (Snyder, 2018). According to Jones and Smith (2019), family pressure frequently influences women's employment decisions, leading them to pursue professions that their relatives find more appropriate or respectable. This can limit chances for personal and professional development and perpetuate gender norms within the family. According to Greenhaus and Callanan (1994), there are two types of work-family conflict: work-to-family conflict, which occurs when work interferes with family life, and family-to-work conflict, which occurs when family interferes with work life. These two types of conflict are related to one another and are reciprocal (Dilworth, 2004). The phrase "Work-Family Conflict (WFC)" refers to an inter-role conflict that arises when fulfilling obligations relating to the family, which is hampered by the general demands of time spent on and stress brought on by the job. The phrase "Family-Work Conflict" (FWC) refers to a type of inter-role conflict in which fulfilling work-related obligations is hampered by the overall expectations of, time spent on, and stress brought on by the family (Netemeyer et al., 1996). However, there are tensions between work and family life as a result of the collision of role expectations in these two domains (Netemeyer et al., 1996). It starts when the responsibilities of one domain – work or family – do not align with those of the other domain. (Huang et al., 2004). As a result, women who shoulder a lot of responsibility and take on many jobs to balance the needs of their families and businesses may run into problems juggling work and personal obligations (Khandelwal, 2002).

Objectives

1. To study the family pressure of women teachers working in higher education institutions in the Kashmir valley.
2. To compare the family pressure of women teachers working in higher education institutions in the Kashmir valley with respect to their experience.
3. To compare the family pressure of women teachers working in higher education institutions in the Kashmir valley with respect to their locale.

Hypotheses

1. There is no significant difference between less experienced/and more experienced Women Teachers working in Higher Education institutions of Kashmir valley due to family pressure.

2. There is no significant difference between rural and urban women teachers working in higher education institutions in Kashmir Valley due to family pressure.

Sample

The sample of the study comprises 400 women teachers working in higher education institutions in Kashmir Valley. The sample was collected through simple random sampling. The sample was collected from 40 government degree colleges in Kashmir from all 10 districts.

Statistical Techniques used

The statistical techniques that were used by the researcher in the present study include percentage, mean, S.D. and t-test.

Results and Discussion

Table 1.1: Showing the percentage wise distribution of overall sample on different levels of family pressure (n=400)

Family Pressure	Score range	n	Percentage
Low level of family pressure	22 to 51	264	66%
Moderate level of family pressure	52 to 81	100	25%
High level of family pressure	82 to 110	36	9%
Total		400	100%

The above table shows the prevalence of family pressure among women teachers working in higher education institutions. The details of the table show that out of the total sample (400), 264 women teachers fall in low levels of family pressure, 100 fall in moderate and 36 women teachers fall into high levels of family pressure, which accounts for 66%, 25% and 9% respectively. This result is consistent with research conducted by O'Brien and Hapgood (2012), who found that supportive family structures help women in professional roles better balance their obligations to their families and their jobs. This can also be connected to societal shifts, as there is an increasing acknowledgement and acceptance of dual-career roles. Concern should be expressed in light of the 25% of women who report feeling moderate family pressure. Mild pressure may be a sign of persistent difficulty striking a balance between work and personal obligations. This group may occasionally experience difficulties that impair their ability to do their jobs well and feel satisfied in their jobs. Research like Hochschild's (2001) studies have demonstrated the "second shift" phenomenon, in which women continue to shoulder a disproportionate share of household responsibilities despite being engaged in the workforce. They may experience mild pressure and stress as a result, which may have an impact on their productivity. It is

especially concerning that 9% of female teachers report feeling a high level of family pressure because it indicates that some women are more impacted than others by expectations and responsibilities from their families. Their general quality of life, mental health, and professional performance may all be negatively impacted by this. High levels of family pressure can cause stress, burnout, and even attrition from the workforce, according to research by Gatta and Roos (2005). Family pressure is an issue that has a big impact on women teachers’ personal and professional life. In addition to their jobs as teachers, women are frequently disproportionately burdened by societal and cultural standards to handle household chores and caregiving obligations. This combined strain can result in burnout, long-term stress, and a lower standard of living. To make matters worse, institutional rules might not have the adaptability and support networks required to take into account the particular difficulties experienced by women teachers. Women have a sense of being overwhelmed and undervalued in the profession and in their families due to a lack of acknowledgement and support. This problem requires a multifaceted strategy to be solved. To assist women in juggling their jobs and personal obligations, institutions should adopt flexible work rules.

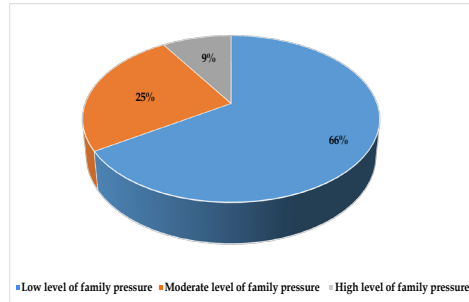


Fig 1.1: showing the percentage wise distribution of overall sample on different levels of family pressure.

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Table 1.2 shows the mean comparison between more experienced and less experienced women teachers working in Higher Education Institutions on various dimensions and overall scores of Family Pressure.

Variable	Experience	N	Mean	Std. Deviation	t-value	Level of Significance
Time-based pressure	Less experienced	220	51.17	4.490	3.48	Sig. at 0.01 level
	More Experienced	180	49.75	3.455		
Strain-based pressure	Less experienced	220	50.72	3.433	2.53	Sig. at 0.05 level
	More Experienced	180	51.58	3.298		
Behavioral based pressure	Less experienced	220	50.95	7.104	0.33	Insignificant
	More Experienced	180	50.72	6.593		
Family Pressure	Less experienced	220	56.83	5.912	1.69	Insignificant
	More Experienced	180	56.05	2.010		

The above table reflects the mean comparison between less experienced and more experienced women teachers working in higher education. The table revealed that there is a significant mean difference between less experienced and more experienced women teachers working in higher education on time-based pressure and strain-based pressure dimensions of family pressure, and the t-values came out to be 3.48 and 2.53, which are significant at 0.01 and 0.05 level of significance. The

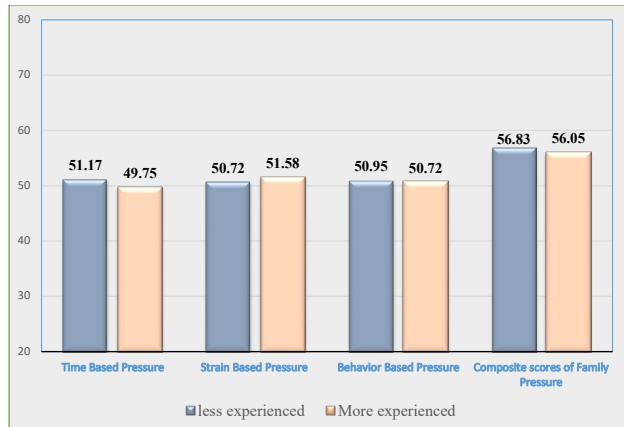


Fig. 1.2: Showing the mean comparison between less experienced and more experienced women teachers working in higher education institutions on Family Pressure.

mean favours less experienced women teachers working in higher education institutions, which implies that less experienced women teachers in higher education have high time-based stress and strain as compared to more experienced women teachers. On the composite score, no significant mean difference was found between less experienced and more experienced women teachers working in higher education institutions. The mean score of less experienced working women was (56.83), and that of more experienced women teachers was (56.05). The obtained t-value was 1.69, which was less than the table value and, hence, insignificant. It implies that less experienced and more experienced women teachers working in higher education institutions do not differ significantly on family pressure. It's interesting to note that, regardless of experience level, there is no discernible difference in the amount of family pressure experienced by women teachers working in higher education institutions. This implies that, for women in academia, family pressure can be a persistent concern regardless of experience. The results of the present study, as reflected in table 4.13, are in line with earlier research studies. Mason et al. (2013) conducted a study which revealed that women teachers frequently face competing expectations from both their families and careers, which can result in elevated stress levels and guilt sentiments. The maintenance of established gender roles and expectations in society could be one reason why familial pressure is consistently experienced at different experience levels. Even with the progress made in the area of gender equality, women are still frequently expected to put their families before their jobs. Given the persistence of strongly built societal standards around women's roles inside the family, this expectation may emerge for them regardless of their experience (Pedersen, 2019).

Table 1.3 shows the mean comparison between rural and urban women teachers working in Higher Education Institutions on various dimensions and overall scores of Family Pressure.

Variable	Locale	N	Mean	Std. Deviation	t-value	Level of Significance
Time based pressure	Rural	172	51.17	4.490	3.14	Sig. at 0.01 level
	Urban	228	49.75	4.455		
Strain based pressure	Rural	172	50.72	3.433	2.52	Sig. at 0.05 level
	Urban	228	51.58	3.298		
Behavioral based pressure	Rural	172	50.95	7.104	0.34	Insignificant
	Urban	228	50.72	6.593		
Family Pressure	Rural	172	56.83	5.912	1.66	Insignificant
	Urban	228	56.05	2.010		

The above table reflects the mean comparison between rural and urban women teachers working in higher education. The table revealed that there is a significant mean difference between rural and urban women teachers working in higher education on time-based pressure and strain-based pressure dimensions of family pressure, and the t-values came out to be 3.14 and 2.52, which are significant at 0.01 and 0.05 level of significance. The mean favours rural women teachers working in higher education institutions, which implies that rural women teachers in higher education have high time-based stress and strain as compared to urban women teachers. On the composite score, no significant mean difference was found between rural and urban women teachers working in higher education institutions. The mean score of rural working women was (56.83) and that of urban women teachers was (56.05). The obtained t-value was 1.66, which was less than the table value and, hence, insignificant. It implies that rural and urban women teachers working in higher education institutions do not differ significantly on family pressure, which reveals that although rural women may encounter unique sources of stress, they frequently demonstrate resilience and employ effective coping mechanisms to navigate familial difficulties. Therefore, treatments focused on improving resilience and coping abilities could be advantageous for women teachers in both rural and urban areas, regardless of where they are located. This highlights the need to investigate

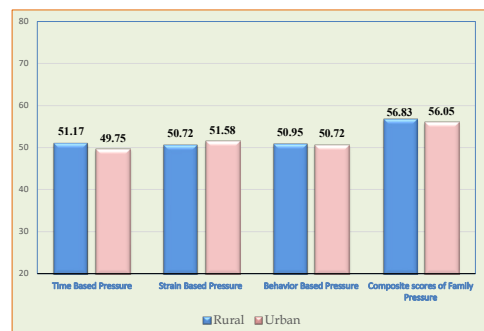


Fig. 1.3: Showing the mean comparison between Rural and Urban women teachers working in higher education institutions on Family Pressure.

interpersonal interactions and community resources to comprehend the differences between rural and urban areas. These studies offer a more comprehensive understanding of the factors that influence women's experiences in higher education.

Conclusion

The study highlights that family pressure remains a significant issue for women teachers working in higher education institutions of Kashmir valley, irrespective of their experience and locale. The results of the study revealed that 66% of the sample experience low family pressure, 25% moderate and 9% of the women teachers experience high levels of family pressure. Significant differences were found in time-based and strain-based pressures between less experienced and more experienced women teachers, with women teachers of less experience reporting higher pressures. However, on the overall scores of family pressure, no significant difference was found on the basis of experience. Similarly, time-based and strain-based pressure was found more in rural women teachers than urban women teachers, but the overall difference was insignificant. The findings of the study suggest that while experience and locale affect specific dimensions of family pressure, the overall experience of family pressure remains consistent across experience and locale. These findings highlight the challenges women teachers of higher education institutions of Kashmir Valley face in balancing professional and personal responsibilities, regardless of their experience or location of residence. Institutional policies should address these issues by implementing flexible work arrangements and support systems for women teachers so that these do not impact the professional or personal lives of women teachers. Although no significant difference was found among women teachers of less or more experience in rural or Urban areas, on time-based and strain-based pressure, a significant difference was found. Women teachers of less experience and women teachers from rural areas were found to have more time-based and strain-based family pressure. The study highlights that despite the advancement of society in total and gender equality in particular, women teachers continue to encounter considerable pressures that affect their professional as well as their personal lives. To address these issues, higher education institutions should implement supportive measures, including flexible work policies and healthy support networks. Such interventions may help to mitigate the adverse effects of family pressure and can enhance job satisfaction and overall well-being of women teachers.

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