

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Literature review can be defined as a summary of published research that relate to the new research. Ramdhani, Syakur and Ali (2014) had defined literature review as the discussion on previous research in related subject field and the information gathered from certain field within certain period. It also can be explained with the initial factor for a study to be design. Therefore, in this study the researcher focused on certain area that relate to understand the life experience of married female teacher which includes role and responsibility of teacher, teacher's well-being and satisfaction, teacher in family life and managing life as being a married female teacher.

2.2 Roles and Responsibility of Teacher

Teacher is one of the professions that play many roles at school with many other assigned responsibilities. The main role and responsibility of being a teacher is teaching students. However, the teacher was also instructed to be involved with administrative tasks. Grammens, Voet, Vanderlinde, Declercq, Lieselot, and Bram (2022) who conducted a systematic review of teacher roles and competences for teaching synchronously online through videoconferencing technology found that teachers play five important roles. Teachers are responsible in organizing an online class which are instructional, social, technical, communicational, and managerial. During Covid-19 pandemic, every educational institution needs to proceed their

learning activities through online in order to prevent infection of coronavirus. Thus, the responsibilities of teachers are expanded with new tasks especially related with technology. Teacher needs to be expert in using media and computer applications for organising virtual class during pandemic of Covid-19.

Velea and Farca (2013) had conducted a study that investigated the role of teachers for affective education and moral of children at secondary level. The study distributed survey questionnaire in 2011. It aims to identify the present issues and problems that teachers and students face in regard to moral and affective education in the classroom, to investigate how instructors perceive their roles, to pinpoint important areas for teacher preparation, and to suggest improvements. As a result of the rapid changes to the educational system over the past few decades, there is a greater demand than ever for updated educational techniques. The findings of this study highlight that be it a parent or a teacher, they need to make sure that children should learn things in a way that makes them improve productivity and forms their behavior. Regardless of the academic subject that a teacher teaches in the classroom, the moral aim of education is prioritized.

Based on the study conducted by Isaksson, Anna Eriksson and Sara (2022) in their research on “Teachers’ guiding role - On the tension between reflexivity and reproduction”. The study among teachers at Sweden focused on teacher’s responsibility on student career choice and to guide student to find their path for future study. The finding of the study indicates that teachers do not need to take an active role in student’s future study and career choice. Another study enforces that teacher’s responsibility is only on student’s performance in their current study (Kurt, Gungor & Ekici, 2014; Lauermann, 2014). If there is a problem with the student performance, it

reflects that the teachers need to improve their teaching methods in order to help student with their learning (Lauermann, 2014).

In study conducted by Lauermann (2014) had mentioned the responsibility of being a teacher can understand from these six categories which are the person that take the responsibility, the object that need be responsible on, for whom the responsibility given, the judge of the responsibility, a prescriptive criterion of responsibility and a realm of action and responsibility. This study was conducted by using qualitative approach and the sample was taken from the primary and secondary teachers in United States. This study found that the responsibility of teacher increases teacher's motivation such as giving effort and commitments to student which this responsibility might give effect on teacher's lack of sleep, hard work and less family time. The responsibilities found from this research are teaching such as preparing for class's material, role model for the student to follow such as communication with other people and punctual. And another one is following the standards recommended by the state is one of teacher's responsibility that show teacher's integrity and work ethic (Lauermann, 2014).

Another responsibility of being a teacher is administrative and managerial tasks at school. For example, a teacher can be appointed as a head of school or being a leader for the student sport club. Administrative and managerial tasks are defined as managing people who work and handling their job to achieve company target or goal to move into better quality of company (Jayarathna & Weerakkody, 2014). Administrative tasks are important to understand the teacher's life because it can give some overview about the workload and how the organization system works. Based on the previous research by Hartinah, Suharso, Umam, Syazali, Lestari, Roslina, and Jermisittiparsert (2020), teacher's performance management was focused on working

environment, motivation, and school leader's role. This research was conducted in Indonesian context to identify the influence of principle role, working environment and motivation on teacher's performance. The results from this research showed that teacher's performance can be improved directly by enhancing principle's role and working environment.

A study by Burbank, Bates and Ramirez (2012) examine the perspectives on several activities to empower and train new teachers before they jump into teaching field. The data involve experience of these two teachers when working at urban school and teaching preparation program at university. This research aims to provide information that can be applied such as findings that other teacher considers when developing curricula for preservice teachers who work with a variety of student populations and designing field-based experiences. Both studies had focused on the work organization system for workers to improve their job performance. Other than that, the result can be used to identify how management of the school offers support in providing conducive working environment for teachers.

A study in 2018 by Tengku Ariffin, Bush and Nordin revealed the roles and responsibility of excellent teachers as defined by the teachers themselves. The roles discussed in the study include teacher, content expert, facilitator and mentor and innovator. Many previous studies had discussed on teacher's application their content and teaching skill in class, and it result in limitation on their own skills. Similar to this, research on teacher leadership (Fairman & Mackenzie, 2014) has emphasised the importance of teacher collaboration to advance teaching and learning methods. In addition, new demands for educators generally focused on work-life balance where school administration need to find other initiative to reduce teacher's burden on work and ministry of education can amend new policies to promote healthy life balance

such as provide allowance for teacher's who work in rural area and day-care service for nursing mother.

Semradova & Hubackova (2016) conducted a study titled "Teacher Responsibility in Distance Education". The study focused on teacher's responsibility that involve in distance learning in the future. The study was conducted on future teacher who are still studying at pedagogical faculties. The method used in this study was hermeneutic approach where the researcher conducted frequency analysis based on students' essay. One of the students said that teacher with traditional teaching methods need to deal with student's disciplinary issues where the teacher needs to deal with their student misbehaviours. However, there is a different for e-Teaching or online teaching method which have responsibility to make slide and written word for class plus they do not have direct possibility of correction if there is any misspoke or mistake during teaching process. Many of them believe that face-to-face teaching have higher responsibility than distance education where it can be seen from differences of role and responsibility between traditional teaching and e-Teaching method.

In conclusion, most of research investigated teacher's role and responsibility by using many types of methods such as quantitative methods (Velea & Farca, 2013), semi-structured interview (Tengku Ariffin et al., 2018), screening model (Kurt et al., 2014), literature review or essay analysis (Grammens et al., 2022; Semradova & Hubackova, 2016) and qualitative methods (Hartinah et al., 2020; Isaksson et al., 2022; Lauer mann, 2014). Most of the study focused on the responsibility of being a teacher and school action in improving teacher's skills. There is no study focus on teacher's responsibility as being a mother or wife found so far. A study by Lauer mann (2014) was not comprehensively describe teachers experience in other geographical context because it was conducted in Michigan, United State.

2.3 Teacher's Well-Being and Job Satisfaction as Married Female Teacher

Teachers' well-being can be identified by analysing their work-life balance, stress, emotion, and other psychological aspect. Other than that, mental health also part of teacher's well-being that need to put into account. Positive mental health is defined by the World Health Organisation (2019) "a condition of well-being in which the individual realises his or her own abilities, may oversee life's typical challenges, work effectively and efficiently, and contribute to his or her community." This definition of wellbeing includes the sense of life as being in good shape in addition to the absence of mental illness (Ruggeri K, Garcia-Garzon E, Maguire, Matz & Huppert et al., 2020).

There were four studies found that conducted a study on teacher's mental health as found in Anderson, Werner-Seidler, King, Gayed, Harvey & O'Dea (2019); Asa & Lasebikan (2016); Kuwato & Hirano, (2020) and Seibt, Druschke, Scheuch & Hinz (2013) studies. Three of them conducted the research on the knowledge of mental health among teachers and the other one was focusing on the knowledge of mental health that can help to improve student's mental health status. However, one of the research had really specified the target among female teachers' mental health which is based on Seibt et al. (2013) study. Seibt et al. (2013) had studied female teachers by using quantitative methods. They took the sample of 630 female teachers with average age of 47 to 54 years old. By using General Health Questionnaire, the study found physical complaints, personal factors and effort-reward ratio contributed to mental health in teachers. Thus, some preventive measures need to be discussed in managing teacher's health in the future.

Work-life balance is a tool that was used to measure the ability for a person to manage their personal life and work task. A study from Johari, Yean Tan, Zulkarnain

and Zati Iwani (2018) was conducted to examine the influence of workload and work life balance and job performance at school among teacher. This study was conducted by using survey questionnaire at Northern Region of Peninsular Malaysia on 302 teachers. The findings of this study found that work life balance and autonomy gave an impact on the job performance of a teacher while workload had not given any impact on the job performed by the teachers.

Another research by Saeed and Farooqi (2014) focused on giving better understanding about relationship between job satisfaction, job stress and work life balance which can help them improve their performance among lecturers at university of Gujrat. This research had been conducted by using quantitative approach and the findings show that work-life balance had positively impact on job satisfaction and organization commitment on the lecturers. This suggest that when the result shows high level of job satisfaction will results in high level of work life balance.

In addition, a study by Maeran, Pitarelli and Cangiano (2013) who explored the work-life balance and its relationship with job satisfaction among Italian teachers. Two hundred eighty-six teachers participated in this study. The result showed that teacher's job satisfaction is high because they love their work. However, the result for work-life balance among the teachers was not satisfactory because it involves personal issues. Their aspect of work-life balance depends on the teacher life experience in handling challenges faced by them.

Ademola & Gbemisola (2021) conducted research to identifying the relationship between work-life balance and job performance among secondary school teacher at Ekiti state. Seven hundred twenty-two teachers and 72 school principals had been chosen in the state as the respondents. This study was conducted using quantitative approach and multistage sampling protocol. The findings of this study

revealed that teachers had moderate work-life balance and job efficacy where these two elements are related to each other. However, job performance, work-family tension and workload show strong negative relationship between each other.

A study conducted by Bolin (2014) was focused on teacher job satisfaction and the factor that influence job satisfaction. The study sample was teacher from three secondary schools located at Beijing, China. The result of this study indicates that the factor of teacher's satisfaction is self-fulfilment such as high salary and low work intensity. Other than that, length of service, subject teaching and age of teacher also contribute to teacher's satisfaction. And lastly teachers' exam stress and administrative behaviour are major elements influencing work happiness.

Aftab & Khatoon (2012) conducted a study investigating the relationship of some independent variables with work stress among secondary school's teachers. The study was conducted in India where 42 teachers involved by using The Teachers Occupational Stress Scale. The result was interpreted by using SPSS. The findings for this study indicated that years of teaching experiences influenced teacher's stress. Based on this study, male teacher is more stressful as compared to their female counterparts. Other than that, trained graduate teacher also had more stress as compared to post-graduate untrained teachers. At the end of this study, the researchers revealed that there is no significant difference between salary, marital status, and subjects in determine the stress level of teachers.

Bolin, (2014); Ma & Macmillan, (2010); and Saeed & Farooqi, (2014) had studied about job satisfaction among teachers. All these studies used quantitative approach. The objectives of the study were different. Bolin (2014) investigated the factors contributing to job satisfaction among teachers. However, Ma and Macmillan (2010) studied how to gain job satisfaction based on certain aspects such as

organizational culture, teaching competence, and administration control. While Saeed & Farooqi (2014) focused on the connection between job satisfaction, work-life balance, and job stress. Bolin (2014) and Ma & Macmillan (2010) agreed that culture of workplace play a significant role in achieve job satisfaction.

In sum, the review of previous studies shows that there is relationship between work life balance and job satisfaction among teachers and lecturers in Malaysia, Italy, Nigeria, and India. However, all these studies employed quantitative approach with limited number of respondents in their studies (N=100 and above) in certain demographic context. It might be relevant to conduct a study by using qualitative methods in understanding the well-being and job satisfaction among married female teachers. Two studies by Maeran et al. (2013; Ademola & Gbemisola (2021) had touched on the work and family issue or tension in their study. And the other two research are not. However, the studies were not discussed on female married teacher in specific.

2.4 Married Female Teacher in Family Life

As being a mother and teacher at the same may be a challenge and maybe not. A study had been conducted to identify the work-family conflict and family-work conflict- those teachers went through (Erdamar & Demirel, 2014). The study sample is 364 secondary and primary level education teachers. Data of the study was collected via the work-family and family-work conflict scale that was developed by the researchers with the demographic characteristic's questionnaire. The findings of this study highlight that the organisational, or the institution need to reduce work-family conflict to prevent issues that cause family conflict and dissatisfaction in working.

Other than that, paying more attention on the health of the teachers is one of the ways to maintain and increase job satisfaction among teachers.

In addition, another study by Fiorilli, Schneider, Buonomo & Romano (2019) focused on the aspect of social support inside and outside family on teacher's work engagement and burn-out. The study was conducted by using quantitative approaches where 363 teachers at Southern Italy were to answer the questionnaire. They found that family was the most significant support followed by supervisor support and interaction with colleagues. Additionally, their research on family support may help clarify the necessity of offering social assistance to teachers who have tense or weakened relationships with their families. However, this study was not focusing on the family support of teacher in managing life as a teacher.

A relevant study of mothers working in helping professions by McIntosh, McQuaid, Munro and Dabir (2012) aimed to identify the impact of motherhood, career breaks, school aged-children with working hours on the mother cumulatively and individually. The data gained from the Scottish workforce database where 46, 565 of nurses had registered at NHS Scotland since 2000-2008. All the data was analysed and identify based on the factors involve. The result found that gender had bring positive effect on career progression of an individual. Woman's career progression declines if the woman have more children and motherhood brings harm to women's ability to advance in their careers.

Iulian-Apostu (2017) had conducted research to analyse how woman manage their work commitment and family by rebuilding family new activity and what is the impact on woman passion to continue their career after taking maternal leaves. This study was conducted by using qualitative approach where historical data had been used to achieve the objective of the research. The results shows that woman cannot

leave their responsibility as wife, and they are also aware of taking maternal leave if they decide to have a child. Both these factors might give effect on the woman professional environment become difficult to manage. Another research was conducted on identifying the relationship between workplace flexibility and labour force of mother participation by Herr & Wolfram (2012). They used the data from alumnae of Harvard to observe their work flexibility and labour force among mother at late 30s. The findings showed that inflexible work surrounding had push woman to go out and working.

In addition, Akkas, Hossain and Rhaman (2015) organized study on factor of work-family conflict at different workplace in Bangladesh. This study used purposive sampling where the participant's characteristics had been determined in terms of workplace and age. The result of this study reported that there are several factors that had been identified in causing work-family conflict. The factors include longer working hours, work schedule, family demand, commitment to family, individual perception, unsupportive family members, gender role in family, demand for leisure time, personal problem, and high work demand. All these factors showed that all individuals need flexibility in managing their life and time. However, when it comes to working, the person needs to complete the task given.

Overall, the review of relevant studies identified organizational action in order to help the teachers manage their life as mother and teacher at the same time. There is a dearth of studies particularly focusing on how family support helps teachers in managing their life and how family becomes the main support for the teacher in improving their well-being. Besides, most of these studies conducted by using quantitative methods to identify family-work conflict and work-family conflict.

2.5 Managing Life as A Married Female Teacher

As being a married female teacher, they are expected to take on their responsibilities as a wife, mother, and a professional worker. They will try their best to balance their career and family role in order to prevent stressed. Akkas, Hossain, Mohammad Ikbal Rhaman, and Sabibur (2015) had studied the causes and consequences of work-family conflict (WFC) among female employees in Bangladesh. The study was conducted in quantitative study where it focused on identifying the factors of WFC for female's worker in there different setting which are government organizations, universities, and commercial banks around Bangladesh.

This study was conducted to find a guideline for those females in managing their WFC which might contribute to their performance and satisfaction. The study found that job inflexibility, age of children, long working hour, supervisory support, discrimination at workplace, the absent of husband's support and dependent care responsibility are the main factors of conflict experienced by female employees. However, the study had listed many factors that can help female employees managing their life such as supportive work environment, flexible time schedule, social support, formulation of family friendly policies, sharing parenting with spouse and redefinition of structures role.

Another study conducted by Iulian-Apostu (2017) brings another idea in order to manage their female employees who work in professional setting to balance their life between career and family by rearranging their family activities such as reducing the number of children. The study found that female employees faced limited resources of time and energy. This statement was proven by the study conducted by Grant-Vallone & Ensher (2017) who found that 29% of the respondents agree that they have difficulty in managing family due to workload at their workplace. Other

than that, woman who took maternal leave will return to work only because they find a new job with flexible working hour and close with their childcare centre (Iulian-Apostu, 2017). Iulian-Apostu (2017) also emphasizes on woman natural desire to bring their role of being a woman and a mother where they need to aware the overload task when they bring the dual female identity.

A study by Yusof, Ishak, Mohd Zahidi, Mohd Abidin, Zainal Bakar and Abu (2014) was conducted to find the critical and core of Emotional Intelligence among teacher educators. This study was conducted using quantitative research among 140 teachers from Malaysian Institute of Teacher Education by using Malaysian Emotional Quotient Inventory. The results showed that spirituality has the highest score followed by maturity and others. All the competencies highlighted in the inventory would help teacher to achieve their target and make them as role-model for future educators. Other than that, by knowing their level of Emotional Competencies will help to cultivate educators who uphold the principles of religion and universal values and have a keen sense of professional identity.

A study by Hamjah, Ismail, Sham, Rasit and Ismail (2015) on a paper title 'Spiritual Support in Managing Work-related stress of Academicians', they found that spiritual support is equal to inner motivation where it helps to reduce work-related stress. This study was aimed to identify spiritual support in managing their stress and the perception of the academicians related to their career. The study sample was randomly selected, and the data was analysed by using descriptive statistical technique. The study found that based on the respondents' perceptions of their academic careers, they suffer stress because of a severe workload that causes emotional and physical exhaustion, as well as whenever they receive new

assignments. This study also discovered that a spiritual approach may help academics cope with stress.

To summarize the findings on managing life as female married teacher is all the research was conducted in different methods except for study by Akkas et al. (2015) and Yusof et al. (2014)(Hamjah et al., 2015) which conducted in quantitative research. There are so many ideas and findings that had been study to help teacher manage their life as female married teacher such as find a job that provide flexible time, have good environment with the presence of supportive social from supervisor or officemate and others. And other than that, they also can reduce their stress by having good relationship with God (Allah). However, as being a female employees must face the challenge to balance their life to reduce stress and workload.

2.6 Conceptual Framework

The framework that has been chosen in this study for data collection is based on social constructivism. Social constructivism is a framework where people gain new knowledge according to a society's life experience (Barnett, 2019). The target society in this study is Malay married female teacher where it will focus on the life experienced by the teachers. According to Barnett (2019), humans learn from three basics things which are reality, knowledge, and learning. Reality can be gained from human activity while knowledge constructed by humans when they build meaning about something while interacting with other people. Learning occurs when people engage in society where people gain new knowledge about a new thing.

To understand female married teacher in this study, several themes will be focus such as role and responsibility of being teacher, teacher's wellbeing and satisfaction, teacher in family life and managing life as a female married teacher.

Many questions asked during the interview were based on three main questions which are How is teacher's life as a teacher so far? How is your life as a mother? How is your life overall? All this question will help to understand life experience of female married teacher in Malaysia.

Other frameworks were used to guide this research in data collection on understanding life of married female teacher which ecological framework by Bronfenbrenner. In the study conducted by Crawford (2020), Bronfenbrenner is basically used to identify human development process. This theory had 5 layers of environment which are microsystem, mesosystem, exosystem, macrosystem and chronosystem. In a teacher's life, a microsystem is the first layer that is filled with people that have direct contact with the individual and have daily interactions such as family, other teachers, and students. Mesosystem is the second layer in ecological system that is filled with combination of influence by people in microsystem such as school admin, school staff and students in a classroom that gives impact on one individual.

Exosystem is the third layer in ecological system where this layer is focusing on the influence of mesosystem for example, a sick child may lead to parent miss their work which this gives impact on the work system (Evans, 2023). Macrosystem is the fourth layer in ecological system where this layer focuses on how cultural elements affect the individual development such as geographical area, wealth, or socioeconomic status. The last layer in ecological system is chronosystem where this layer consists of environmental changes that occur over the lifetime that influence individual development such as life transition and pandemic of coronavirus.

In conclusion, social constructivism and Bronfenbrenner Ecological theory were used to explore the life experience of married female teacher in the terms of life lesson learn and the impact of environment that influence the individual development.

2.7 Conclusion

In a nutshell, conclude that much research identify well-being and job satisfaction of being married female teacher (Aftab & Khatoun, 2012; Bolin, 2014; Ma & Macmillan, 2010; Saeed & Farooqi, 2014; Seibt et al., 2013) and married teacher in family life (Fiorilli et al., 2019; McIntosh et al., 2012) were using qualitative approach. However, the research conducted found that no married female can leave their responsibilities as a worker or a mother. They need to work and manage house no matter how much stress they are. There are some researchers conducted in other approach such as semi-structured interview, literature review, than quantitatively. However, most of it focused on the organizational action in helping teacher manage their work-life balance and maintaining their performance as teacher and mother at the same time. All of these study on; understanding the role and responsibility of teachers; well-being and job satisfaction among teachers; teachers in family life and managing life as a Malay female married teacher can help to build one research that conducted by using qualitative approach to gain understanding the life experience by Malay female married teacher in detail.