



## Work Family Conflict In Honorary Teachers: A Study Of Causes, Impacts And Coping Strategies

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### Keywords

*Work family conflict,  
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### Abstract

This research aims to identify the causes of work-family conflict experienced by working women. Additionally, it aims to identify the impacts experienced by the working women themselves, their families, and their institutions. Furthermore, the research aims to identify coping strategies used by honorary teachers to deal with work-family conflict. The research utilizes a qualitative descriptive approach with a phenomenological study approach. The results of the research indicate that sources of work-related issues include long working hours, time constraints, internal office conflicts, and demanding workloads. On the other hand, family-related conflicts stem from household situation characteristics such as heavy household chores, absence of domestic help, and the husband's irregular job or income. The impacts experienced by honorary teachers include psychological pressure and health issues. The impact on the family includes feelings of neglect. There are several coping strategies used by honorary teachers to overcome work-family conflict, which are a combination of emotion-focused coping and problem-focused coping strategies.

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## INTRODUCTION

In Indonesia, the number of honorary teachers is still considerable in comparison to the number of civil servant teachers. The majority of honorary teachers in Indonesia have limited economic resources to meet their personal needs, particularly when compared to the minimum wage (UMP) in Indonesia. There is no standardisation of the UMG (Minimum Wage for Teachers), resulting in the wage/honor received by each honorary teacher in each district or city varying considerably. The salary increase for civil servants (PNS) is approximately 6 per cent and will be paid in July 2015. In addition to the salary, teachers will also receive a salary increase from January to June. Those teachers who have been certified with the Educator Professional Allowance (TPP) Quarter 2 will receive an additional increase.

As expected, the salary of civil servants for class III.a teachers with a bachelor's degree is approximately Rp 12 million. A comparison can be made between the remuneration received by honorary employees in all agencies with the nominal figure above. It is evident that such an income can only be earned by working for months. In addition, it is ironic that for honorary teachers, such an income is almost impossible to achieve. Apart from the same responsibilities demanded of schools, there is no difference between honorary teachers and civil servants. At the national level, there are 152,040 honorary high school teachers. Meanwhile, at the provincial level, especially in Banten Province, there are 29,325 people who have become honorary teachers at high schools in Banten Province ([statistics.data.kemdikbud.go](http://statistics.data.kemdikbud.go)).

The phenomenon of work-family conflict is a topic that deserves further investigation, given the many negative consequences it can have on individual workers, their families, and the organizations they work for. A (Poelmans, 2001) argues that there are several negative consequences at the individual level, including decreased job satisfaction and life satisfaction in the home. The consequences of work-family conflict for women in the world of work include stress, anxiety, and health problems, as well as interpersonal disputes with other family members. Demerouti (2013) in the spill-over model explains how stress that occurs at work can be carried over to the home, affecting his personal life. From an organizational perspective, work-family conflicts can result in reduced employee commitment to their work, which in turn can lead to a high rate of employee turnover, this is in line with research conducted by Panda, et.al., (2022) which found that there is a negative impact on work commitment and satisfaction in collective culture can be influenced by conflicts in the family.

Based on the above, the researcher intends to delve deeper into the matter of work-family conflict among female temporary teachers in Banten in order to ascertain the potential conflicts that may arise between family and work. The study of work-family conflict is of significant value as it illuminates the interrelationship between work, family life and the well-being of female teachers.

## METHOD

This study employed a qualitative descriptive approach with a phenomenological lens. The selected phenomenon was justified by the research subjects, namely, the teachers who were hired on a contractual basis and were employed at SMAN 1 Pontang. These teachers were compensated for their work, yet they were unable to easily leave their posts, which made it challenging for them to balance their work and family lives.

The data for this study were collected through both primary and secondary sources. Primary data is data collected directly by the researcher. The following techniques were employed to collect primary data. The researcher has chosen to employ a qualitative research methodology due to the distinctive and appealing nature of the phenomenon under investigation. Qualitative research is

particularly suited to the examination of unique, specific and engaging phenomena. Consequently, the researcher proposes a study entitled "Work-Family Conflict Among Teachers (A Study of Causes, Effects, and Coping Strategies)

1. In-depth interviews were conducted with the aim of uncovering issues in a more open manner. These interviews were conducted once, as the data obtained met the criteria for this study. Additionally, scheduling interviews with teachers on a part-time basis proved challenging.
2. Participatory observation. The technique was employed to observe the activities of women in the workforce who were experiencing work-family conflict. This allowed for a more detailed description of the manifestations, impacts, and coping strategies associated with this conflict

Secondary data was sourced from books, journals, reports, and other relevant materials on the topic of work-family conflict. The research methodology employed by the researcher involved the following procedures.

- A. Data Reduction
- B. Data Unification and Categorisation
- C. Data Display
- D. Conclusion drawing and verification

To ensure the reliability of the data, continuous observation and data verification were conducted throughout the research process. The technique employed to verify the credibility of the data is triangulation. This is a method of examining the reliability or authenticity of data that utilises an external source to serve as a means of verification or as a comparison to the original data (Moleong, 2000:178). The triangulation techniques employed in this instance are those of method and source triangulation”.

## RESULT AND DISCUSSION

The research was conducted through in-depth interviews and observation of participants with three informants who met the initial criteria set out in this study, namely women who played a dual role as honorary teachers at SMAN 1 Pontang who had clear working hours and work rules and did not easily leave their jobs at any time. For data validity, interviews were also conducted with fellow interviewees in the office. Three interviewees who met these criteria could be described as follows: The first interviewee, IF, was 34 years old and worked as an honorary teacher teaching English subjects. IF has worked for approximately 7 years at SMAN 1 Pontang. The working hours that must be fulfilled are 8 hours/day, namely 07.00 to 16.00 WIB and 5 days/week, Monday to Friday.

IF is married to a nurse who works 6 hours/day with a shift system and works on weekends. From his marriage, IF has 2 children. The first daughter is 8 years old in grade 2 of elementary school, the second daughter is 5 years old who is still in kindergarten. According to IF, the reason underlying her decision to become a working woman is to self-actualize and to support the family economy. IF's decision to work is also supported by her family, although her husband and children often complain about the lack of time given by IF due to the difference in working hours and holidays with her husband, so that family quality time is rare, lack of communication and quality time with family is one of the causes of conflict as in previous research

The third resource person is IH (39 years old) and has worked for 14 years at SMAN 1 Pontang and is a senior honorary teacher teaching Sociology. The working hours of the three informants are the same, namely 9 hours/day, starting at 07.00 to 16.00 WIB and 5 days/week, Monday to Friday. IH also has to work on Saturdays at Kejaban High School. IH is married to an honorary teacher at a

private school and serves as the school principal. Her husband's working hours are more or less the same as IH's, namely 8 hours/day, 07.00 to 16.00 WIB and 5 days/week, Monday to Friday. From her marriage IH has 4 children. Her first son is 13 years old, second son is 8 years old, third daughter is 5 years old and the fourth child is 3 years old. According to IH, the main reason she decided to work was the family's economy, with many children who are still relatively small, making IH continue to be enthusiastic about fulfilling her family's needs. IH's decision to work was supported by her family. IH's children complain a lot because they are still small and have not realised that their mother works to meet the family's needs. IH's husband is actually less supportive of his wife's decision to work because he realises the condition of the children, however, the husband is not selfish because the salary earned is fairly insufficient, inevitably the husband allows IH to work even though he often gives these demands to IH:

**Table 1.** Causes of Work Family Conflict in Honorary Teachers

No	Subjek	Cause	
		From Family	Form Work Place
1.	IF	1. Heavy household chores	1. Long and time consuming work hour
		2. Children who always ask for holidays and playtime	2. Less conducive work environment
			3. Internal office Conflict
2.	AN	1. Parents who are overly demanding of their children	1. Extended working hours
		2. The absence of a domestic assistant	2. Pressure and responsibilities that a must be completed at school
		3. Children who are consistenly disobedient and demand to know the date of holiday	
		3. Anxiety about leaving the child with the parent.	
		4. The husband's employment is not permanent	
3.	IH	1. Limited time for family	1. In the event that tasks are accumulating and being carried out outside of regular working hours overtime maybe required
		2. Heavy household chores	2. Internal office conflict may also result in additional work being required
		3. lack of maid	
		4. Children who always ask when to have holidays and play	
		5. Husband does not help	

Based on the results of the interviews, the three informants experienced work family conflict in the form of time-based conflict, namely conflict due to the time needed to carry out one role (work) making it difficult for individuals to fulfil other roles (family). In addition to time-based conflict, one informant, namely (AN), also experienced strain-based conflict, namely conflict arising from the tension/strain experienced by individuals in carrying out their roles, there are certain things that make it difficult for them to perform optimally. Based on the three informants, it can be concluded that the cause of work family conflict in honorary teachers can come from work or family (work-family conflict

and family-work conflict). In detail, the sources of conflict experienced from work include long and time-consuming working hours, conflicts with colleagues, and demanding workloads.

Meanwhile, conflicts originating from the family include heavy household chores, not having ART, irregular husband's work, having small children who still need more attention, conflicts with parents, and husbands who do not help. Meanwhile, in Prasetyo's research, et al (2023), the causes of work family conflict that occur in civil servant teachers in Bogor are (1) high work pressure from school, (2) demands for many tasks from school, (3) reduced family time, (4) conflicts between family commitments and responsibilities, (5) pressure from parents, (6) conflicts between family commitments and family responsibilities, and (7) conflicts between family commitments and family responsibilities:

**Table 2.** The Impact of Work-Family Conflict on Honorary Teachers

No	Subjek	Impact			
		On Individu		At family	At work place
1.	IF	Easily complicated emotionally unstable, sensitive	tired and unstable	1. It is not possible to observe the child's growth and development in its entirety	1. A lack of focus and tendency to experience mood swings when teaching
				2. Communication with the husband is somewhat constrained due to differing work schedules which frequently results in misunderstanding	2. Frequent latness to scholl
2.	AN	1. Physically exhausted and frequent anxiety about leaving children with parents		1. Conflict with parents over baby sitter	1. Lack of focus due the pressure from parents and husband
				2. Conflict with husband regarding his irregular job	
3.	IH	1. Physical fatigue emotional instability, irritability, and health problems such as shortness of breath		1. Limited time spend with children	1. Work completion is hamperes
				2. Demanding husband leads to conflict	

Table 2 indicates that work-family conflict among honorary teachers has a negative impact on women who assume a dual role, resulting in psychological or health problems. This impact is not limited to those who reside with their families, but also extends to family members, including spouses, children, in-laws, parents, and extended family. Furthermore, the negative impact is also felt by colleagues in relation to work productivity and social relationships with colleagues. This finding is in accordance with the theory of work-family conflict in women who play a dual role, which causes various impacts that can be felt individually as well as by family members and colleagues (Hanggins et al., 2007). Furthermore, this research is in accordance with the findings of Wahyuma & Kusuma (2023), which indicate that individuals occupying multiple roles as honorary teachers experience elevated stress levels and diminished work performance. A similar conclusion was reached in a study conducted in Turkey, which demonstrated that teachers experiencing work-family conflict exhibit high levels of fatigue, low job satisfaction, and a lack of motivation.

**Table 3.** Coping Strategies for Work Family Conflict in Honorary Teachers

No	Subjek	Coping strategy	
		Emotional Focused	Problem Focused
1.	IF	1. Increase praying	1. Hiring a domestic helper
		2. Preserve in worship	2. Support from colleagues
		3. Telling stories or sharing with friends	
		4. Me time to relax my mind by watching TV and having coffee	
2.	AN	1. Avoiding conflict with her parents	1. Maintaining communication with her husband
			2. Making a daily schedule
			3. Asking parents for help in childcare
			4. Support from the work environment
3.	IH	1. Be patient	1. Hiring babysitter
		2. Controlling mood by watching television	2. Involving family in childcare
		3. Engaging relaxation at a salon	3. Receiving support from colleagues
		4. Increasing worship	
		5. Sharing stories with a best friend	

The data from the three informants indicates that they employ a range of coping strategies to manage the work-family conflict they experience. These strategies can be categorised as either emotion-focused or problem-focused. The emotion-focused strategies include patience, faith, diligence in worship, sharing stories, mood control and relaxation. The problem-focused strategies include hiring domestic workers or asking family members to help with childcare, making a daily schedule, planning holiday time with family, and seeking social support from family members and colleagues. Meanwhile, problem-focused coping strategies include hiring domestic workers or asking family members (husband, parents, brothers, sisters, uncles, aunts) to assist with childcare, creating a daily schedule, planning holiday time with.

family, and seeking social support from family members and colleagues. Each interviewee has different approaches to dealing with the problems they face and the emphasis placed on the strategies used. Lazaruz and Folkman (in Putri and Rachmatan, 2005) demonstrated that the distinction is contingent upon an individual's personality and the nature of the stressors they encounter. Individuals are more likely to adopt problem-focused coping strategies when they believe that the resources or demands they face will change. Conversely, if individuals believe that they cannot alter the stressful conditions, they tend to rely on emotion-focused coping strategies. The coping strategies employed by female honorary teachers in this study are predominantly individual and family-level interventions, with few organisational interventions that are genuinely transformative.

## CONCLUSION

Based on the results of the discussion above, several research conclusions can be found, among others.

1. The causes of work family conflict in honorary teachers come from work and family. IF, AN, and IH are interviewees who experience conflicts originating from work

such as long and time-consuming working hours, internal office conflicts and demanding workloads. Meanwhile, conflicts originating from the family are the characteristics of the household situation such as heavy household chores, not having ART, irregular work/salary of the husband.

2. Work family conflict results in many negative impacts that are not only felt by the interviewees but also the family environment (husband, children, parents) and the work environment (colleagues). The impact on honorary teachers in the form of psychological disorders experienced by (IF, AN, and IH) and health problems experienced by IH so that it affects their ability to complete work in the office or at home. While the impact on family members is experienced by IF, AN and IH, in the form of feelings of neglect or lack of attention from honorary teachers, unpleasant attitudes and behaviour from honorary teachers when experiencing conflict. It can reduce the productivity of a teacher so that it can affect performance in the office.
3. The management of work-family conflict experienced by working women involves the simultaneous deployment of emotion-focused and problem-focused coping strategies. The former encompasses activities such as regular worship, while the latter encompasses actions such as sharing stories with friends or family.
4. In addition to pursuing hobbies or for personal enjoyment. In contrast, problem-focused coping strategies, such as hiring household assistants, creating a priority scale, or maintaining communication with other family members, have been employed by IF and IH

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