

The Influences of Work-family Conflict and Sex-role Identity on Married Female Teacher's Job Involvement

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Abstract : This study investigated if and how work-family conflict and sex-role identity influence married female teachers' job involvement. The results of this study follow. First, married female teachers in the high work-family conflict group showed lower job involvement than that of those in the low work-family conflict group. The mean difference of job involvement between the high and low work-family conflict groups was not statistically significant. Second, the married female teachers with an Androgynous sex-role identity showed higher job involvement than those with a Feminine sex-role identity. Finally, the job involvement of Androgynous married female teachers was damaged less under high work-family conflict situations than that of Feminine married female teachers. These results imply that to increase married female teachers' job involvement, the improvement of physical/environmental conditions and psychological changes for women are necessary.

Key Words : married female teacher, work-family conflict, sex-role identity, job involvement

I. INTRODUCTION

The percentage of married female teachers in the primary and secondary schools has been increasing rapidly since the 1960s when the entry of women into the field of education began in earnest. Considering the circumstances of other advanced countries, this trend is expected to continue and increase in speed. Currently, the percentages of female teachers in

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Korean elementary, middle, and high schools are 66%, 56.8%, and 29%, respectively (Korea Woman Development Institute, 2000). Along with this increase of female teachers in population of female teachers in our schools, the ratio of married female teachers is also trending upwards in accordance with social changes. Today, it is common and considered natural for married women to work in society rather than just in their homes. Additionally, few female teachers leave their work place (i.e., school) after marriage. This means that the major part of our elementary and secondary students are taught by married female teachers who are expected to perform both household and professional duties.

According to a report by the National Statistical Office in 1999, about 99% of the household duties are done by wives even in double-income households. Therefore, it can be assumed that most married female teachers come home from a full day's work to do 99% of the chores at home. And although the problem of role-conflict experienced by married female teachers when they take on the roles of both teacher and housewife has received a great deal of attention in the fields of education and sociology, this the research has provided little information on how conflicts between work duties and household duties influence married female teachers' job performance or job involvement. In fact, previous research has dealt only with identifying the difficulties married female teachers experienced while a traditional female role was still expected in the family. This is important distinction because, according to Duxbury and Higgins' study (1991), though their subjects were not married female teachers, work-family conflict tends to negatively influence "the quality of work life," and this tendency was stronger in women than in men. Duxbury and Higgins interpreted that in a work-family conflict situation, where one must sacrifice either work or family, the tendency to sacrifice work rather than family was higher for women than men. However, there is the possibility that this is an over-generalized interpretation overlooking the psychological differences between individuals and/or genders. This is a question we wish to resolve.

The purpose of this study was therefore twofold: (1) to investigate if and how a physical/environmental factor of work-family conflict influences the married female teachers' job involvement, and (2) to investigate if the tendency varies in accordance with the married female teachers' sex-role identity.

The research questions answered in this study follow:

- Question 1. Does work-family conflict influence married female teachers' job involvement?
- Question 2. Does sex-role identity influence married female teachers' job involvement?
- Question 3. Does the job involvement of married female teachers differ between the two different sex-role identity types (i.e., Androgynous and Feminine) under the under the same work-family conflict conditions?

II. LITERATURE REVIEW

1. Work-family Conflict and Job Involvement

Work-family conflict indicates the sum total of the work difficulty caused by household duty and household hindrance caused by work duty. The occurrence of work-family conflict should be understood as a reciprocally recurring process where the work and the household duties hinder each other, instead of only one of them hindering the counterpart (Greenhaus & Beutell, 1985; Frone, Russell & Cooper, 1992). In this reciprocally recurring process, any increase of work duty would hinder household duty; and in the poorly managed household, any increase in household duty would add to the burden of work duty in the work place (Schaubroeck, 1990).

The concept of job involvement has received considerable attention from occupational psychologists. It has been defined as a person's feeling of unification between him/herself and the job he/she is currently involved in (Kanungo, 1982; Lawler & Hall, 1970) or as the feeling satisfaction the person gets by being mentally absorbed in his/her job (Locke, 1976). According to Saleh and Hosek (1976), an individual's job involvement influences his/her perception about the job and his or her retention, motor responses, problem solving skills, and ambition. They also mention that an individual who shows high involvement in a certain job tends to put the job at the center of his/her life, takes part in the job actively, perceives work achievement as something to be proud of, and also identifies work achievement with his/her self-concept.

Along with other factors- family involvement, job stress, and family stress- job

involvement has been known as a factor that may cause work-family conflict (Frone, Russell, & Cooper, 1992). However, at this point in time, it is still uncertain if these factors are the cause of work-family conflict or its result. It is an assumption that the relations between these factors and work-family conflict are bidirectional and interacting as a reciprocally recurring process (Park, 1993).

Regarding the influence of work-family conflict on the job, Park (1993) who investigated only male subjects, found that work-family conflict brought about some increase of avoidance tendency in loving behavior and a little anxiety, but there were no negative effects on their jobs. Prior to this study, Duxbury and Higgins (1991) reported an inconsistent result; their study showed that work-family conflict harmed the "quality of work life," and this tendency was stronger in men than in women.

The problem with these research results is that they do not take into account the fact that the traditional role-oriented way of thinking still exists; working women are still expected to perform their duties in the home, while working husbands are not expected to perform duties in the home. As a result of this conflict between traditional and modern expectations, women carry a double burden. They must fulfill their duties in the home and in their place of employment. Therefore, men and women cannot be equally compared as their social situations and familial expectations are dissimilar. Another problem with current studies is that individuals can have different attitudes about their work under work-family conflict situations due to their psychological attributes. Little research comparing individual differences and the factors causing those individual differences has been done, but, such research is expected in the near future.

2. Sex-role Identity and Job Involvement

Sex-role identity is a unique aspect of an individual's identity. It means that an individual identifies with the attributes, attitudes, or interests considered appropriate for his/her biological sex by the society to which he/she belongs (Kim & Chang, 1987). Recently, the perspective regarding what is a healthy sex-role identity has been changing from a traditional dichotomous position to an Androgynous position. In the traditional position, it

is believed that men should have a Masculine sex-role identity, and women should have a Feminine sex-role identity. An individual with an Androgynous sex role identity would have both masculine and feminine attributes and would be considered a more adaptable member of modern society.

Since this Androgynous sex role identity was first suggested by Bem (1975), her theory has been dominant. In this theory, "the attributes of men" would include attributes traditionally associated with the man's role: leadership, independence, assertiveness, rationality, ambition, activity, competitiveness, and initiative. The "attributes of women" would traditionally be associated with warmth, self-expression, passiveness, cooperation, intuitiveness, care, and dependence. Bem and other scholars who have accepted her androgynous concept divide sex-role identity into four types: Masculine, Feminine, Androgynous, and Indistinct. The Masculine type is high in masculine attributes and low in feminine attributes. The Feminine type is high in feminine attributes and low in masculine attributes. The Androgynous type is high in both masculine and feminine attributes. The Indistinct type is both low in masculine and feminine attributes. In the Androgynous position, it is believed that masculinity or femininity are only a reflection of social stereotypes; thus, in practice, people with an Androgynous sex-role identity would be more adaptable. They can act effectively in different situations by using their sex-role identity in a more flexible way. In brief, the androgynous position has made sex-role identity a concept of individual difference rather than a biological sex difference (You & Lee, 1997).

Even though little research has been done regarding how an individual's sex-role identity is related to his/her job involvement, Powell and Posner (1989) have reported that an individual's sex-role identity influences his/her job commitment, which is similar to the concept of job involvement. Women might feel differently than men in the workplace because, traditionally, workplaces other than home are considered a man's arena. Therefore, according to the Androgynous concept of sex-role identity, a woman with an Androgynous sex-role identity would be more adaptable, under difficult situations in the work place, than a woman with a Feminine, fixed-gender sex-role identity. With her greater adaptability, a woman with an Androgynous sex-role identity would have more successful experiences, which, in turn, would lead to high job involvement.

III. METHOD

1. Participants

The participants were 247 married female teachers, 137 (55.5%) elementary and 110 (44.5%) secondary school teachers. They all worked in the areas of Seoul and Kyunggi. Their mean age was 38.5 years old; 27 (10.9%), 112 (45.3%), 92 (36.8%), and 17 (6.9%) were in their 20s', 30s', 40s', and 50-60s' respectively.

Of the 247 married female teachers who participated in this study, 161 (65.2%) had no under school age children, 62 (25%) and 24 (9.7%) had one and two under school age children respectively. It was also reported that 33 (13.4%), 82 (33.2%), 108 (43.7%), and 24 (9.7%) of the participants had taught for less than 5 years, 5-15 years, 15-25 years, and more than 25 years respectively.

2. Measurement

To measure the variables of this study, the scales of job involvement, work-family conflict, and sex-role identity were used. Brief descriptions of the scales follow.

1) Work-family Conflict

Work-family conflict refers to the sum total of the work difficulty caused by household duties and household hindrances caused by work duties. The Work-family Conflict Scale used in this study was constructed by Park (1993), and includes the questions from Frone, et al. (1992) and Gutek, et al. (1991). It had a total of 12 questions: 6 measured the work difficulty caused by household duty (family->work conflict), and the other 6 measured household hindrance caused by work duty (work->family conflict). The sum total of these two indicates an individual's work-family conflict. Either a 5 or 11 point Likert-type scale was used. The split-half reliability of this scale was $\alpha = .74$.

2) Sex-role Identity

The Sex-role Identity Scale used in this study was the translated and revised Spence and Halmreich's (1978) Personal Attitudes Questionnaire (PAQ) by Eom (1994). This scale was composed of two sub-scales measuring masculinity and femininity with 26 questions for each. In this study, the 11 point Likert-type Scale was used instead of the original 7 point scale. The internal consistency coefficient was Cronbach $\alpha = .83\sim.85$ (Behavioral Science Research Center at Korea University, 2000).

An individual's sex-role identity type was classified into one of four different types; these were Androgynous, Masculine, Feminine, and Indistinct. Type was based on their scores of masculinity and femininity by following the method used in Marshall and Wijting's (1980) study. Each individual's scores of masculinity and femininity and the means of both the masculinity and femininity were calculated as a means to classify the sex-role identity types. Respondents who showed scores of both masculinity and femininity that were above the means were considered the Androgynous sex-role identity group, while respondents who showed a score above the mean in only one aspect, masculinity or femininity, were classified into Masculine and Feminine sex-role identity groups respectively. The others who showed both scores of masculinity and femininity that were below the means formed the Indistinct sex-role identity group.

Along with the respondents' sex-role identity types, the two scores (i.e., masculinity and femininity scores) used in the classification of their sex-role identity types were also subjects of the data analysis in this study.

3) Job Involvement

The Job Involvement Scale used in this study was the one revised by Park (1993) after translating the original scale from Lodahl and Kejner (1965). Re-revision, changing the response style from yes/no to an 11 point Likert type, was made in the Job Involvement Scale used in this particular study, and the split-half reliability coefficient of this scale was calculated as Cronbach $\alpha = .67$.

The validity of the scales used in this study was checked by two scholars from the related areas.

IV. RESULTS

The scores of married females' work-family conflicts (that is the sum) and job involvement were calculated. These scores included the sum of family->work conflict, which indicates the degree of work difficulties caused by household duties, and work->family conflict, which indicates the degree of household difficulties caused by work duties. After calculating each individual's masculinity and femininity scores, the type of each individual's sex-role identity was determined. For the data analysis, the means and standard deviations of each variable were calculated (see Table 1), and the comparative groups were divided based on these calculations.

If a person's work-family conflict score was more than 1SD above the mean of work-family conflict, then this person was assigned to the high work-family conflict group. If a person's work-family conflict score was more than 1SD below the mean of work-family conflict, then this person was assigned to the low work-family conflict group. To analyze the job involvement differences in the different sex-role identity types, I compared the difference between Androgynous and Feminine types, excluding the Masculine and Indistinct types. This is due to the fact that when I distinguished the types for sex-role identity, I found that 85.4% of the subjects were assigned to either Androgynous or Feminine Sex-role Identity Types. Androgynous, Feminine, Masculine, and Indistinct groups considered of 103 women (41.7%), 108 women (43.7%), 24 women (9.7%), and 12 women (4.9%), respectively. To test the mean differences between the comparative groups,

<Table 1> Means and SDs of Variables

Variable	N	Mean	SD
Work-Family Conflict	247	35.62	13.75
Family → Work Conflict	247	13.25	8.04
Work → Family Conflict	247	22.41	8.35
Job Involvement	247	68.72	14.95
Masculinity Score	247	5.05	1.04
Femininity Score	247	5.89	0.92

<Table 2> Correlations between variables

	J. I.	W-F.C.	W → F.C.	F → W.C.	Masculinity	Femininity
J.	1.00					
W-F.C.	-.09	1.00				
W°ÊF.C.	.06	.85**	1.00			
F°ÊW.C.	-.22**	.83**	.42**	1.00		
Masculinity	.20*	.04	.07	-.82**	1.00	
Femininity	.02	.12	.09	-.08	-.04	1.00

* P< .05, ** P< .01

W-F.C. : Work-Family Conflict

W->F.C. : Work->Family Conflict, Hinderance in work from family duty

F->W.C. : Family->Work Conflict, Hinderance in family duty from work duty

the t-tests were used according to the research question. Correlations (Pearson's 'r') between variables were also calculated (see Table 2).

The results of the data analysis for each research question follow.

Question 1. Does work-family conflict influence married female teachers' job involvement?

To answer this question, the scores of job involvement in high and low work-family conflict groups, as well as the job involvement score differences between the high and the low groups in both the work->family conflict, and family->work conflict were compared

<Table 3> Work-family Conflict and Job Involvement

Group	Job Involvement				Sig.
	N	Mean	SD	t	
Low W-F.C.	38	69.50	16.44	1.46	.15
High W-F.C.	44	64.68	13.35		
Low F → W.C.	52	71.50	19.88	1.96	.05
High F → W.C.	38	64.11	14.00		
Low W → F.C.	44	69.59	14.96	-.40	.69
High W → F.C.	40	70.93	15.30		

Low (High) W-F.C.: Low (high) in F → W.C. plus W → F.C.

Low (High) F → W.C. : Low (high) hindrance in work duty from family duty

Low (High) W → F.C. : Low (high) hindrance in family duty from work duty

using the t-tests (see Table 3).

The results showed that the difference between job involvement scores in high and low work-family conflict groups was not statistically significant. However, when the sub-scores (family->work conflict score, and work->family conflict score) of work-family conflict were compared, the job involvement of the low family->work conflict group was higher than that of the high family->work conflict group, even though the difference was not statistically significant.

The differences in job involvement between low and high work->family conflict groups were not significant (as expected); to the contrary, however, the differences in job involvement between low and high family->work conflict groups were considerably significant ($P=.05$). The correlations between the variables of work-family conflict, work->family conflict, family->work conflict, and job involvement $r=-.09$ ($P>.05$) $r=.06$ ($p>.05$), $r=-.22$ ($P<.01$) respectively, also confirmed these results (see Table 2).

This result supports Cha's study (1989), which reported that married female teachers' work involvement was very high despite role conflicts caused by taking roles in both the work place and the family. This result, however, contradicts Duxbury & Higgins's Study (1991), that showed married female workers tended to sacrifice their work duties because of their family duties.

We cannot exclude the possibility, however, that the subjects of this study responded defensively to the Survey by attempting to overstate how hard they were working despite many difficulties caused by taking double roles. Obviously, this possibility needs to be scrutinized objectively.

Question 2. Does sex-role identity influence married female teachers' job involvement?

To answer this question, the job involvement difference between the Androgynous sex-role identity group and the Feminine sex-role identity group was tested using the t-test. As summarized in <Table 4>, the result showed that the job involvement difference between the Androgynous sex-role identity group and the Feminine sex-role identity group was statistically significant ($P<.05$). It should be noted that we only compared the difference between two groups of Androgynous and Feminine. So, it must be suggested that Masculine and Indistinct sex-role identity groups need to be studied in the future.

<Table 4> Sex-role identity and job involvement

Group	Job Involvement				Sig.
	N	Mean	SD	t	
Androgynous	103	71.17	15.44	2.35	.02*
Feminine	108	66.32	14.43		
Low Masculinity	43	65.44	14.36	-2.23	.03*
High Masculinity	43	72.51	15.05		
Low Femininity	35	68.63	14.35	.14	.89
High Femininity	35	68.14	15.68		

* P<.05

The result after comparing job involvement between high and low masculinity (or femininity) scores showed that the job involvement of the high masculinity group was significantly higher than that of the low masculinity group (P<.05). Contrary to this result, there was little job involvement difference between the scores of high and low femininity groups. This fact explains why the Androgynous group, which was high in both masculinity and femininity, showed higher job involvement than the Feminine group which was low in masculinity and high in femininity. Furthermore, this shows that married female teachers' job involvement is more heavily influenced by their masculine attributes than their feminine attributes. The correlations between these variables (even though they are not high) also showed these results. The correlation between masculinity and job involvement was $r=.20$ (P<.01), which was statistically significant, but the correlation between femininity and job involvement was $r=.02$ (P>.05), which was not statistically significant. To summarize, married female teachers' job involvement was influenced by their sex-role identities, and the factor of sex-role identity affecting their job involvement was masculinity rather than femininity.

Question 3: Does the job involvement of married female teachers differ between the two different sex-role identity types(i.e., Androgynous and Feminine) given the same work-family conflict condition?

To answer this question, the job involvement difference between the two groups - androgynous sex-role identities and feminine sex-role identities- was tested in both high

<Table 5> Work-Family Conflict ° Sex-role Identity and Job Involvement

Group	Job Involvement				Sig.
	N	Mean	SD	t	
Low W-F.C.					
Androgynous Group	15	69.60	18.72	-.27	.79
Feminine Group	15	71.27	4.35		
High W-F.C.					
Androgynous Group	20	65.15	12.90	.46	.65
Feminine Group	16	62.94	15.70		

and low work-family conflict conditions. The results (see Table 5) show that no significant difference in job involvement was found between the Androgynous and Feminine sex-role identity groups in both high and low work-family conflict conditions. However, the mean scores of these groups showed that regardless of their sex-role identity types, their job involvement scores were higher under low work-family conflict conditions than under high work-family conflict conditions.

This result means that married female teachers' job involvement was more influenced by a physical/environmental aspect, such as work-family conflict, than a personal psychological aspect, such as sex-role identity. Based upon this result, we can conclude that to increase married female teachers' job involvement, the improvement of physical/environmental conditions, such as the division of household responsibilities and a reduction of labor hours in the workplace, should be emphasized more than psychological changes.

V. SUMMARY AND SUGGESTION

The aim of this study was twofold: (1) to investigate if and how a physical/environmental factor of work-family conflict influences married female teachers' job involvement, and (2) to investigate if the tendency varies in accordance with the married female teacher's sex-role identity. A summary of the results found in this study follows.

First, married female teachers' job involvement was not significantly affected by the physical/environmental factor of work-family conflict that married female teachers experience.

Second, married female teachers with Androgynous sex-role identity showed significantly higher job involvement than those with feminine sex-role identity. This result implies that not only a physical/environmental factor, such as work-family conflict, but also a person's psychological factor, such as sex-role identity, influence married female teachers' job involvement.

Finally, compare to married female teachers with feminine sex-role identity, those with androgynous sex-role identity seemed less influenced by an environmental factor of work-family conflict.

Based upon this result, it can be suggested that to increase married female teachers' job involvement, the improvement of physical/environmental conditions, such as the division of household responsibilities and a reduction of labor hours in the workplace, should be emphasized more than psychological changes.

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