

# **THE DUAL ROLES OF WORKING WOMEN**

**A master project submitted to the Graduate School in partial  
fulfilment of the requirements for the degree  
Master of Science (Management),  
Universiti Utara Malaysia**

**by**

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## ABSTRAK

Kajian **ini** melihat persepsi wanita bekerja terhadap tekanan dwi-peranan dan mengenal **pasti** faktor-faktor yang mempunyai hubungan dengan tekanan dwi-peranan. Ia memastikan **sama ada** terdapat hubungan yang **positif** di antara ciri-ciri demografi dengan persepsi tekanan dwi-peranan dan **sama ada** terdapat perbezaan persepsi tekanan disebabkan oleh tanggungjawab wanita bekerja. Ciri-ciri demografi adalah umur, status perkahwinan, jangkamasa perkahwinan, bilangan anak, umur anak yang bungsu, latar belakang pendidikan, status pekerjaan, tempat kerja dan pengalaman kerja. Tanggungjawab dibahagikan kepada tanggungjawab pekerjaan dan tanggungjawab rumahtangga. 116 pendidik dari 3 buah sekolah menengah berasrama penuh di negeri Kedah telah dipilih melalui persampelan rawak berstrata. 95 **soal** selidik yang lengkap diisi telah dikembalikan dengan kadar respons 81.9 peratus. Statistik diskriptif dan statistik inferensi; Korelasi Pearson, Khi Kuasa Dua, Ujian t dan Regresi Berganda telah digunakan untuk menganalisis data. Hasil **analisis** menunjukkan status perkahwinan, bilangan anak dan pengalaman kerja mempunyai hubungan yang signifikan kepada persepsi tekanan dwi-peranan. Terdapat perbezaan di antara wanita bekerja yang berkahwin dengan wanita bekerja yang belum berkahwin di dalam persepsi tekanan dwi-peranan. Wanita bekerja yang **berkahwin** mengalami lebih tekanan berbanding dengan yang belum berkahwin. Status perkahwinan ialah faktor dominan yang **memberi** kesan terhadap persepsi tekanan dwi-peranan. Tidak terdapat perbezaan di antara persepsi tekanan oleh tanggungjawab yang di laksanakan iaitu tanggungjawab pekerjaan dan **juga** tanggungjawab rumahtangga. Kajian **ini** memberikan lebih kefahaman **tentang** wanita bekerja dan dapat membantu mereka merancang kerjaya **masing-masing** di **samping** mengatur masa dan tenaga dalam kehidupan dwi-peranan. Ia **juga amat** berguna kepada organisasi sebagai panduan dalam mengenal **pasti** masalah pekerja wanita dan merancang program pembangunan organisasi dengan mengambil kira keperluan mereka. **Ini amat** ketara dewasa **ini**, kerana jumlah wanita bekerja sentiasa meningkat dari setahun ke setahun.

## ABSTRACT

This study examines the perceptions of working women towards their dual roles pressure and identify the factors that relate to dual roles pressure. It determines whether there is a positive relationship between demographic characteristics and the perceived pressures from the dual roles, and whether there are any differences in the perceptions of pressures due to the responsibilities carried out by women workers, The demographic characteristics are age, marital status, marital duration, number of children, age of youngest child, educational background, employment status, location of workplace and working experience. The responsibilities are employment responsibilities and homemaking responsibilities. 116 women educators who are teaching in 3 fully residential secondary schools in Kedah State are selected using stratified random sampling , All 95 fully completed questionnaires are returned which make up a response rate of 81.9 percent. Descriptive statistics and inferential statistics; Pearson Correlation, Chi-Square, t-Test and Multiple Regression are used to analyze the data. The analysis indicates that marital status, number of children and working experience are significant to the perceptions of pressure. Married women experienced dual role pressures more than single women. Marital status is the dominant factor that affects dual role pressures. There are no differences in the perceptions of pressure due to responsibilities carried out either in employment responsibility or homemaking responsibility. This study leads to more understanding of working women and very helpful in their career planning while juggling their time and energy in dual roles lives. It is also useful for organizations in understanding problems faced by women workers and become a guideline in organizational development planning which also cater to their needs, This is vital nowadays, as the number of women entering the workforce is increasing every year.

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**Specially Dedicated To :**

**My Husband, My Strength, Md. Shuhaime Bin Abd. Rahman**

**Your love puts me through all the darkness...**

**My Eldest Daughter, My Inspirations, Alia Munierah Bt. Md. Shuhaime**

**Your wittiness makes me realize my own self-worth...**

**My Son, My Laughter, Akmal Hannan Bin Md. Shuhaime**

**Your confidence reflects my happiness...**

**My Youngest Daughter, My Joy, Ilhami Thurayya Bt. Md. Shuhaime**

**Your innocence regains my inner self...**

**All my life inspirations...**

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## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background**

The traditional scenario whereby the man is expected to be the only breadwinner while the woman looks after the children and attend to household chores is considered outdated as today's woman juggle several roles, including that of financial provider. Despite many progresses, women are expected to built a career, and still physically carry out household duties at the same time.

Women have been about half of the total population of Malaysia. Their emergent roles as wives, mothers and employees in the development of the nation are highlighted in the government policy. They evidently play important role in determining the next generation as well as important source of economy (Government Policy : Women, 1999). The work place is no longer exclusively the men's / husband's / father's domain; similarly the home sphere is no longer the responsibility of the women / wife / mother. Currently, women represent two third of the nation's total workforce. According to the Prime Minister's Department report, the

women workforce participation had been increasing from 37.2 percent in 1970 to 46.7 percent in 1990. The Sixth Malaysia Plan 1991 - 1995 had reported an increase in the women workforce participation of 48.6 percent in 1995.

S. Hadi (1998), cited the management guru Charles Handy, that "Women over generations have had to make things happen and get things done, with or without formal authority women will have the kinds of attitudes and attributes that the new flat flexible organizations need".

Another interesting issue was revealed by Newell (1996), regarding women's expanding roles to encompass paid employment as well as their traditional domestic responsibilities. Even though the change is more advanced in Denmark, there is little evidence that men are expanding their roles to encompass the domestic and child care responsibilities traditionally undertaken by women. In Denmark, fathers have the potential to take paternity and parental leave, but rarely do.

Research has indicated the stress of coping with both a job and a family. The roles of women in both spheres have become a major concern which lit the interest to conduct a study on the perceptions of working women towards their dual roles pressure.

Work life and family life are interdependence in determining the overall quality of life. The purpose of this study is to examine the relationship between demographic characteristics and responsibilities to the levels of perceived pressure experienced by women workers. Workers in the service sector represent a high-risk group because a major part of their daily work life involves interacting with and providing services directly to other human beings (Salma, 1996). This study specifically focuses on women educators to represent the women workers as their daily work responsibility are to dispense knowledge and nurture the young.

## **1.2 Context Of The Problem**

Puan Seri Datuk Dr. Fatimah Hamid Don, in an interview by The New Straits Times (26.8.96), (Dewi Rosnah, 1997) in commemoration of the 1996 Women's Day Celebration said that the Malaysian society strongly expects the successful career women to also be a superb parent and homemaker. Therefore women's multiple responsibilities is a big hindrance to mobility unless there is more equitable sharing of family duties, community support services and changes in the work environment, employment or corporate structure. Other factors include personal, societal, cultural and religious backgrounds (such as the belief that women should not be in leadership over men).

Factors such as lack of objectivity in promotion criteria, recruitment and selection ( whereby in some positions there is already a quota which limits the equal recruitment of women ), unequal access to training opportunities for further development, lack of gender responsive planning, cultural beliefs and traditions ( that the wife cannot be more accomplished career-wise than the husband ), lack of support from spouse and family have contributed very much to the absence of top managerial positions women was highlighted by Datin Prof. Dr. Sharifah Hapsah Shahabudin in the same interview. These factors could also be the source of pressures faced by women workers in juggling their multiple roles.

DeMeis & Perkins (1996), examined the relationship among mothers' employment status, role behaviours as mothers and perceptions of the mother through a survey of working mothers and homemaker mothers. They suggested that employed women's attempt to meet the demands of both roles (at the workplace and at home) may result to role strain. According to traditional definitions of any culture in the world, a mother is expected to be her child caregiver and to be accessible at all times, particularly when her children are preschool age.

Tiedje & Wortman (1990), investigated women with multiple roles, in terms of role-compatibility perceptions, satisfaction and mental health. Carlson (1995), examined time and identity, the two



aspects of work-family conflict. Salma (1996), studied the interrelationships among stress, satisfaction, and coping behaviours within the context of work life and home life as perceived by nurses and police personnel. Tingey and Kiger (1996), examined the work and family factors that influence the occurrence of stress among working mothers.

Court (1997), explored women educational leaders' experiences of gender-segregated work and the arguments that in Western cultures men maintain power and control of the sexual division of labour in the home, which is allied to a sexual division of labour at work. Whereby Rout, Cooper & Kerlake (1997), in their comparative study assessed the stress experienced by working and non-working mothers. Cooksey, Menaghan & Jekielek (1998), investigated the life-course effects of work and family circumstances on children. The latest study on working women was carried out by Field & Bramwell (1998) that look into the relationship between caring responsibilities and the level of perceived pressure by female employees.

Though many studies been carried out on women issues, and dual roles particularly, it is notified that most recent empirical studies on roles of working women, have been largely done in the West compared to the East, specifically in Malaysia. However, theories developed in foreign countries are not necessarily

applicable to Malaysia, since Malaysian are of different culture than its Western counterparts. Therefore, it is appropriate for the researcher to carry out this study on the perceptions of women workers towards dual role pressures which can add and further enhance the knowledge in this field especially in Malaysian context. In order to determine the accuracy of data collection within a limited period of time, this study focuses on women educators as its subject with demographic characteristics and responsibilities as independent variables.

The selection of women educators as a sample is also due to the fact revealed by Mohd. Feroz & Noorazlina (19.7.99), that the number of women in the teaching profession is great that it is considered as the women's. Currently, 62.2 percent of educators in Malaysia are women. According to several experts the trend is likely to increase and more women will dominate the teaching profession in coming years. As at 31 January 1999, according to the Educational Statistics Of Malaysia, out of 263,446 educators in Malaysia, there were altogether 163,852 women educators in Government Assisted Schools compared to 99,594 male educators (Table 1.1).

**Table 1.1 : Number of Teachers In Government Assisted  
Primary And Secondary School As At 31<sup>st</sup>. Jan. 1999**

|                  | Male               | Female              | Total   |
|------------------|--------------------|---------------------|---------|
| Primary School   | 57,842<br>(36.7 %) | 99,573<br>(63.3 %)  | 157,415 |
| Secondary School | 41,752<br>(39.4 %) | 64,279<br>(60.6 %)  | 106,031 |
| Total            | 99,594<br>(37.8 %) | 163,852<br>(62.2 %) | 263,446 |

**Source : Educational Statistics Of Malaysia, Ministry Of Education,  
1999**

Educators are generally associated with having more time, to the extent that their working hours are formally lesser than those working at the office both in the public and private sectors. Therefore, most people perceived that teaching is suitable for women as a profession and assumed that they have more free time to attend to family matters such as household chores and childcare activities.

A few educators, who were interviewed by Vijian (1997), commented that the notion of "half-day" work is definitely a myth. Educators nowadays spend many hours working after their classes had already finished. The duty of an educator does not end in the classroom at the stroke of the clock. On top of daily teachings, there are many seminars and in-house training programs to attend as well as lessons and reports to prepare. Most of them

complained on being overburden with more administrative work and there is less emphasis on teaching.

National Union of Teaching Profession' s (NUTP) secretary general, Siva Subramaniam in the same article, said that being a woman educator is not easy as many have dual roles to play. A classic examples which he quoted is a woman educator who wakes up at five in the morning, prepares breakfast for her family and sends her own children to school. Later she too goes to teach. She returns about three in the afternoon and continues with daily chores at home - cooking and cleaning. She only retires to bed past midnight. Even during weekends she is not free as she has to take care of her family. Thus, he concluded that the number of unmarried educators are increasing due to the demanding nature of the job.

Given the real scenario of women educators, thus, the effort to examine the relationship between demographic characteristics and responsibilities of women educators to the perceptions of dual role pressures are vital among other professions that could have been studied.

### **1.3 Significance Of The Study**

The findings of the study would hopefully contribute to the benefits of the educational development and increase the performance of teaching profession.

1.3.1 This research will lead to more understanding of women educators and create positive attitude of women educators in their career planning and at the same time leading a harmonious, stable and enjoyable family life.

1.3.2 It is also important for effective planning, development, implementing and evaluation process of educator training programs and in-service training strategies for women educators.

1.3.3 The findings of this study will lead to better understanding on the characteristics that influence the dual role pressures.

1.3.4 It will also become an important source of future references for further research on career women.

## **1.4 Research Objectives**

Based on the context of the problem mentioned, the general objective of this study is going to focus on the perceptions of working women towards their dual role life and identify the factors that relate to pressures facing by women workers.

Specifically this study is going :

- 1.4.1. to identify the level of pressures from the dual roles.
- 1.4.2. to identify the correlation between the demographic characteristics and the perceptions of dual role pressures.
- 1.4.3. to determine whether there is differences in the level of pressures among the group of educators due to differences in age, marital status, marital duration, number of children, age of youngest child, educational background, employment status, working experience, and location of workplace.

1.4.4. to determine whether there is differences in the level of pressures among the group of educators due to differences in employment responsibilities and homemaking responsibilities.

1.4.5. identify the dominant factor among demographic characteristics that affects the dual roles perceptions of pressure.

## **1.5 Research Hypotheses**

Based on the objective of the study, 3 main hypotheses is generated as null hypotheses at the significance interval of 0.05.

The hypotheses are as follows :

### **Hypothesis 1**

**Ho1: There is no positive relationship between demographic characteristics and the perceived level of pressures from the dual roles by working women.**

**Ho1.1: There is no significant relationship between age and the perceptions of pressure.**

Ho1.2: There will be no differences in the perceptions of pressure between single working women and married working women.

Ho1.3: There is no significant relationship between marital duration and the perceptions of pressure.

Ho1.4: There is no significant relationship between number of children and the perceptions of pressure.

Ho1.5: There is no significant relationship between age of youngest child and the perceptions of pressure.

Ho1.6: There is no significant relationship between educational background and the perceptions of pressures.

Ho1.7: There will be no differences in the perceptions of pressure between the top position women and the ordinary women workers.



**Ho1.8: There is no significant relationship between working experience and the perceptions of pressure.**

**Ho1.9: There is no significant relationship between location of workplace and the perceptions of pressure.**

## **Hypothesis 2**

**Ho2: There is no differences in the perceptions of pressure due to the responsibilities performed by women workers.**

**Ho2.1: There is no differences in the perceptions of pressure due to the employment responsibilities carried out by women workers.**

**Ho2.2: There is no differences in the perceptions of pressure due to the homemaking responsibilities carried out by women workers.**

### **Hypothesis 3**

**Ho3: Demographic characteristics will not significantly explain the variance in perceptions of pressure.**

## **1.6 Limitation Of The Study**

### **1.6.1 Generalizability of Findings**

The results might not reflect the whole scenario in Kedah, as the selected respondents are women educators, teaching in fully residential secondary schools only.

### **1.6.2 Time Constraints**

Due to the time constraints, the researcher use Questionnaires as in this study instead of field interview.

### **1.6.3 Design Of Instrumentation**

Data analysis is based mainly on answered Questionnaires' items, whereby errors in design of instrumentation can occur and depends on the openness of the respondents to provide their opinions without prejudice.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

This chapter will present a review of research studies that pertain to the hypotheses of this research. As the research is going to identify the relationship between demographic characteristics and the perceptions of working women towards the dual role pressures, the literature review is divided into the same respect.

#### **2.2 Dual Role Pressures**

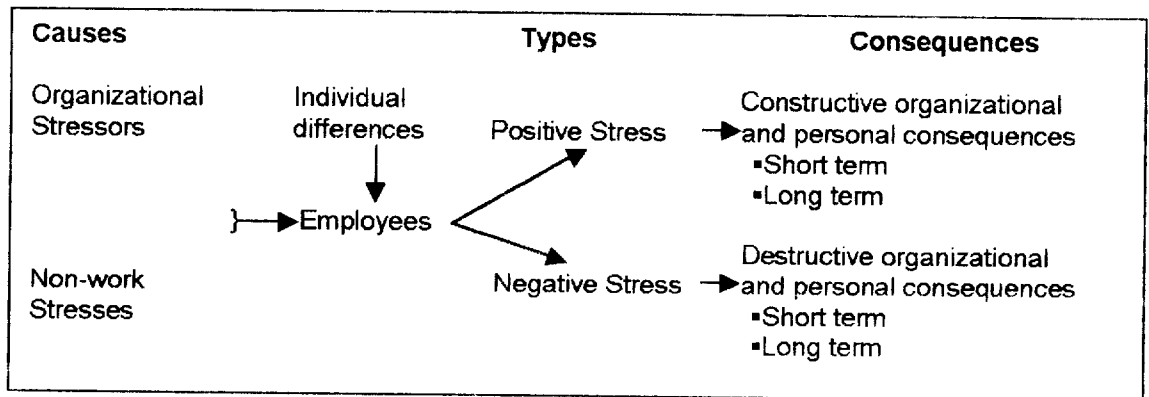
According to Newstrom & Davies (1997), pressures is generally termed as stresses people feel in life. Stress, according to the "father of stress research," Hans Selye (1974), as cited in Hanna (1995), is the nonspecific response of the body to any demand made upon it. It is what the human body experiences when a person perceives a demand to adjust. When pressure begins to build up, it can cause adverse strain on a person's emotions, thought processes, and physical condition. When pressures become excessive, employees develop various symptoms of pressures that can harm their job

performance and health, and even threaten their ability to cope with the environment.

Hanna (1995), indicated a few factors that lead to pressures such as work overload, time deadlines, role conflict, ambiguity and differences between company values and employee values. The major sources of employee stress are evenly divided between organizational factors and the non-work environment. Inter-role conflict, that is work-family conflict always lead to role pressures that compliance with one of the role, either the work or family domain will make it more difficult to comply with the other. If more time is spent on work obligations, less time will be spent on family obligations. However, Carlson, Kacmar & Stepina (1995), found out in their study that simply considering time to predict dual role conflict and pressure is outdated. Instead, the findings suggested that an individual's time investment in a domain as a predictor of conflict is dependent on the individual's source of identity that is derived from work and family.

These dual causes are noted in Figure 2.1, which shows that individual differences among employees may cause some to respond to these stressors with positive stress (which stimulate them), while others experience negative stress (which detracts from their efforts). As a result, there may be either constructive or destructive consequences for both the organization and the employee. These effects may be short term or long term.

**Figure 2.1 : A Model Of Causes, Types And Consequences Of Stress**



**Source : Adapted from Randall S. Schuler,1982 : in Newstrom & Davies, 1997.**

Stress is a dynamic condition in which an individual is confronted with an opportunity, constrain, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important (Robbins, 1998).

Employed women are more likely to experience role conflict when they are deeply committed to both the roles of mother and employee and when the demands of both roles are simultaneous and continuous. It is supported by an article by Ampikapaikan (6.11.95), whereby managers complained that very few corporate women have the ability to cope with dual role pressures – in the office and the home. White & Cox (1997), found that one fifth of the women in their study suffered from “energy deficit”- that is, the successful women work so hard that they do not have the psychological or physical energy left to invest in their personal lives. These women did find that they did not have a lot of time to spend with their families but they suggested the time they did have was “quality

time". These statement suggests that work and family need not conflict but that the multiple roles may offer unique psychological benefits which will fulfil different needs such as growth, security and the need to belong.

Rout, Cooper & Kerlake (1997) identified three main sources of stress for the working mothers which are children, finances and household duties. Other sources of stress are their job, juggling of priorities, balancing time between work and family, guilt at working, lack of social life, not having enough time to themselves, child care and not having any help from other family members. Their stress may be caused by the fact that they feel they must excel both at work and at home, and that they must prove themselves competent in handling a job and the family unit.

Results from Field & Bramwell (1998) study showed that caring responsibilities correlated positively with the amount of pressure reported by working women. The dual role of worker and caret lead to significant level of anxiety and stress according to a study by Lewis & Cooper (1983), as referred to in Field & Bramwell (1998). The same study cited Wortman et. al (1991) reported that the additional pressure is so marked that their role conflict is viewed consciously , and openly acknowledged as being a heavy burden to bear.

The latest study in Malaysia on work life and family life was conducted by Salma (1996), showed that significant positive correlation were found among

stress experienced from work, work-home conflict, work-to-family spillover, and family-to-work spillover.

Tingey & Kiger (1996), revealed that performing multiple roles does not necessarily lead to the occurrence of strain in everyday life. Results indicated that a partner's work-family spillover and dissatisfaction with child care arrangements in the family were associated with perceived stress. The important determinant of whether stress developed among the working mothers is sense of control. Stress develops when an individual lacks a sense of control over demands of multiple roles.

The most frequently reported sources of stress for working mothers was not having enough time to do everything which differed from sources of stress for non-working mothers that was lack of social life. These findings were reported in a comparative study conducted by Rout, Cooper & Kerslake (1997).

### **2.3 Relationship Between Demographic Characteristics And The Perceptions Of Pressure**

According to Salma (1996), who studied nurses and police personnel; older nurses and police personnel reported less work-home interference. The older they were the most likely they reported lower subjective stress.

Tan (1986), in her attempts to study the pattern of female participation in the labour force of Malaysia from 1967 to 1975 found that the employment rate of married women had shown a decline from 1968 to 1975. It is rather difficult for them to play a double role as income earners and housewives. This is particularly true for those who have young children to care for. As a result many of them are compelled to leave the labour force at least temporarily while their children are young especially before they reach school age. Evidently, the effect of marriage was to reduce, quite dramatically, the participation rate of women in the work force. Thus, this trend may be due to the dual role pressures faced by married women compared to single women.

In an article by S. Hadi (1998), according to a study conducted by the Asian Institute Of Management, it was indicated that single women perceived that their status enabled them to give all their attention to their work and seemed to be perfectly happy being single. That was quite conspicuously in Singapore and to some extent in Malaysia. Even a few letters to the Editor of Asiaweek, as referred to by S. Hadi (1998), claimed that they have less headache and being very happy not married.

Tiedje & Wortman (1990) found that conflict is the relevant dimension for both depression and parental role satisfaction. Women who perceived their roles as conflicting were more depressed and less satisfied as parents. Another important findings related to marital status, indicated by Field & Bramwell (1998), that single, cohabiting and married women perceived an increasing



pressure from "Attitudes Towards Dual Role" with increasing family commitments.

The length or duration of marriage do not seem to have any significant relationship with the various aspects of stress and interference experienced by the nurses and police personnel. The nurses who have been married for a longer duration reported significantly lower work-home interference. The police personnel who have been married for a longer duration reported significantly lower subjective stress (Salma, 1996).

In the same research she stated that among family characteristics that have been identified to have differential effects on parents, both in their parental role as well as worker role, were family size and family structure. Families with more children can be expected to place more demands on the parents.

However her findings were that, the only significant correlation found among the nurses was that the more children they have the lower incidence of work-home interference. As for police personnel, the more children in the family the lower subjective stress reported as well as the lower they experience work-to-family and family-to-work spillovers.

Rout, Cooper & Kerlake (1997), in their research on *Working And Non-Working Mothers : A Comparative Study*, analyzed that working mothers' mental health is not affected by the number of the children that they have.

The presence of young children in the family is also another important factor which has shown relationship with parental strain. Younger children, who are more dependent on parents for their care, demand more time and energy from their parents; thus have the potential to create stressful situations and strains on parents (Salma, 1996).

The result of her study, reported that nurses with preschool-aged children in their families reported higher levels of work-home interference, work-to family spillover and family-to-work spillover compared to those without children in that age. Among the police personnel, on the other hand, those with preschool-aged children in the family reported higher subjective stress compared to those without children in that age group.

Another study by Aguirre (1998), reported that although parents continue to find ways to fulfil their responsibilities and policies have been implemented by private corporations, especially for preschool-age children, the problem of latchkey children has not been solved. A large number of school-age children remain unsupervised after school hours, their educational levels has not improved, and parents feel the tension between their parental responsibilities and their job's demands. This result contradicted Rout, Cooper & Kerslake (1997) that working mothers' mental health is not affected by the age of the children.

Walsh & Osipow (1983), had stated that educational level is one of the most powerful predictors of career achievement in both men and women. The findings in a study on successful working women by White & Cox (1997), stated that a high level of education is not a prerequisite for outstanding career success. However, as a group the successful women studied achieved a high level of education. They tended to have occupational rather than organizational qualifications. This implies that educational background does not have significant effect on perceived pressures.

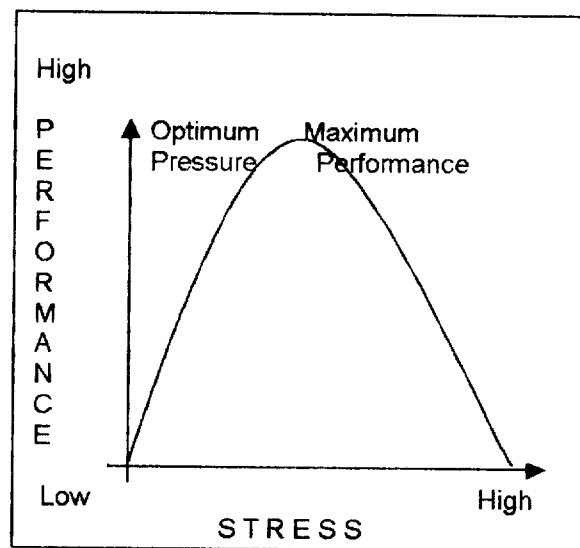
Analyses of the differential effects on various aspects of stress, satisfaction, and work-home interference on the bases of work-related factors revealed that there were no significant differences in reported level of subjective stress, work and family satisfaction, work-home interference and spillovers among the nurses on the basis of their employment positions. Among the police personnel, there were significant differences in the level of subjective stress reported on the basis of their rank.

Hanna (1995), pointed out that most work environments have at least one annoying employee, and even those who are not disagreeable will occasionally rub you the wrong way. She also cited Van Oosting (1992), that the difference between what one person intended to mean and another's perception creates most of the problems in the work environment.

According to Robbins (1998), the most widely studied pattern in stress-work performance relationship is the inverted-U relationship, as shown in

Figure 2.2. Low to moderate levels of stress may be functional and lead to higher employee performance. However, high levels of stress or even low levels sustained over long periods of time, can lead to reduced employee performance and, thus, require action either by the management or the employee individually.

**Figure 2.2 : Inverted-U Relationship between Stress and Work Performance**



**Source : Adapted from Robbins (1998).**

A study by Swanson, Power & Simpson (1998), on doctors in Scotland revealed that increased role complexity was related to stress for both male and female doctors, suggesting an increasing convergence in the occupational and domestic roles of male and female doctors. General practitioners were found to record greater stress in the home-work interface than specialist consultants.

Another study by Burke (1997), on professional women reported that married women with children had more work family conflict,

greater interest in alternative career paths offering slower advancement, more awareness on work-family policies and stronger belief that one had to sacrifice family to build a career.

Salma (1996), reported that with regards to the length of time the police personnel and nurses have served in the organization, the longer their services the lower the work-home interference reported.

She also highlighted that the higher amount of travelling required, the higher the family-to-work spillover was reported by the nurses in a study on police personnel and nurses. However, among the police personnel, it appeared that job-related travel had positive effect on them, whereby the more travelling they had to do in relation to their job the lower the subjective stress reported.

#### **2.4 Relationship Between Responsibilities And The Perceptions Of Pressure**

There are very few studies that focus on relationship between responsibilities and the perceptions of pressure.

Chin (1995), highlighted some complaints made by educators which one of them concerns the increasing administrative load which educators have to bear. Educators felt that they should spend as much time as possible, ideally all the time, in teaching. Therefore, non-teaching functions should be done by

clerks and educators will have no more excuses of not having enough time to perform their main duty. Another complaint is that educators have been asked to work weekends as well. This is rather unfair if it is not for the purpose of giving extra lessons to the pupils. The primary concern of the principal and the department of education is that educators should be dedicated in discharging their duties.

Another interesting issue related to working women was written by Ampikapaikan (15.5.95), emphasized that the Asian women has to work in organizations of which policies and unwritten rules were designed for men and by men. This creates problems because many women have special needs connected with family and commitments at home. Promotions are often rare and the "glass ceiling" which women speak of – being able to see the top but not get there – will be even harder to penetrate.

Emmons et al. (1990), in DeMeis & Perkins (1996), noted that professional or career women, who are employed in white-collar jobs that require educational training and high levels of commitment, typically experienced role overload and role conflict because of their high levels of involvement in both their paid employment and household and child care activities.

A recent study which focussed on British South Asian women, by Rana et.al (1998), revealed that cultural influences made the women feel guilty and pressured in having to put the interest of their family before their work

demands and personal welfare. The expectations and values in workplace cultures may conflict with the values and expectations of work and family. The experience of time and having to work long hours as a sign of commitment appears to be difficult as they have an additional burden to prove their competence, especially as they face barriers to their career progression. The pressure for having to fulfil multiple work and family roles and responsibilities was particularly difficult for the managerial or professional women. It make the women feel confused about what their priorities should be, not only for themselves but also that they conform to cultural expectations of their immediate family, extended family and community members.

However, Tingey & Kiger (1996), examined that there are particular intervening factors responsible for whether working mothers perceive stress in their everyday lives. The more the partner's work-family spillover and the less the women's satisfaction with child care arrangements, the higher the perceived stress. While working mother might have some control over her own work-family spillover, she cannot as easily influence her partner's work-family conflicts. Satisfaction with the division of household tasks and doing emotional labour were not associated with stress. Field & Bramwell (1998), confirmed that pressures increase as caring responsibilities increase.

## **2.5 Conclusion**

Based on the literature reviewed, it seems that there is some inconsistency in the findings on pressures that are related to dual roles. This

may be due to the different approach undertaken by researchers to suit different cultures and situations as well as different categories of respondents.

Another point is that the consequences of role accumulation depend not only on the number of roles occupied but on the nature of particular roles, because roles differ in social value and in the patterning of privileges or obligations associated with them. Moreover for any particular role, proportions of "privileges to obligations" differ from one individual to another.

This controversy is closely related to the scarcity theory (Good, 1960; Coser, 1974) and expansion theory (Sieber, 1974; Marks, 1977) as reviewed in Rout, Cooper & Kerlake (1997). The scarcity theory explains that people do not have enough energy to fulfil their role obligations, thus role strain is normal and compromises are required. The more roles one accumulates, therefore, the greater the probability of exhausting one's supply of time and energy and of confronting conflicting obligations, leading to role strain and psychological distress.

In contrast, expansion theory emphasizes that multiple roles involvement provides stimulation, gratification and social validation. Thus there is positive correlation between the number of roles a person occupies and psychological well-being.

Evidence from most of the latest studies reviewed indicates that there is a relationship between the dual roles of working women to perceived



pressures. Combining work and family role leads to overload because women committed primarily to their family roles experience stress and conflict when the role of paid worker is added. The stress of managing dual roles is greater when work and family role responsibilities are both demanding.

Family obligations increase with parenthood, and this increase is greater for women than for men. Exclusively, working women will continue to bear a disproportionate share of household and childcare responsibilities. Working women will therefore be expected to experience pressure from the dual roles.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This section explains on how the research is carried out which consists of the operational definition, conceptual framework, sampling procedure, research instrumentation, data collection, data organization and presentation.

#### **3.2 Operational Definition**

Salkind (1997), stated that high quality research always have the following criteria that is based on the work of others, can be replicated, generalizable to other settings, based on some logical rationale and tied to theory, "doable", generates new questions or is cyclical in nature, incremental and an apolitical activity that should be undertaken for the betterment of society.

Therefore, this study is actually based on a survey conducted by Field & Bramwell (1998) and Salma (1996). However, a few changes made due to different target group, setting, culture and environment in order to

conform to the Kedah State situation specifically, and Malaysian context generally.

### **3.2.1 Age**

The age of women educators ranging from less than 30 years to 50 years and above.

### **3.2.2 Marital Status**

The status of women educators either married or single.

### **3.2.3 Marital Duration**

The duration of women teacher's marriage ranging from less than 5 years to 20 years and above.

### **3.2.4 Number Of Children**

The number of woman teacher's children ranging from none to 3 children or above.

### **3.2.5 Age Of Youngest Child**

The age of woman teacher's youngest child, ranging from less than 1 year to 6 years or above.

### **3.2.6 Educational Background**

The highest qualification of women educators, ranging

### **3.2.7 Employment Status**

The position of women educators in present school, either as administrative educators or ordinary educators. Administrative educators are the educators involve in school administration tasks, namely the principal, senior assistant, senior subject teacher and head of subject panel.

### **3.2.8 Working Experience**

The number of years the educators have been working ranging from less than 5 years to 20 years and above.

### **3.2.9 Location Of Workplace**

The category of workplace location; rural, semi-urban or urban.

### **3.2.10 Employment Responsibilities**

The childcare and housework activities which are classified into two categories ;

**Formal: Tasks** which are specifically related to administration and teaching work.

**Informal: Tasks** which are not specifically related to administration and teaching work.

### 3.2.11 Homemaking Responsibilities

The responsibilities are classified into two categories (DeMeis & Perkins, 1996);

Household activities : run errands, prepare meal, wash / iron clothes and emptied garbage.

Child care activities : monitor child's diet, stop own activity to play with child, correct child's manner and read to child.

### 3.2.12 Perceived Pressures

The pressures from conflict that arise as employed women's attempt to manage both situations; one in the workplace and another at home (Field & Bramwell, 1998).

### 3.2.13 Overload From Dual Role

The pressures that arise from the dual role including elements of work overload such as never have time for own priorities, unable to make plans for the future, feel too tired to carry out relatively simple tasks, cannot balance home and work responsibilities, cannot get away from problems at home whilst at work and feel undervalued by family (Field & Bramwell, 1998).

### 3.2.14 Attitudes Towards The Dual Role

The pressures which arise from identification with the employment and homemaking role such as family's health problems are the women's responsibilities, have two jobs, that is working at the office / school and running a home, feel guilty about coming to work if there is a crisis at home, and spouse / family do not consider the women's work to be important (Field & Bramwell, 1998).

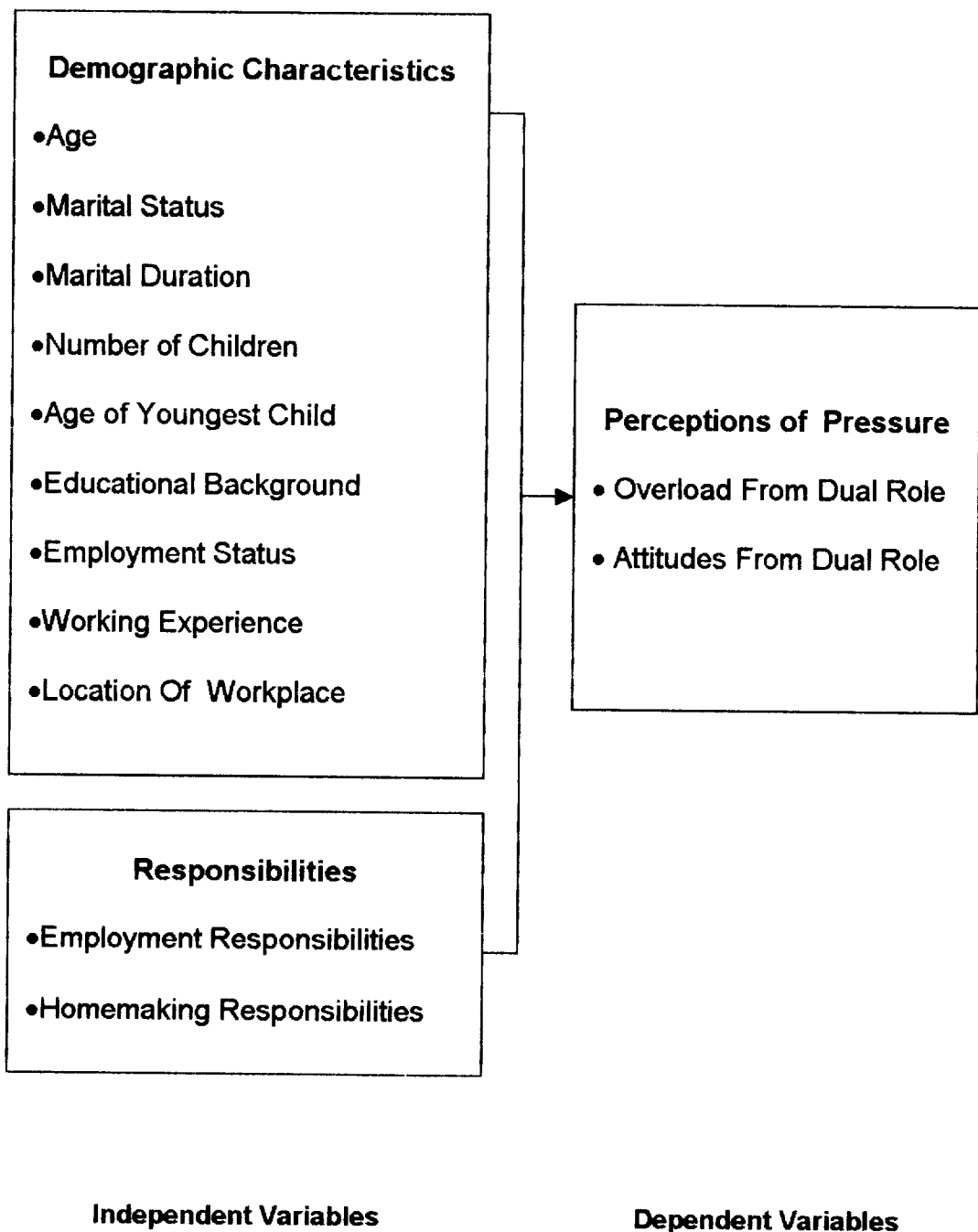
## 3.3 Conceptual Framework

This study is going to find out the relationship between demographic characteristics and responsibilities to the perceptions of pressure. The independent variables are the demographic characteristics and responsibilities. The dependent variable is perceptions of pressure.

The variables for demographics are age, marital status, marital duration, number of children, age of youngest child, educational background, employment status and working experience. The variables for responsibilities are employment responsibilities and homemaking responsibilities.

The relationship between demographic characteristics, responsibilities and perceptions of pressure is shown in Figure 3.1.

**Figure 3.1 : Conceptual Framework Showing The Relationship Of Demographic Characteristics, Responsibilities And Perceptions Of Pressure.**



### **3.4 Sampling Procedure**

The stratified random sampling is used in this study, as subjects are selected from meaningful segments of total population. In the process of trying to find a representative sample of working women, the sample criteria in the first stage of sampling procedure, are as follows :

- a) women educators
- b) teaching in fully residential secondary school in Kedah.

In 1999, there are three fully residential secondary schools in Kedah, namely Sekolah Menengah Sultan Abdul Halim (SMSAH), Sekolah Menengah Sains Sultan Mohamad Jiwa (SMSSMJ ) and Sekolah Menengah Sains Pokok Sena (SMSPS).

As these three schools are in three different districts, the results of this study can also be generalised as representing the three districts involved. Sekolah Menengah Sultan Abdul Halim (SMSAH) of Kubang Pasu District, is identified as the semi-urban school. Sekolah Menengah Sains Sultan Mohamad Jiwa (SMSSMJ) of Kuala Muda District is identified as the urban school and Sekolah Menengah Sains Pokok Sena (SMSPS) is identified as the rural school.

The sample size (Table 3.1) is determined by referring to the table adapted from Krejcie & Morgan (1970) as cited in Sekaran (1992).



**Table 3.1 : The Number Of Fully Residential Secondary School Women  
Educators**

| Name Of Fully Residential Secondary School             | Number Of Women Educators | Sample Size |
|--------------------------------------------------------|---------------------------|-------------|
| 1. Sekolah Menengah Sultan Abdul Halim (SMSAH)         | 45                        | 40          |
| 2. Sekolah Menengah Sains Sultan Mohamad Jiwa (SMSSMJ) | 41                        | 40          |
| 3. Sekolah Menengah Sains Pokok Sena (SMSPS)           | 40                        | 36          |
| TOTAL                                                  | 126                       | 116         |

**Source : Extracted from The Educational Statistics Of Malaysia (1999).**

Rohany (1984), defined women educators apart from nurses, as women who are employed in traditional careers that is careers which are traditionally associated with them.

Educators according to Abu Hakim (1995), are having pressures due to so many activities that require them to spend more than formal time hours at school. Thus, they cannot arrange their own familial matters and activities on Saturdays and weekends. To support this statement, Norliza (1995), indicated that 500 educators are reported to choose early retirement option every month under various problems and work pressures.

Women educators from fully residential secondary schools are selected under the consideration that they spend more time in schools compared to educators in regular schools. Furthermore, the focus of this study is to look at the dual-roles of working women. As long as the sample meets the criteria of working women, the sample is then considered appropriate.

In addition, it is easier to specify the subject of the study to fully residential secondary schools as the number of schools is small and can be better controlled in terms of Questionnaire administration. Even though, only three schools are involved, the data are representative of the population and generalizable in nature.

### **3.5 Research Instrumentation**

A questionnaire comprising 31 questions is used to collect the necessary information for the study. The questions on demographic characteristics are partly self-constructed and partly adapted from a survey conducted by DeMeis & Perkins (1996) and Salma (1996). The questions on overload from dual role and attitudes from dual role are based on Field & Bramwell (1998) which are devised from other questionnaires which had measured sources and effects of occupational stress (Cooper, Sloan & Williams, 1988) and research articles which had investigated sources of stress for women in employment (Kandell, Davies & Raveis, 1985; Lobel & St. Clair, 1992; Mc Donald & Korabik, 1991) in Field & Bramwell (1998). The factor

analysis of both perceived pressure items reported alpha reliability of 0.91 and 0.71, respectively.

There are 11 items asked in Section I : Demographic Characteristics ; age, marital relationship, marital duration, , number of children, age of youngest child, educational background, employment status, working experience, and location of workplace. There are questions to which some subjects are not to give their response such the questions pertaining to marital duration, number of children and age of youngest child when the subjects' marital status is indicated as single.

For Section II : Responsibilities ; 2 questions are asked regarding employment responsibilities and homemaking responsibilities. The question on employment responsibilities asked the respondents to choose the tasks that pressure them more, between formal tasks and informal tasks. The question on homemaking responsibilities asked the respondents to choose the tasks that pressure them more, between household activities and child care activities.

For Section III : Overload From Dual Role; there are 16 items in the form of statements indicating the areas which respondents may have perceived to be a source of pressure in the management of home and work. Each item is accompanied by a six-point Likert scale ranging from (6) very definitely agree, (5) very agree, (4) agree, (3) disagree, (2) very disagree, and (1) very definitely disagree.

In Section IV : Attitudes Towards Dual Role; there are 4 items in the form of statements indicating the areas which respondents may have perceived to be a source of pressure in the management of home and work. Each item is accompanied by a six-point Likert scale ranging from (6) very definitely agree, (5) very agree, (4) agree, (3) disagree, (2) very disagree, and (1) very definitely disagree.

### **3.6 DATA COLLECTION**

The questionnaire which is originated in English Language is translated into Malay Language version using back-to-back translation method. It is then pilot tested to two groups of teachers before the full scale study.

#### **3.6.1 Back-to-back Translation**

The researcher is quite confidence that all fully residential secondary schools' educators are very well-versed in English Language. However, due to the time constraints the educators had in filling up the questionnaire and teaching in the classrooms, and to ensure fast, clear understanding of the questions the researcher had adopted back-to-back translation process to come out with the Malay Language version of the originally English Language devised questionnaire.

Back-to back translation is the most common and highly recommended procedure for verifying the translation of a questionnaire or test (Chapman & Carter, 1979) as in Rohany (1984). The instrument is rendered into the second language by a translator; the resulting version is then translated back into the original language.

Items with apparent discrepancies between the two translations are then modified and a second back translation conducted. (Brislin, Lonner, & Thorndike, 1973) in Rohany (1984) recommended that an instrument be back translated at least three times, each time by different translator.

### 3.6.2 Pilot Study

The questionnaire, is then field tested to two groups of educators prior to the full scale study. The main objective of the pilot study is to assess the soundness of hypothesis construction, research design and most of all the clarity and appropriateness of the questionnaire and to seek overall impressions regarding the face validity of the questions.

The intention of this study is also to look at the problems that may arise and be encountered in the research. Therefore precautions could be undertaken by the researcher to alleviate or eliminate them as much as possible.

This pilot study is undertaken in early August 1999 with a total sample size of 41 women educators who came from two groups. The first group consisted of 22 women educators who are pursuing a Master Of Science Management Program at University Utara Malaysia. The second group consisted of 19 women educators teaching in Sekolah Menengah Kebangsaan Kubor Panjang of Padang Terap / Pendang District. Prior approval is obtained from the principal before the questionnaires are distributed to the educators in the pilot study.

The factor reliability analysis of both perceived pressure items reported a high combined alpha reliability of 0.9101. Data gained from Section III and Section IV are combined and analysed as one, that is perceptions of pressure. According to Sekaran (1992), reliabilities less than 0.60 are generally considered to be poor, those in the 0.70 range, to be acceptable, and those over 0.80 to be good. The closer the reliability coefficients to 1.0, the better. Thus, the internal consistency reliability of the measures used in this study can be considered to be good.

The study is very helpful in determining the appropriateness of the questionnaires. As a result of the pilot study, a few minor changes are made based on the comments made by some of the subjects and the resultant form is used in the study.

### 3.6.3 Full Scale Study

The researcher firstly obtained approval from the Educational Planning & Research Division, Ministry of Education, Malaysia and the School Management Sector, Kedah State Education Department in July 1999, to carry out the study at the three specified schools. Upon approval, the researcher contacted the principal of each school and briefed them on the research requirement and made appointment to visit the schools (Appendix 1, 2 and 3) .

Finally, the questionnaires are distributed to all the women educators determined by the sample size, on the third week of August 1999. It is handed over to each school's principal personally by the researcher. As it is impossible to personally administer the questionnaires at once seating and to avoid the educators leaving their classrooms, a representative is elected administer and collect the questionnaire from all the respondents to (Appendix 4 and 5).

All fully responded questionnaires are collected personally from the representative within two weeks time. A response rate of 81.9 percent is achieved. A full response of 100 percent could not be achieved due to some educators had attended in-service courses and some of them are on either sick or maternity leaves.

### **3.7 Data Organization And Presentation**

Descriptive Statistics is used to describe the profile of the respondents. This includes their age, marital status, marital duration, number of children, age of youngest child, educational background, employment status, working experience and location of workplace. The descriptions first include the frequencies, minimum, maximum, mean and standard deviation for the total respondents. This analysis is used to show the respondents composition and their scores on each variable.

Statistical analyses of data are firstly based on Pearson's Correlation to determine whether there are positive or negative correlation between demographic and responsibility variables and perceived pressures variable.

The t - Test is conducted to identify any significant differences in responses to variables related to perceived pressures according to different demographic characteristics and responsibilities such marital status, employment status, employment responsibilities and homemaking responsibilities.

Chi-Square Test is undertaken to test the relationship between factors such as age of respondents, marital duration, age of youngest children, educational background, working experience and location of workplace at significant level of 0.05.



Multiple Regression is used to determine the dominant factor that affect dual roles perceived pressures by working women.

Data is analyzed using "Statistical Package For The Social Science" SPSS/PC+ Version 7.5. The level of significance is fixed at 0.05.

## **CHAPTER 4**

### **DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

In the first part of this chapter the description of the sample is presented. It is followed by the analysis of the reliability test, the studied variables score and hypotheses test. The final part is the conclusions derived from the findings of the study.

Table 4.1 represents a breakdown of the number of questionnaires distributed and the actual number of fully completed and returned questionnaires by all the three selected schools .

The highest response rate is from women educators of Sekolah Menengah Sains Pokok Sena (SMSPS) at 94.4 %, followed by Sekolah Menengah Sultan Abdul Halim (SMSAH) and Sekolah Menengah Sains Sultan Mohamad Jiwa (SMSSMJ) at 82.5 % and 70.0 %, respectively.

**Table 4.1 : Questionnaires Distributed And Fully Completed  
And Returned By Respondents**

| Name Of Fully Residential<br>Secondary School                      | Questionnaires<br>Distributed | Questionnaires Fully<br>Completed And Returned |            |
|--------------------------------------------------------------------|-------------------------------|------------------------------------------------|------------|
|                                                                    |                               | Frequency                                      | Percentage |
| 1. Sekolah Menengah Sultan<br>Abdul Halim (SMSAH)                  | 40                            | 33                                             | 82.5       |
| 2. Sekolah Menengah Sains<br>Sains Sultan Mohamad<br>Jiwa (SMSSMJ) | 40                            | 28                                             | 70.0       |
| 3. Sekolah Menengah Sains<br>Pokok Sena (SMSPS)                    | 36                            | 34                                             | 94.4       |
| TOTAL                                                              | 116                           | 95                                             |            |

#### **4.2 Description Of The Sample**

The total sample for this study consisted of 116 women working as educators from 3 fully residential schools in Kedah State. 95 fully-completed questionnaires are returned which make up a response rate of 81.9 percent. The description covers background of respondents according to age, marital status, duration of marriage, number of children, age of youngest children, educational background, employment status, working experience and location of workplace.

#### 4.2.1 Age Of Respondents

Table 4.2 shows that the respondents represented all the six age categories even though the majority of women educators studied are around 30 to 34 years old range, making a figure of 31.6 % of the total respondents. The second highest age group comes from two ranges, below 30 years old and 35 to 45 years old ranges. Both groups had indicated representation of 28.4 %. Whereby the 41 to 45 years old, 45 to 49 years old and 50 years or more made up 5.3 %, 4.2 % and 2.1 % respectively.

**Table 4.2 : Age Of Respondents**

| <b>AGE Age Of Respondents</b> |                    |           |         |               |                    |
|-------------------------------|--------------------|-----------|---------|---------------|--------------------|
|                               |                    | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                         | Below 30 years     | 27        | 28.4    | 28.4          | 28.4               |
|                               | 30-34 years        | 30        | 31.6    | 31.6          | 60.0               |
|                               | 35-40 years        | 27        | 28.4    | 28.4          | 88.4               |
|                               | 41-44 years        | 5         | 5.3     | 5.3           | 93.7               |
|                               | 45-49 years        | 4         | 4.2     | 4.2           | 97.9               |
|                               | 50 years and above | 2         | 2.1     | 2.1           | 100.0              |
|                               | Total              | 95        | 100.0   | 100.0         |                    |
| Total                         |                    | 95        | 100.0   |               |                    |

#### 4.2.2 Marital Status Of Respondents

Table 4.3 indicates the distribution of women educators studied according to two specified categories of marital status, either single or married. The majority of them are married which made up a total of 72.6 %. The balance of 27.4 % reflected the number of single women educators who are involved in this study.

**Table 4.3 : Marital Status Of Respondents**

| <b>MSTATUS Marital Status Of Respondents</b> |         |           |         |               |                    |
|----------------------------------------------|---------|-----------|---------|---------------|--------------------|
|                                              |         | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                        | Single  | 26        | 27.4    | 27.4          | 27.4               |
|                                              | Married | 69        | 72.6    | 72.6          | 100.0              |
|                                              | Total   | 95        | 100.0   | 100.0         |                    |
| Total                                        |         | 95        | 100.0   |               |                    |

#### 4.2.3 Marital Duration Of Respondents

Marital duration analysis is reflected by Table 4.4 which shows that 33.3 % of the respondents had been married for 5 to 10 years and becomes the highest composition of the total respondents. The second, third and fourth highest compositions are 29.0 %, 23.2 % and 10.1 % consist of less than 5 years, 11 to 15 years and 20 years or above of

marital duration. The lowest representation is 16 to 20 years length of marriage.

**Table 4.4 : Background Based On Marital Duration**

| <b>MDURATIO Marital Duration Of Respondents</b> |                    |                  |                |                      |                           |
|-------------------------------------------------|--------------------|------------------|----------------|----------------------|---------------------------|
|                                                 |                    | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| <b>Valid</b>                                    | Less than 5 years  | 20               | 21.1           | 29.0                 | 29.0                      |
|                                                 | 5-10 years         | 23               | 24.2           | 33.3                 | 62.3                      |
|                                                 | 11-15 years        | 16               | 16.8           | 23.2                 | 85.5                      |
|                                                 | 16-20 years        | 3                | 3.2            | 4.3                  | 89.9                      |
|                                                 | 20 years and above | 7                | 7.4            | 10.1                 | 100.0                     |
|                                                 | <b>Total</b>       | <b>69</b>        | <b>72.6</b>    | <b>100.0</b>         |                           |
| <b>Missing</b>                                  | System Missing     | 26               | 27.4           |                      |                           |
|                                                 | <b>Total</b>       | <b>26</b>        | <b>27.4</b>    |                      |                           |
| <b>Total</b>                                    |                    | <b>95</b>        | <b>100.0</b>   |                      |                           |

#### 4.2.4 Number Of Children Of Respondents

Out of 95 respondents, 26 are single and 69 are married educators. However, 9 of them did not have any children. Therefore this has left the number of respondents for this demographic item to only 60 educators. As shown in Table 4.5, the majority of them are having 3 or more children, which then made a total figure of 60 %. The other two

categories are having either one or two children. 18.3 % of the total respondents are having one child and 21.7 % are having two children.

**Table 4.5 : Number of Children Of Respondents**

| <b>NCHILD Number Of Children Of Respondents</b> |           |           |         |               |                    |
|-------------------------------------------------|-----------|-----------|---------|---------------|--------------------|
|                                                 |           | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                           | 1         | 11        | 11.6    | 18.3          | 18.3               |
|                                                 | 2         | 13        | 13.7    | 21.7          | 40.0               |
|                                                 | 3 or more | 36        | 37.9    | 60.0          | 100.0              |
|                                                 | Total     | 60        | 63.2    | 100.0         |                    |
| Missing                                         | System    |           |         |               |                    |
|                                                 | Missing   | 35        | 36.8    |               |                    |
|                                                 | Total     | 35        | 36.8    |               |                    |
| Total                                           |           | 95        | 100.0   |               |                    |

#### 4.2.5 Age Of Youngest Child Of Respondents

The age of youngest child of the respondents are specified ranging from 1 year old or younger to 6 years or older. A large majority of 81.7 % indicated that most of their children are at pre-school age that is 1 year old or younger to 5 years old. The 6 years old children are considered as schooling age, due to the fact that nowadays most of the parents send their 6- year-old children to kindergarten at this age. The percentage of educators having 1 year or younger children is 35 %, 2 to

5 years old is 46.7% and lastly 6 years or older is 18.3 %. These figures are clearly shown in Table 4.6.

**Table 4.6 : Age Of Youngest Child Of Respondents**

| <b>AYCHILD Age Of Youngest Child Of Respondents</b> |                       |           |         |               |                    |
|-----------------------------------------------------|-----------------------|-----------|---------|---------------|--------------------|
|                                                     |                       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                               | 1 year old or younger | 21        | 22.1    | 35.0          | 35.0               |
|                                                     | 2-5 years old         | 28        | 29.5    | 46.7          | 81.7               |
|                                                     | 6 years old or older  | 11        | 11.6    | 18.3          | 100.0              |
|                                                     | Total                 | 60        | 63.2    | 100.0         |                    |
| Missing                                             | System Missing        | 35        | 36.8    |               |                    |
|                                                     | Total                 | 35        | 36.8    |               |                    |
| Total                                               |                       | 95        | 100.0   |               |                    |

#### 4.2.6 Educational Background Of Respondents

There is still a relatively small number of women educators having the highest qualification of the second degree ( master's degree ). In this study they are represented by only 5.3 %. However, the highest majority is those who obtained the first degree ( bachelor's degree ), that is 84.2 %. It is then followed by diploma holders of 10.5 %. This trend of distributions is expected because of recent government's moves to



increase the teaching professionalism by planning in stages to allocate educators having qualification of at least first degree to all secondary schools.

**Table 4.7 : Educational Background Of Respondents**

| <b>EDGROUND Educational Background-The Highest Qualification.</b> |               |           |         |               |                    |
|-------------------------------------------------------------------|---------------|-----------|---------|---------------|--------------------|
|                                                                   |               | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                             | Diploma       | 10        | 10.5    | 10.5          | 10.5               |
|                                                                   | First Degree  | 80        | 84.2    | 84.2          | 94.7               |
|                                                                   | Second Degree | 5         | 5.3     | 5.3           | 100.0              |
|                                                                   | Total         | 95        | 100.0   | 100.0         |                    |
| Total                                                             |               | 95        | 100.0   |               |                    |

#### 4.2.7 Employment Status Of Respondents

None of the respondents held the position of either principal or senior assistant. The highest level of position held by women educators of these 3 schools are as Senior Subject Educators. As shown in Table 4.8, the total number of Senior Subject Educators and Head Of Subject Panel is 38.9 %, whereby the rest are the educators who did not hold any school administrative tasks. This clearly prove that despite the same educational level and qualifications, women are still under-represented in top positions.

**Table 4.8 : Employment Status Of Respondents**

|       |                                                | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------------------------------------|-----------|---------|---------------|--------------------|
| Valid | Senior Subject Teacher / Head Of Subject Panel | 37        | 38.9    | 38.9          | 38.9               |
|       | Teacher                                        | 58        | 61.1    | 61.1          | 100.0              |
|       | Total                                          | 95        | 100.0   | 100.0         |                    |
| Total |                                                | 95        | 100.0   |               |                    |

#### 4.2.8 Working Experience Of Respondents

From Table 4.9, it can be seen that 5.3 % of the women educators sampled, had been working for 20 years or more. 6.3 % is in the 16 to 20 years working range. 66.3 % consisted of new comers in the teaching profession as the maximum number of years they had in teaching is 10 years, which 32.6 % had only been teaching for less than 5 years. 22.1 % are in the 11 to 15 years range of teaching experience.

**Table 4.9 : Working Experience Of Respondents**

| <b>WORKEXP Working Experience Of Respondents</b> |                    |                  |                |                      |                           |
|--------------------------------------------------|--------------------|------------------|----------------|----------------------|---------------------------|
|                                                  |                    | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid                                            | Less than 5 years  | 31               | 32.6           | 32.6                 | 32.6                      |
|                                                  | 5-10 years         | 32               | 33.7           | 33.7                 | 66.3                      |
|                                                  | 11-15 years        | 21               | 22.1           | 22.1                 | 88.4                      |
|                                                  | 16-20 years        | 6                | 6.3            | 6.3                  | 94.7                      |
|                                                  | 20 years and above | 5                | 5.3            | 5.3                  | 100.0                     |
|                                                  | Total              | 95               | 100.0          | 100.0                |                           |
| Total                                            |                    | 95               | 100.0          |                      |                           |

#### 4.2.9 Location Of Workplace Of Respondents

In co-incidence, the location of all the three schools are found to be in three different categories as specified; rural, semi- urban and urban areas. Sekolah Menengah Sains Pokok Sena, which had the highest material completed and returned, resulted to 35.8 % respondents' workplace being categorized as a rural area school. Sekolah Menengah Sultan Abdul Halim is categorized as semi-urban

area school, which gave 34.7 % of the total sampled respondents. While Sekolah Menengah Sains Sultan Mohamad Jiwa which is represented by in urban area category. The distribution is shown in Table 4.10.

**Table 4.10 : Location Of Workplace Of Respondents**

| <b>LOCWORK Location Of Workplace Of Respondents</b> |            |           |         |               |                    |
|-----------------------------------------------------|------------|-----------|---------|---------------|--------------------|
|                                                     |            | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                               | Rural      | 34        | 35.8    | 35.8          | 35.8               |
|                                                     | Semi-Urban | 33        | 34.7    | 34.7          | 70.5               |
|                                                     | Urban      | 28        | 29.5    | 29.5          | 100.0              |
|                                                     | Total      | 95        | 100.0   | 100.0         |                    |
| Total                                               |            | 95        | 100.0   |               |                    |

#### 4.2.10 Choice Of Employment Responsibility That Gives More Pressures

From Table 4.11, we can see that more than half of the educators perceived that informal tasks had given them more pressures compared to the formal tasks. The exact percentage of informal tasks chosen as giving more pressure is 52.6 %. On the other hand, 47.4 % had perceived the formal tasks had given them more pressures.

**Table 4.11 : Choice Of Employment Responsibility  
That Gives More Pressures**

| <b>EMPRESP Perceived Employment Responsibility That Gives More Pressures</b> |                |           |         |               |                    |
|------------------------------------------------------------------------------|----------------|-----------|---------|---------------|--------------------|
|                                                                              |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                        | Formal Tasks   | 45        | 47.4    | 47.4          | 47.4               |
|                                                                              | Informal Tasks | 50        | 52.6    | 52.6          | 100.0              |
|                                                                              | Total          | 95        | 100.0   | 100.0         |                    |
| Total                                                                        |                | 95        | 100.0   |               |                    |

**Table 4.2.11 : Choice Of Homemaking Responsibility That Gives More Pressures**

Table 4.12 indicates that 61.1 % of the women educators had chosen household activities as the responsibility which had given them more pressures compared to child care activities which is indicated by 38.9 %. In homemaking responsibility, they experienced more pressures performing household activities .

**Table 4.12 : Choice Of Homemaking Responsibility  
That Gives More Pressures**

| <b>HOMERESP Perceived Homemaking Responsibility That Gives More Pressures</b> |                       |           |         |               |                    |
|-------------------------------------------------------------------------------|-----------------------|-----------|---------|---------------|--------------------|
|                                                                               |                       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid                                                                         | Household Activities  | 58        | 61.1    | 61.1          | 61.1               |
|                                                                               | Child Care Activities | 37        | 38.9    | 38.9          | 100.0              |
|                                                                               | Total                 | 95        | 100.0   | 100.0         |                    |
| Total                                                                         |                       | 95        | 100.0   |               |                    |

#### **4.3 Reliability Analysis - Scale Alpha**

In order to measure the reliability of measures, of the full scale study instrument, the researcher obtained the Cronbach's Alpha reliability coefficients for the 20 items which made up the perceived pressure items for a total of 95 respondents. The result of the test indicated a Cronbach's Alpha reliability coefficients of 0.9050. Therefore, the actual study's reliability coefficients differs by 0.0051 from the pilot study. However, the reliability is still considered good as it is more than 0.80 (Appendix 6 and 7).

#### 4.4 Measures Of Central Tendencies And Dispersion

Descriptive Statistics is used to analyze the interval-scaled independent and dependent variables (Appendix 8). Sekaran (1992), pointed out the importance of these statistics as to indicate whether the responses range over the scale. The mean, the range, the standard deviation, and the variance in the data will give the researcher a good idea of how the respondents reacted to the items in the questionnaires and how good the items and measures are. Therefore, the researcher can acquire a feel for the data by checking the central tendency and the dispersion. Table 4.13 and Table 4.14 reflects the independent and dependent variable score.

**Table 4.13 : Variable Score**

| Variable And Scale                                                                                                                                                                                                    | Score                                                          | Level                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|
| <b>1.Independent Variable</b><br><b>Employment Responsibilities :</b><br>(1) Formal Tasks<br>(2) Informal Tasks<br><br><b>Homemaking Responsibilities</b><br>(1) Household Activities or<br>(2) Child Care Activities | 1.0 -1.4<br>1.5 -1.9<br>2.0<br><br>1.0 -1.4<br>1.5 -1.9<br>2.0 | Low<br>Average<br>High<br><br>Low<br>Average<br>High |
| <b>2.Dependent Variable</b><br><b>Perceptions Of Pressure</b><br>(1) Very definitely disagree<br>(2) Very disagree<br>(3) Disagree<br>(4) Agree<br>(5) Very agree<br>(6) Very definitely agree                        | 1.65 - 2.99<br>3.00<br>3.10 - 5.45                             | Low<br>Average<br>High                               |

#### 4.4.1 Independent Variable Score

Responsibilities factor is the independent variable in this study apart from the demographic factor which is already analyzed prior to this section. It is divided into two categories; employment responsibilities and homemaking responsibilities.

For employment responsibilities, the minimum of 1 indicates that the respondents perceived formal tasks which are specifically related to administration or teaching are the tasks that pressured them more. The maximum of 2 indicates that the respondents perceived informal tasks which are not specifically related to administration or teaching are the tasks that gave them more pressures. (Table 4.14)

For homemaking responsibilities, the minimum of 1 indicates that the respondents perceived household activities such as run errands, prepare meal, wash / iron clothes, and emptied garbage are the activities that pressured them more. The maximum of 2 indicates that the respondents perceived child care activities such as monitor child's diet, stop own activity to play with child, correct child's manner, and read to child are the activities that give more pressure to them. ( Table 4.14)



#### 4.4.1 Dependent Variable Score

Perceptions of pressure is the dependent variable in this study. It has two combined elements; overload from dual role and attitudes towards dual role. The scale used to measure these pressure elements is the six-point Likert scale ranging from (6) very definitely agree, (5) very agree, (4) agree, (3) disagree, (2) very disagree, and (1) very definitely disagree. The minimum of 1.65 indicates that there are respondents who denoted very low agreement to the perceptions of pressure and the maximum of 5.45 indicates that some of the respondents denoted very high agreement to the perceptions of pressure. However, for the majority of respondents, they are firm on either agreed or disagreed on the statements. ( Table 4.14)

**Table 4.14 : Measurement Of Central Tendencies And Dispersion**

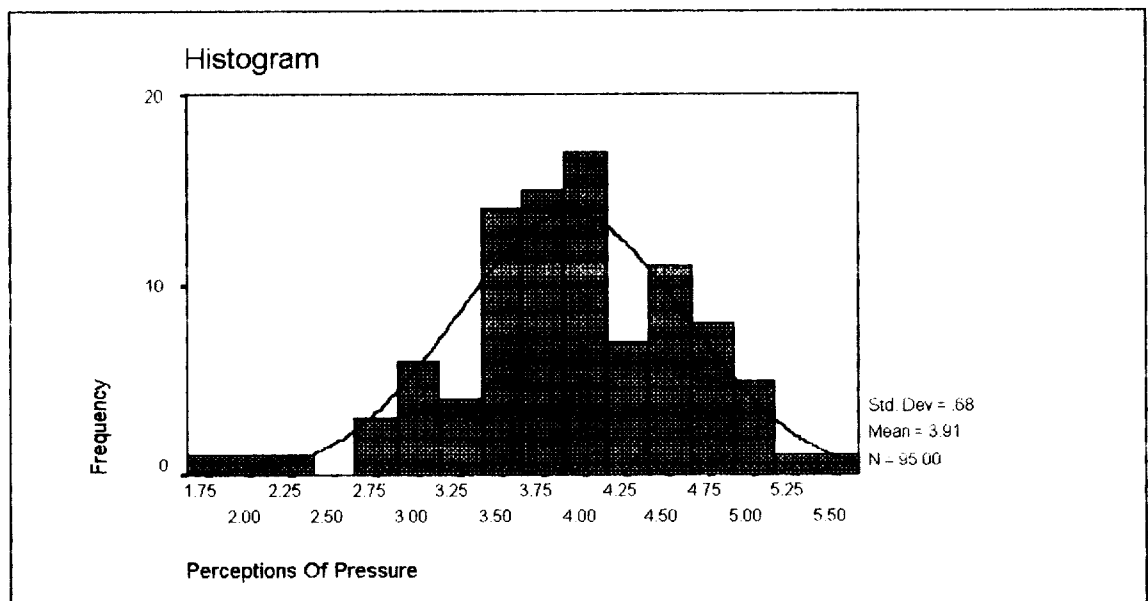
| Descriptive Statistics                                                                   |    |         |         |        |                |          |
|------------------------------------------------------------------------------------------|----|---------|---------|--------|----------------|----------|
|                                                                                          | N  | Minimum | Maximum | Mean   | Std. Deviation | Variance |
| EMPRES<br>Perceived<br>Employment<br>Responsibility<br>That Gives<br>More<br>Pressures   | 95 | 1.00    | 2.00    | 1.5263 | .5020          | .252     |
| HOMERESP<br>Perceived<br>Homemaking<br>Responsibility<br>That Gives<br>More<br>Pressures | 95 | 1.00    | 2.00    | 1.3895 | .4902          | .240     |
| PRESSURE<br>Perceptions Of<br>Pressure                                                   | 95 | 1.65    | 5.45    | 3.9116 | .6844          | .468     |
| Valid N<br>(listwise)                                                                    | 95 |         |         |        |                |          |

As shown in Table 4.14, the mean on employment responsibility of 1.5263, is rather high, more than average on a two-point scale. The mean on homemaking responsibility is also high which had indicated 1.3895, more than average on a two-point scale. The mean of 3.9116 on a six-point scale for perceived pressures indicated that most of the respondents had agreed to perceptions of pressure (Figure 4.1).

The variance for employment responsibilities and homemaking responsibilities are very small at 0.252 and 0.240 respectively, whereby the variance for perceived pressures is only slightly more, at 0.468 indicating that most respondents are very close to the mean on all the variables.

As a conclusions the employment responsibilities and homemaking responsibilities score are above average, whereby there is an average perceived pressures.

**Figure 4.1 : Distribution of Responses On Perceived Pressures**



Inferential statistics is used to obtain the Pearson correlation matrix as shown in Table 4.15. The results indicated perceived pressures is significantly, negatively correlated to marital status ( -.231), number of children ( -.003 ), employment status ( -.023 ) and employment responsibilities ( -.013 ). It reflects that perceptions of pressure exist if number of children is big, high involvement in administrative tasks and high burden of employment responsibilities.

On the other hand, there is a positive correlation to perceptions of pressure by age of respondents ( .093 ), marital duration ( .104 ), age of youngest child ( .087 ), educational background ( .022 ), working experience ( .026 ), location of workplace ( .124 ) and homemaking responsibilities ( .112 ).

**Table 4.15 : Pearson Correlation Matrix**

| Variables                                 |      |            |           |             |                  |               |            |           |                   |            |            |
|-------------------------------------------|------|------------|-----------|-------------|------------------|---------------|------------|-----------|-------------------|------------|------------|
|                                           | Age  | Mar. Stat. | Mar. Dur. | No Of Child | Age Of Y'st Chld | Educ Back gd. | Emp. Stat. | Wrk. Exp. | Loc. Of Wrk. Plc. | Emp. Resp. | Home Resp. |
| P<br>r<br>e<br>s<br>s<br>u<br>r<br>e<br>s | .093 | -.231*     | .104      | -.003       | .087             | .022          | -.023      | .026      | .124              | -.013      | .112       |

\* Correlation is significant at the 0.05 level (1-tailed)

## **4.5 Hypotheses Testing**

There are 3 main hypotheses generated in this study as earlier stated. However, the break-down of each hypothesis had resulted to a total of 12 hypotheses. The hypotheses are as follows :

### **Hypothesis 1**

**Ho1: There is no positive relationship between demographic characteristics and the perceived level of pressures from the dual roles by working women.**

In order to test this hypothesis other 9 specific hypotheses are derived, whereby different tests are carried out to suit the hypotheses' requirements.

**Ho1.1: There is no significant relationship between age and the perceptions of pressures.**

**HA1.1: There is a significant relationship between age and the perceptions of pressures**

The Pearson correlation matrix ( Table 4.15 ) showed a correlation coefficient of .093, however at p value = .05 level, Chi-Square Test, p value = .898 > 0.05, indicated no significant effect of age to perceptions of pressure.

Thus, this alternate hypothesis is not substantiated and the null hypothesis is accepted (Appendix 9).

Ho1.2: There will be no differences in the perceptions of pressure between single working women and married working women.

HA1.2: There will be differences in the perceptions of pressure between single working women and married working women.

Based on one-tail and two-tail t-Test,  $p$  value  $< 0.05$ , therefore, the alternate hypothesis is substantiated and the null hypothesis is rejected. There is differences in the perceptions of pressure between single working women and married working women . Table 4.14 showed a significant correlation of  $-0.231$  at  $p$  value =  $0.05$  (Appendix 10).

Ho1.3: There is no significant relationship between marital duration and the level of perceptions of pressure.

HA1.3: There is a significant relationship between marital duration and the level of perceptions of pressure.

There is a positive correlation between marital duration and perceptions of pressure, but it is not significant ( $r = .104$ ,  $p = .705$ ). Hence, the alternate hypothesis is not substantiated and failed to reject the null hypothesis. There is no significant relationship between marital duration and the level of perceptions of pressure (Appendix 11).

Ho1.4:There is no significant relationship between number of children and the perceptions of pressure.

HA1.4:There is a significant relationship between number of children and the perceptions of pressure.

There is a negative correlation between number of children to the perceptions of pressures (  $r = -.003$  ), however there is a significant relationship as  $p = .002 < .05$ . Thus, the alternate hypothesis is substantiated and reject the null hypothesis (Appendix 12).

Ho1.5:There is no significant relationship between age of youngest child to the perceptions of pressures.

HA1.5:There is a significant relationship between age of youngest child to the perceptions of pressures.

There is a correlation between age of youngest child to the perceptions of pressures (  $r = .087$  ), however, it is not significant at p value .05,  $p = .956$  therefore, reject the alternate hypothesis and accept the null hypothesis (Appendix 13).

Ho1.6:There is no significant relationship between educational background and the perceptions of pressure.

HA1.6:There is a significant relationship between educational background and the perceptions of pressure.

The p value is = .071, whereby the r value = .022. Even though there is a correlation between educational background and the perceptions of pressures, the p value > .05, therefore reject the alternate hypothesis and accept the null hypothesis (Appendix 14).

Ho1.7: There will be no differences in the perceptions of pressure between the top position women and the ordinary women workers.

HA1.7: There will be differences in the perceptions of pressure between the top position women and the ordinary women workers.

The t-Test indicated p value > .05 based on one-tail and two-tail test, thus, the alternate hypothesis is not substantiated and accept the null hypothesis though the r value = -.023 reflected negative correlation (Appendix 15).

Ho1.8: There is no significant relationship between working experience and the perceptions of pressure.

HA1.8: There is a significant relationship between working experience and the perceptions of pressure.

There is a positive correlation between the number of years served by women workers and perceived pressures ( r value = .026 ). The p value = .042 < .05, therefore the null hypothesis is rejected and the alternate hypothesis is substantiated (Appendix 16).

**Ho1.9: There is no significant relationship between location of workplace and the perceptions of pressure.**

**HA1.9: There is a significant relationship between location of workplace and the perceptions of pressure.**

Even though there is a positive correlation between location of workplace and the perceptions of pressures (  $r$  value = .124 ), due to  $p$  value = .153 > .05, the relationship is not significant. The results of Chi- Square Test supported the null hypothesis and rejected the alternate hypothesis (Appendix 17).

## **Hypothesis 2**

**Ho2: There is no differences in perceptions of pressure due to responsibilities performed by women workers .**

In order to test this hypothesis other 2 specific hypotheses are generated, whereby both are tested using the t-Test and Poisson Correlation Matrix.

**Ho2.1: There is no differences in the perceptions of pressure due to the employment responsibilities carried out by women workers.**

**HA2.1: There is differences in the perceptions of pressure due to the employment responsibilities carried out by women workers.**



As the p value > .05, based on one-tail and two-tail t-Test, the findings supported the hypothesis null and therefore rejected the alternate hypothesis. There is a negative correlation (r value = -.013) between the employment responsibilities and the perceived pressure (Appendix 18).

Ho2.2: There is no differences in the perceptions of pressure due to the homemaking responsibilities carried out by women workers.

HA2.2: There is differences in the perceptions of pressure due to the homemaking responsibilities carried out by women workers.

Based on one-tail and two-tail t-Test, the p value > .05, the findings supported the hypothesis null and therefore rejected the alternate hypothesis. However, there is a positive correlation (r value = .112) between the homemaking responsibilities and the perceived pressure (Appendix 19).

### **Hypothesis 3**

**Ho3: Demographic characteristics will not significantly explain the variance in perceptions of pressure.**

**HA3: Demographic characteristics will significantly explain the variance in perceptions of pressure.**

From Multiple Regression Analysis, R Square for all 8 factors = .067, R Square for marital status = .053. It indicates that marital status influenced perceptions of pressure by 5.3 %, while the other 8 factors studied have an influence over perceptions of pressure by 6.7 %. Therefore, the conclusion can be made that the balance of another 88 % is depending on other factors which have not been considered in this study. The findings support the alternate hypothesis and therefore rejected the hypothesis null (Appendix 20).

There are 4 factors which highly influence the perceptions of dual roles pressure; marital status ( $\beta = .231$ ), age of respondents ( $\beta = -.498$ ), marital duration ( $\beta = .195$ ) and number of children ( $\beta = .152$ ).

#### **4.6 Conclusion**

The findings of all 12 hypotheses are presented in this chapter. All the hypotheses are first tested using the Pearson Correlation Test and the results are shown in Table 4.14 in a form of Pearson Correlation Matrix. Hypotheses 1.1, 1.3, 1.4, 1.5, 1.6, 1.8 and 1.9 are then tested by Chi-Square Test to determine their significance at 0.05 level. Hypotheses 1.2, 1.7, 2.1, and 2.2 are then tested by t -Test to determine their significant difference at 0.05 level. Multiple regression is used to test Hypothesis 3. A summary of overall hypotheses testing are shown in the following Table 4.16.

**Table 4.16 Summary Of Hypotheses Testing**

| <b>Null Hypotheses</b>                                                                                                                                              | <b>Results</b>         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Ho1: There is no positive relationship between demographic characteristics and the perceived level of pressures from the dual roles by working women.</b></p> |                        |
| <p><b>Ho1.1: There is no significant relationship between age and the perceptions of pressure.</b></p>                                                              | <p><b>Accepted</b></p> |
| <p><b>Ho1.2: There will be no differences in the perceptions of pressure between single working women and married working women.</b></p>                            | <p><b>Rejected</b></p> |
| <p><b>Ho1.3: There is no significant relationship between marital duration and the perceptions of pressure.</b></p>                                                 | <p><b>Accepted</b></p> |
| <p><b>Ho1.4: There is no significant relationship between number of children and the perceptions of pressure.</b></p>                                               | <p><b>Rejected</b></p> |

|                                                                                                                                          |                 |
|------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p>Ho1.5: There is no significant relationship between age of youngest child and the perceptions of pressure.</p>                        | <p>Accepted</p> |
| <p>Ho1.6: There is no significant relationship between educational background and the perceptions of pressure.</p>                       | <p>Accepted</p> |
| <p>Ho1.7: There will be no differences in the perceptions of pressure between the top position women and the ordinary women workers.</p> | <p>Accepted</p> |
| <p>Ho1.8: There is no significant relationship between working experience and the perceptions of pressure.</p>                           | <p>Rejected</p> |
| <p>Ho1.9: There is no significant relationship between location of workplace and the perceptions of pressure.</p>                        | <p>Accepted</p> |

|                                                                                                                                                  |                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| <p><b>Ho2: There is no differences in the perceptions of pressure due to responsibilities performed by women workers .</b></p>                   | <p><b>Accepted</b></p> |
| <p><b>Ho2.1: There is no differences in the perceptions of pressure due to the employment responsibilities carried out by women workers.</b></p> | <p><b>Accepted</b></p> |
| <p><b>Ho2.2: There is no differences in the perceptions of pressure due to the homemaking responsibilities carried out by women workers.</b></p> | <p><b>Accepted</b></p> |
| <p><b>Ho3: Demographic characteristics will not significantly explain the variance in perceptions of pressure.</b></p>                           | <p><b>Rejected</b></p> |

The analysis indicated that within the demographic characteristics; marital status, number of children and working experience are significant to the perceptions of pressure derived from dual roles. There are differences in the

perceived pressures of dual roles between single working women and married working women. Whereby, working women who had more children also perceived pressures from the dual roles. Another significant factor is the number of years the women had been working.

In order to determine within which group the true differences lie, the means of pressure for single and married women are compared ( Appendix 21). The mean for single women is 2.8327, and married women is 3.1848. Therefore, it reflected that married women experienced dual roles pressure more than single women.

From Multiple Regression Analysis, it indicates that marital status influenced perceptions of pressure by 5.3 %, while the other 8 factors studied have an influence over perceptions of pressure by 6.7 %. Therefore, the balance of another 88 % is depending on other factors which have not been considered in this study. The dominant factor that influences the dual role perceptions of pressure is marital status.

## **CHAPTER 5**

### **SUMMARY, DISCUSSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is going to discuss the summary of research, its results, summary of results, discussion and implication of research. Apart from that, several recommendations for further research is stated at the end of the chapter.

#### **5.2 Summary Of Research**

The purpose of this study is to examine the relationship between demographic characteristics and responsibilities of working women towards the dual role pressures. It is also the aim of this study to investigate whether or not any differences exist between different marital status; single and married working women. On the other hand, it also investigate whether there are any differences in different employment status of top position working women and ordinary women workers towards the dual role pressures.

Other eight demographic characteristics studied are age, marital duration, number of children, age of youngest children, educational background, employment status, working experience and location of workplace. The responsibility variable is divided into two factors; employment responsibilities and homemaking activities. The respondents are asked to indicate which specific responsibilities had given them more pressures both at home and workplace.

The selected population are women educators of fully residential secondary schools in Kedah State. The total number of respondents involve are initially 116 educators. However, due to some of the educators are away from schools either attending courses or on sick and maternity leaves, there are altogether 95 fully completed and returned questionnaires making a response rate of 81.9%.

The data is then analyzed using the Statistical Package For The Social Science Version 7.5. The descriptive statistics, Pearson Correlation, Chi-Square, t-Test and Multiple Regression are conducted.



### **5.3 Findings**

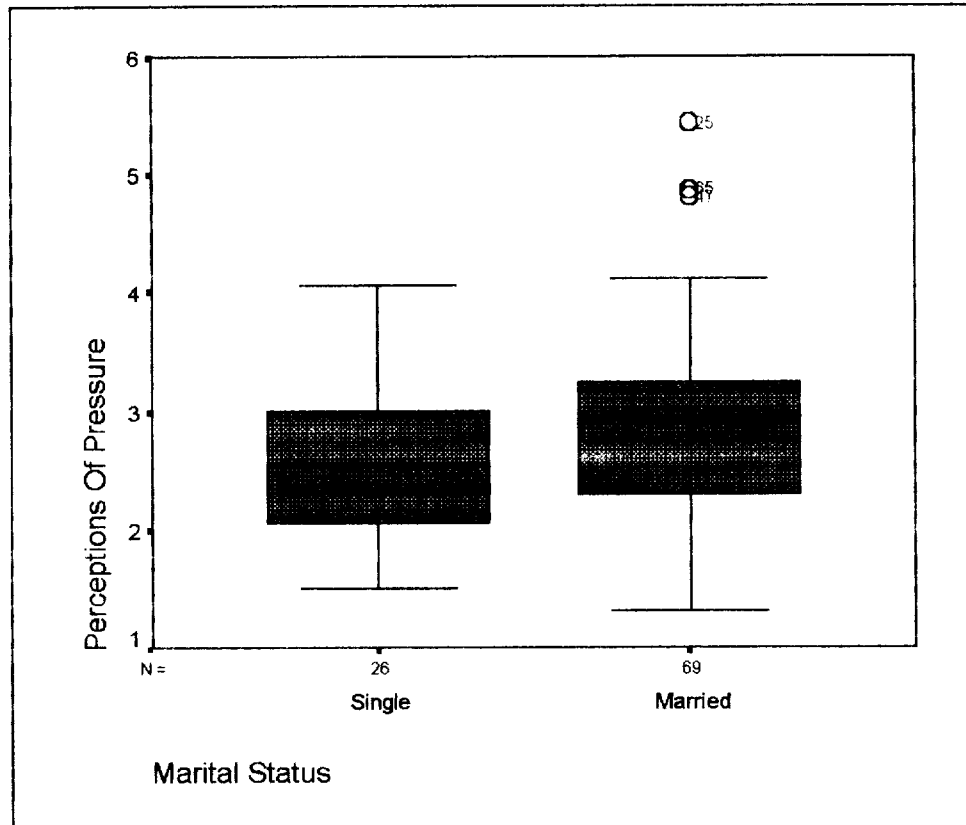
This chapter discusses the findings as shown in Chapter 4 in details. Even though not all the findings are significantly related to the perceptions of pressure, they are all very important in the context of this study.

#### **5.3.1 The relationship between demographic characteristics and the perceived dual role pressures.**

There are nine characteristics studied; age, marital status, marital duration, number of children, age of youngest child, educational background, employment status, working experience and location of workplace.

The results indicate that there are significant relationship between marital status, number of children and working experience to the perceptions of pressure. For marital status, married working women is found to experience higher pressure than single working women. This is clearly shown by The Box Plot in Figure 5.1.

**Figure 5.1 : Relationship Between Marital Status And Perceptions  
Of Pressure**



It seems that for number of children, working women with 3 or more children perceived the highest pressure. However, it is quite surprising to find that married working women without children had shown about relatively the same mean of pressure with those having a big number of children.

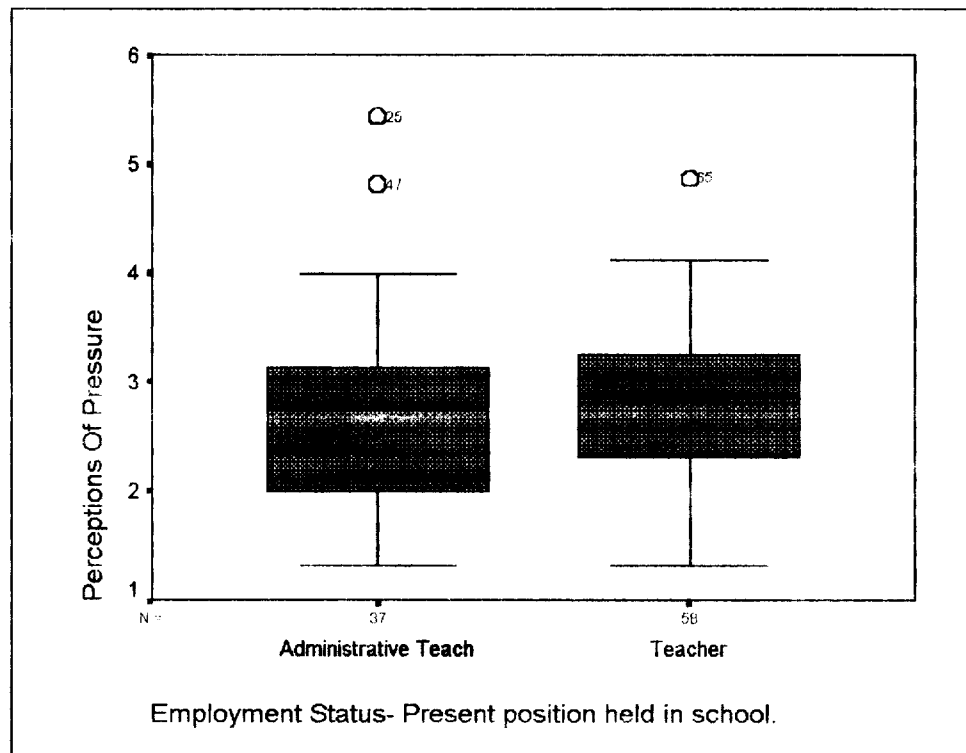
With regards to working experience, there are two categories of women having high perceived pressure; those who are considered new in the teaching field ( ranging from less than 5 years to 10 years working experience ) and those who are considered to be in the teaching field for such a long time ( ranging from 16 years and above working experience ).

While the other six factors; age of respondents, marital duration, age of youngest child, educational background, employment status and location of workplace are not significantly related to the perceptions of pressure. It is very interesting to highlight here that even though the relationship are not significantly sufficient, we could further analyzed them through comparison of means. If the means score is more than 3.00, it is considered as there is a perceived pressure in that category (Appendix 21).

It indicates that some values are comparable for example in terms of age of the respondents. From the comparison, it reflected that working women around the age of 50 years and above did not perceived any pressures from dual roles. In the case of marital duration, newly married working women perceived higher pressures from dual roles compared to those who had been married for more than 5 years.

The other one is on age of youngest child, whereby perceived pressure are experienced by working women who are having preschool-age children ( ranging from 2 to 5 years old ). For educational background, working women with the first degree reflected highest perceptions of pressure. Figure 5.2 reflects the mean for employment status do not indicate so much differences between higher position women and the ordinary level women workers. The educators who are not involved in administrative obligations have slightly higher perceptions of pressure.

**Figure 5.2 : Relationship Between Employment Status And Perceptions Of Pressure**

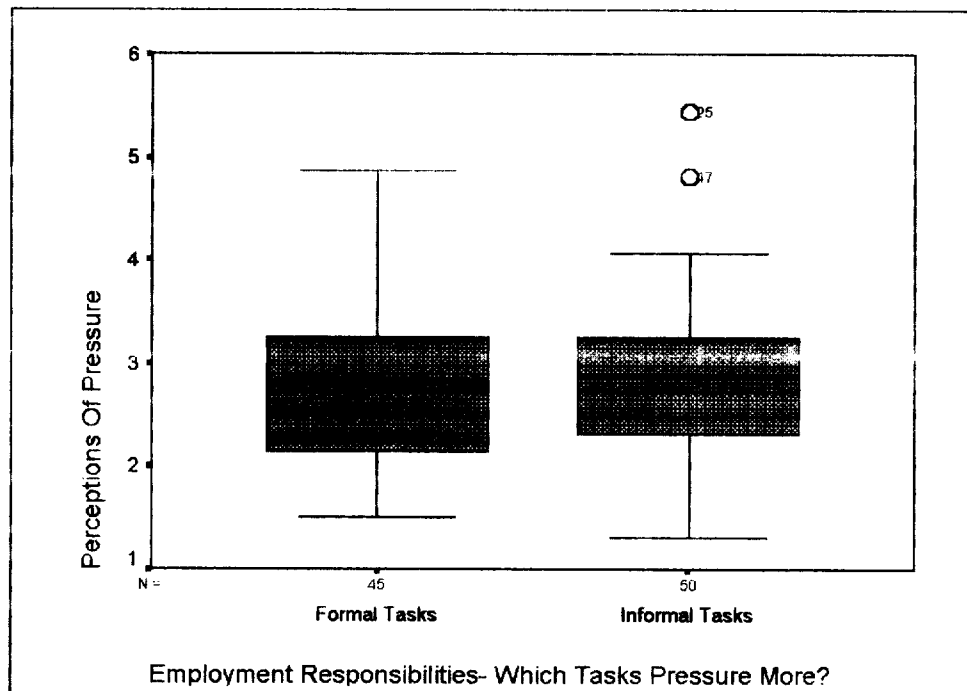


Meanwhile, the location of workplace reflected that rural workplace gave the highest impact on the perceptions of pressure, though the other two are having more or less the same scores.

### 5.3.2 The relationship between responsibilities carried out and the perceived dual role pressures.

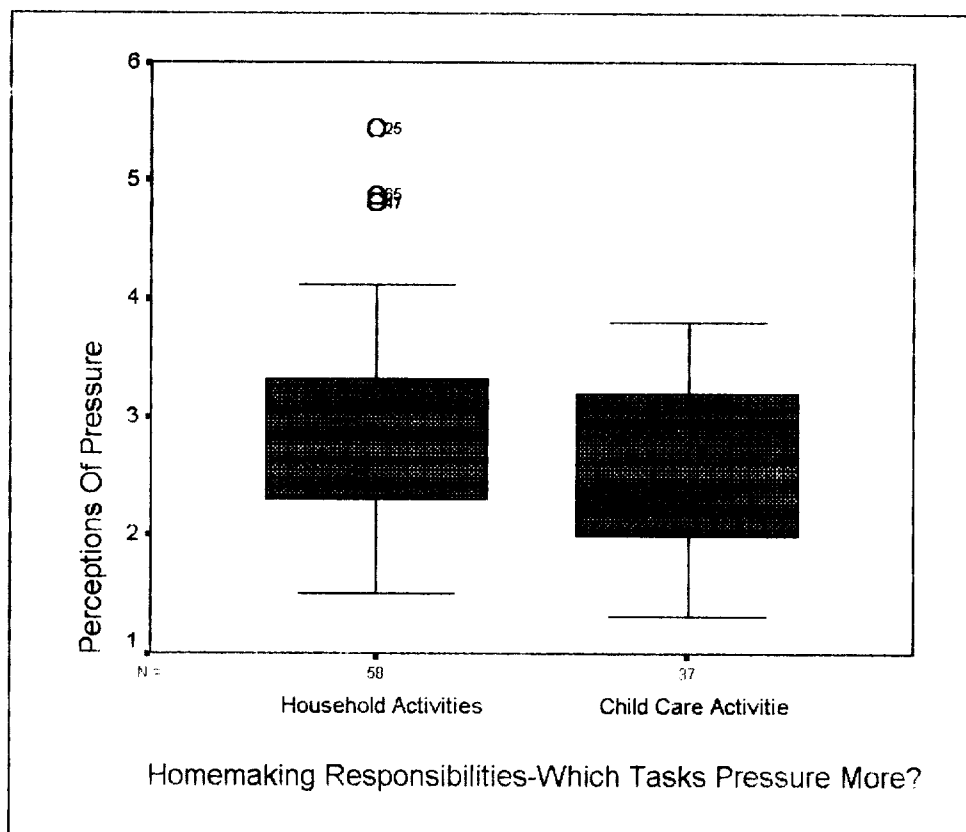
Both dual role responsibilities are also not significantly related to the perceptions of pressure and indicated only a little differences. In the employment responsibility, there is a slightly higher mean in the perceptions of pressure due to informal than formal tasks performed. This is shown clearly in Figure 5.3.

**Figure 5.3 : Relationship Between Employment Responsibilities And Perceptions Of Pressure**



Whereby in homemaking activities, Figure 5.4 indicates about the same results, though the mean of household activities is found to be slightly higher than childcare activities (Appendix 21).

**Figure 5.4 : Relationship Between Homemaking Responsibilities  
And Perceptions Of Pressure**



### 5.3.3 The predictors that influence the perceived dual role pressures.

From this study, it indicates that the four highest predictors respectively are marital status, age of respondents, marital duration and number of children respectively.

## 5.4 Conclusion

From the findings, the researcher concluded this study as follows:

### 5.4.1 Demographic characteristics

Marital status is significantly correlated to perceptions of pressure and married working women experienced perceived pressure more than single working women (Appendix 22).

Working women without children and women with big number of children perceived high level of pressure. As for working experience and the perceptions of dual role pressures, there is a significant relationship which indicates that the older the women workers the lower the perceived pressure.

The other factors investigated do not prove any significant relationships. Those factors are age of respondents, marital duration, age of youngest child, educational background, employment status and location of workplace.

#### **5.4.2 Responsibility**

Both categories studied do not indicate any significant relationship and there are no differences in the perceptions of pressure due to employment responsibilities and homemaking responsibilities carried out by women workers.

#### **5.4.3 Predictors on the perceptions of dual role pressures**

Marital status, age of respondents, marital duration and number of children are the predictors on the perceptions of dual role pressures. Whereby, the dominant factor is marital status.

### **5.5 Discussion**

Some of the demographic characteristics studied; age, marital status, marital duration, number of children, age of youngest child, educational background, employment status, working experience and



location of workplace turned out to be rather supportive to the previous literature reviewed. However, there are some which quite contradicting to the reported findings.

The results indicate that there are significant relationship between marital status, number of children and working experience to the perceptions of pressure. The findings on marital status had supported many previous reports such as Tan (1986), Tiedje & Wortman (1990), S. Hadi (1998) and Field & Bramwell (1998). It is proven by the current trend of working women, who reported as choosing not to be married. They indicated that their status enabled them to give all their attention to their work and seemed to be perfectly happy by being single, away from the burden of dual roles.

As for number of children, this study's findings contradicts Salma (1996), who reported findings that the higher the number of children, the lower subjective stress. Rout, Cooper & Kerslake (1997) also analyzed that mother's mental stress is not resulted from the small or big number of children. However, it confirms Field & Bramwell (1998), that pressures increase as caring responsibilities increase.

The later research indicated that there is significant relationship between working experience and perceived pressures. Therefore this

findings that the longer they served, the lower the perceived pressures had supported the previous research adequately.

The findings on age factor supported Salma (1996), who studied nurses and police personnel that reported; the older the age, the lower subjective stress perceived. This suggests the famous sayings as true, "the older, the wiser". The results go differently to her findings on marital duration; longer duration led to lower pressures. While in this study, longer duration gave the highest mean in the perceptions of pressures.

Another point of discussion that should not be ignored is the fact that, the working women who had been married less than 5 years also reported high mean of perceived pressures relatively. May be there is also such an effect called transitional phase whereby they are in such a situation that being married meant they had to conform to certain different standard of activities which they had never performed before or at least had never seriously got involved before. This findings confirms Salma (1996), that there are employees in the early stages of marriage (family life cycle) who had been identified as the group most likely to face variety of demands from work and family life that led them to experience considerable work-home interference.

The age of youngest child has proven the same results as many previous studies reported by Salma (1996) and Aguirre (1998). However contradicts the results reported by Rout, Cooper & Kerlake (1997). The preschool-aged children are found to have the highest mean in between those children aged 1 year or younger and 6 years or older.

The working women who have first degree perceived pressures compared to diploma holders and master's degree. This may be resulted from the large number of them compared to those who had diploma and master's degree in this study. Previous research by White & Cox (1997) also indirectly implied that educational background did not have significant effect on perceptions of pressure.

It is quite an amazing point here that the different working positions do not have any different results in the perceptions of pressure. Both level reported about the same mean scores showing existence of pressures but not significant enough. However, for those in medical line, general practitioners reported higher stress than specialist consultants related to home-work interface in a study by Swanson, Power & Simpson (1998). Location of workplace effect does not differ among rural, semi-urban and urban area workplace to the perceived pressures. The only difference in pressure reported in Salma (1996) is the distance amount of travelling required.

Pertaining to responsibility factor, household activities reported the highest mean among the formal, informal, household and childcare responsibilities. This rather contradicts the findings by Field & Bramwell (1998) which indicated pressures increased when childcare activities increased.

## **5.6 Implication Of Research**

Clear evidence is provided in this study that married working women experienced significant perceptions of pressure due to the dual roles carried on their shoulders. The implications drawn from the findings of this study should be given appropriate attentions by the government and policy makers in order to ensure appropriate actions being undertaken to release the burden of women workers.

The first implication is regarding the "family policies" which can help women cope with competing demands of work and family. The present rhetoric about the "proper" role of women is kind of disturbing as it has very little grounding in any divine or immutable principles. The burden of "happy family" rests upon women. Aside from allowing the employment of foreign maids, which only benefit upper and middle-class women, no social programs and benefits to ease the plight of lower-income working women.

The question is, should children and housekeeping be the sole responsibility of the women? Extended maternity leave, flexible working and work sharing should be among the important agenda of the government.

There are also voices on asking the government to recognized paternity leave. The last remark sounds quite interesting, but according to a study by Newell (1996), as experienced in Denmark, the government recognized paternity leave whereby fathers have the potential to take paternity leave and parental leave. However, evidence proved that they rarely do and women still spend twice as much time in the home as men.

Apart from that, organizations that hire women workers can play their role in providing in-house or neighbouring childcare centers, introducing flexi-hours system and option to work part-time. It is essential for all parties in the society to re-examines the best adjustments be made on attitude and work conditions. Thus, will allow a better balance between the demands of family life and work life.

The second implication is on the married working women without children who also experienced perceived pressure. This is actually the real evidence on what is happening in the workplace now, that those who do not have children are considered trouble-free. Therefore, there is inequality in

distribution of workloads and end up being under pressures as well as those pressured by dual roles.

The third implication is highlighted by the findings on a wide gap between two categories; a group ranging from less than 5 years to 10 years working experience and another group ranging from 16 years and above working experience. The first group may experience perceived pressures due to lack of experience as they had just started their careers and vigorously persistence and energetic to compete in climbing up the ladder of success while juggling their dual roles. The second group must have been very well fulfilled their crave and had finally found their own ways of coping with perceived pressures.

Another interesting implication is the low level of perceived pressures experienced by women in this study, which supported Tingey & Kiger (1996), may be due to the fact that women do not value household work for the tasks themselves, but for the sense of accomplishment they feel for managing a home well. Homemaking demands is considered as emotional labour that is not associated with perceived stress because women, regardless of employment status, are socialized to view emotion work as primarily the responsibility of women. Thus most working women do not define emotional labour as "work" at all, but rather an activity that they find enjoyable and rewarding as a family member. If this is true, then this is a realm in which

they have control over their lives and are more competent than other family members, they will view it as one of the positive aspects of daily life. Given the current social conditions, it appears that changes in the interpretations of mothering may be an efficient strategy for working women to cope with their roles as mother and worker. Thus it contributes to their beliefs that they are looked upon as "supermoms" and also as "superworkers".

Findings from the present study must be viewed with some caution in term that the working women participated did not represent a random sample of Kedah State educators but, are instead, a purposeful sample of women educators from fully residential schools only. In addition to the similarities identified on the tables presented in Chapter 4, another similarity is the fact that this group of women appeared to be the specially selected educators with high credibility, physically and mentally-fit to cater for specifically highly selected group of students.

A high representation of married women compared to single women in the study may have resulted to such analysis, that can influence the overall findings. However, it could be suggested that these statistics may be an indicator and further evidence of the increased number of married women in the labour force.

## 5.8 Recommendations

The population being studied are women educators teaching in fully residential secondary schools only in Kedah State. It would be interesting if further research would include women educators from all type of schools to see whether the results would be varied or just the same for any typical women educators irrespective of where ever they teach.

In order to ensure full generalization and representation, women educators from primary schools could be included in the population studied. It also can be enriched by taking up samples from other professions either traditionally or nontraditionally associated with women especially the male-dominated professions such as engineering and female police service.

This study focuses on working women in the government sector only. Another interesting focus that might be useful in further study is to compare women workers in private sector and government sector to enhance the variety of findings and generalization.

The location of workplace can also determine the differences in perceptions of pressure. Therefore, future research should take bigger town and city into considerations, either as a focus of study or as comparable factors.



The responsibility variable is dichotomized into 2 categories only, which limit the variety of answers that might exist. The 2 categories are also divided into 2 generalized tasks or activities which might have overlooked the other probable tasks or activities related to employment responsibilities and homemaking responsibilities. The next research should have established some form of guidelines in determining the exact variation of tasks and activities to be included in dual roles.

This study should explore other demographic characteristics such as ethnicity, age at marriage, dual-career family, type of child care arrangement, domestic help arrangement, working condition and income.

Face to face or field interview is recommended due to its efficiency and accuracy of data collection and if there is any doubt faced by the respondents, it can be clarified instantly.

## **5.8 Conclusion Of Research**

In conclusion, this study indicated that there is a significant relationship between some demographic factors; marital status, number of children and working experience women towards the dual role pressures. There are differences existed between different marital status; single and married working women in dual roles perceived pressure. There are no

differences existed between different employment status; top position working women and ordinary women workers in dual roles perceived pressure. Marital status is the main predictor to the perceptions of dual role pressures.

This study had added up new findings and information into the area of women and family studies that should not be passed, unnoticed by related and concerned authority. It leads to more understanding of working women and very helpful in their career planning while juggling their time and energy in coping with dual roles pressure.

The benefits of successfully combining work and family roles are able to improve quality of life and mental health, greater individual contributions to the well-being of society, increase productivity, a wider pool of competent employees, better employee morale and less turnover and lastly a more holistic upbringing for children.

It is also useful for organizations in understanding problems faced by women workers and become a guideline in organizational development planning which should also cater to their needs. This is vital nowadays, as the number of women entering the workforce is increasing every year.

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BAHAGIAN PERANCANGAN DAN PENYELIDIKAN  
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APPENDIX 1

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Tarikh : 14 Julai 1999

Pn. Siti Hajar binti Said,  
15, Batu 18, Jln. Kubor Panjang,  
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KEDAH.

Tuan/Puan,

Kebenaran Untuk Menjalankan Kajian Di Sekolah-Sekolah, Maktab-Maktab  
Perguruan, Jabatan-Jabatan Pendidikan Dan Bahagian-Bahagian Di Bawah  
Kementerian Pendidikan Malaysia

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan  
tuan/puan untuk menjalankan kajian bertajuk:

“The Dual Roles of Working Women”  
telah diluluskan.

2. Kelulusan ini adalah berdasarkan apa yang terkandung di dalam cadangan  
penyelidikan yang tuan/puan kemukakan ke Bahagian ini. Kebenaran bagi  
menggunakan sampel kajian perlu diperolehi daripada Ketua Bahagian/Pengarah  
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laporan kajian tuan/puan setelah ia selesai kelak.

Sekian untuk makluman dan tindakan puan selanjutnya. Terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,

(DR. AMIR BIN MOHD SALLEH)  
b.p. Pengarah,  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan,  
Kementerian Pendidikan Malaysia.

sk.

Pengarah Pendidikan,  
Jabatan Pendidikan Negeri Kedah.

Timbalan Dekan,  
Sekolah Siswazah,  
UUM.



Ruj. Kami : JPK(PPPS) 03-12/9 Jld.5( 43 )  
Tarikh : 25 Julai, 1999



Puan Siti Hajar binti Said,  
No. 15, Batu 18, Jalan Kubor Panjang,  
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Tuan/Puan,

**KEBENARAN BAGI MENJALANKAN KAJIAN  
KE SEKOLAH-SEKOLAH JABATAN-JABATAN DAN  
INSTITUSI-INSTITUSI DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Adalah saya diarah merujuk kepada tuan bertarikh 24 Julai, 1999 serta surat Kementerian Pendidikan Malaysia Ruj. KP (BPPDP) 13/15 Jld.50 (403 ) bertarikh 14 Julai, 1999 mengenai perkara di atas.

2. Schubungan ini, Jabatan Pendidikan Negeri Kedah Darul Aman membenarkan tuan/puan menjalankan kajian tersebut merujuk kepada para 2 surat kementerian, di institusi-institusi berikut :-

- I. Sekolah Menengah Kebangsaan Sultan Abdul Halim, Jitra
- II. Sekolah Menengah Sains Sultan Muhammad Jiwa, Sungai Petani
- III. Sekolah Menengah Sains Pokok Sena

3. Kebenaran ini tertakluk kepada persetujuan Pengetua/Guru Besar sekolah-sekolah berkenaan dan adalah sah sehingga 31 Disember, 1999 sahaja

Sekian, terima kasih.

**'BERKHIDMAT UNTUK NEGARA'**

**'PENDIDIKAN CEMERLANG KEDAH GEMILANG'**

Saya yang menurut perintah,

( CHE OMAR BIN ZAINAL )

Unit Perhubungan, Pendaftaran dan Pendidikan Swasta  
Sektor Pengurusan Sekolah  
b.p. Pengarah Pendidikan Kedah Darul Aman.

- s.k.
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*Sekolah Siswazah*

UUM/SS/T-13/1

26 Julai 1999

### KEPADA SESIAPA YANG BERKENAAN

Adalah disahkan bahawa Siti Hajar bt. Said, no. matrik 80955 adalah pelajar siswazah program Sarjana Sains (Pengurusan) UUM/IAB di Universiti ini.

Beliau perlu mengutip serta mengumpul data/maklumat daripada berbagai sumber yang telah dikenalpasti untuk membolehkan beliau memenuhi keperluan penyediaan Kertas Projek.

Sehubungan itu, kami amat berbesar hati sekiranya pihak tuan/puan dapat memberi kerjasama dan bantuan kepada beliau dalam usaha tersebut. Segala maklumat yang diperolehi daripada soal-selidik ini akan DIRAHSIAKAN.

(PADMINI PILLAI)

b.p. Dekan  
Sekolah Siswazah

s.k. Fail Pelajar

1-3000-ETM



GRADUATE SCHOOL  
UNIVERSITI UTARA MALAYSIA  
SINTOK, KEDAH DARULAMAN

QUESTIONNAIRE : THE DUAL ROLES OF WORKING WOMEN

Kod

**Section I: Demographic Characteristics**

Please tick (✓) the suitable answers that relate to you for the following items.

1. Age

- Below 30 years
- 30-34 years
- 35-40 years
- 41-44 years
- 45-49 years
- 50 years and above

1

2. Marital Status

- Single
- Married

2

3. Marital Duration  Less than 5 years 3   
 5-10 years  
 11-15 years  
 16-20 years  
 20 years and above

4. Number of Children  1 4   
 2  
 3 or more

5. Age of Youngest Child  1 year old or younger 5   
 2-5 years old  
 6 years old or older

6. Educational Background

What is your highest qualifications?

Diploma 6   
 B. A / B.Sc. / B.B.A  
 M.A / M.Sc. / M.B.A

7. Employment Status

Present position held in school

Principal

7

Senior Assistant

Senior Subject Teacher

Head Of Subject Panel

Teacher

8. Working Experience

Less than 5 years

8

5-10 years

11-15 years

16-20 years

20 years and above

9. Location of Workplace

Rural

Semi-Urban

9

Urban

**Section II : Responsibilities**

**10. Employment Responsibilities**

Which tasks pressure you more ?

Formal tasks : tasks which are specifically related to administration or teaching.

10

Informal tasks : tasks which are not specifically related to administration or teaching.

**11. Homemaking Responsibilities**

Which tasks pressure you more ?

Household activities : run errands, prepare meal, wash/iron clothes, emptied garbage etc.

11

Child care activities : monitor child's diet, stop own activity to play with child, correct child's manner, read to child etc.

**Section III : Overload From Dual Role**

For every statement below, please circle (○) the number of your choice, either (1) very definitely disagree, (2) very disagree, (3) disagree, (4) agree, (5) very agree and (6) very definitely agree.

|                                                                                                  | very definitely<br>disagree |   |   |   |   |   | very definitely<br>agree |                             |
|--------------------------------------------------------------------------------------------------|-----------------------------|---|---|---|---|---|--------------------------|-----------------------------|
| a) I never have time for my own priorities.                                                      | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 12 <input type="checkbox"/> |
| b) I am so busy that I am unable to make plans for the future.                                   | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 13 <input type="checkbox"/> |
| c) I often have no time to take on anything else in my life, even the things I would like to do. | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 14 <input type="checkbox"/> |
| d) My social life suffers because I have too much to do.                                         | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 15 <input type="checkbox"/> |
| e) I can never find the time to do anything thoroughly.                                          | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 16 <input type="checkbox"/> |
| f) I sometimes feel too tired to carry out relatively simple tasks.                              | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 17 <input type="checkbox"/> |
| g) I feel unclear about my priorities in life.                                                   | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 18 <input type="checkbox"/> |
| h) I cannot balance my home and work responsibilities.                                           | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 19 <input type="checkbox"/> |

|                                                                | very definitely<br>disagree |   |   |   |   |   | very definitely<br>agree |                             |
|----------------------------------------------------------------|-----------------------------|---|---|---|---|---|--------------------------|-----------------------------|
| i)I often feel as though I have not accomplished anything.     | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 20 <input type="checkbox"/> |
| j)I have no time to relax when I come home from work.          | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 21 <input type="checkbox"/> |
| k)There is always someone making demands on my time.           | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 22 <input type="checkbox"/> |
| l)No-one ever listens when I talk about my problems.           | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 23 <input type="checkbox"/> |
| m)I cannot get away from problems at home whilst I am at work. | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 24 <input type="checkbox"/> |
| n)When I am at home I wish I was at work and vice versa.       | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 25 <input type="checkbox"/> |
| o)I am undervalued by my family.                               | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 26 <input type="checkbox"/> |
| p)I cannot say "no" to anyone who wants my help.               | 1                           | 2 | 3 | 4 | 5 | 6 |                          | 27 <input type="checkbox"/> |

**Section IV : Attitudes Towards Dual Role**

For every statement below, please circle (○) the number of your choice, either (1) very definitely disagree, (2) very disagree, (3) disagree, (4) agree, (5) very agree and (6) very definitely agree.

|                                                                       | very definitely<br>disagree | 1 | 2 | 3 | 4 | 5 | 6 | very definitely<br>agree |                             |
|-----------------------------------------------------------------------|-----------------------------|---|---|---|---|---|---|--------------------------|-----------------------------|
| a)My family's health problems are<br>my responsibilities.             |                             | 1 | 2 | 3 | 4 | 5 | 6 |                          | 28 <input type="checkbox"/> |
| b)I have two jobs, i.e. working at<br>the school and running a home.  |                             | 1 | 2 | 3 | 4 | 5 | 6 |                          | 29 <input type="checkbox"/> |
| c)I feel guilty about coming to work<br>if there is a crisis at home. |                             | 1 | 2 | 3 | 4 | 5 | 6 |                          | 30 <input type="checkbox"/> |
| d)My spouse/family do not consider<br>my work to be important.        |                             | 1 | 2 | 3 | 4 | 5 | 6 |                          | 31 <input type="checkbox"/> |

THANK YOU FOR YOUR COOPERATION

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**SOAL SELIDIK : DWI-PERANAN WANITA YANG BEKERJA**

Kod

Tahniah kerana telah terpilih untuk menyertai penyelidikan ini. Tujuan soal selidik ini adalah untuk mendapatkan tanggapan umum guru wanita terhadap kehidupan dwi-peranan dan faktor yang berkait dengan tekanan dwi-peranan. Sila beri jawapan anda dengan ikhlas. Maklumat yang dikumpulkan adalah sangat penting dan berguna bagi anda dan profesion anda. Maklumat akan diproses secara kumpulan dan maklumat peribadi anda akan dirahsiakan.

**Bahagian I : Maklumat Diri**

Anda diminta menjawab soalan-soalan berikut dengan jujur dan tandakan (✓) pada pilihan yang berkaitan dengan diri anda pada kotak yang disediakan .

1. Umur

- Bawah 30 tahun
- 30-34 tahun
- 35-40 tahun
- 41-44 tahun
- 45-49 tahun
- 50 tahun dan ke atas

1



2. Taraf Perkahwinan

Bujang

2

Berkahwin

3. Jangkamasa Perkahwinan

Kurang dari 5 tahun

3

5-10 tahun

11-15 tahun

16-20 tahun

20 tahun dan ke atas

4. Bilangan Anak

1

4

2

3 atau lebih

5. Umur Anak Yang Bungsu  1 tahun atau kurang

5

2-5 tahun

6 tahun atau lebih

6. Latarbelakang Pendidikan

Tandakan kelulusan yang tertinggi.

Diploma

6

B.A / B.Sc. / B.B.A

M.A / M.Sc. / M.B.A

## 7. Taraf Pekerjaan

Tandakan jawatan anda di sekolah sekarang.

Pengetua

7

Penolong Kanan

Guru Kanan Matapelajaran

Ketua Panitia Matapelajaran

Guru

## 8. Pengalaman Bekerja

Kurang dari 5 tahun

8

5-10 tahun

11-15 tahun

16-20 tahun

20 tahun dan ke atas

## 9. Lokasi Tempat Kerja

Desa

Desa-Bandar

Bandar

9

## Bahagian II : Tanggungjawab

### 10. Tanggungjawab Pekerjaan

Tandakan tugas-tugas yang lebih memberi tekanan.

Tugas-tugas Formal : tugas-tugas yang secara khusus berkaitan dengan pentadbiran atau mengajar.

10

Tugas-tugas Tidak Formal : tugas-tugas selain dari tugas-tugas secara khusus berkaitan dengan pentadbiran atau mengajar.

## 11. Tanggungjawab Rumahtangga

Tandakan tugas-tugas yang lebih memberi tekanan.

- Aktiviti-aktiviti Kerjarumah : merancang menu, menyediakan makanan, mencuci/menggosok pakaian dan membuang sampah.
- Aktiviti-aktiviti Menjaga Anak : mengawasi pemakanan anak, bermain dengan anak, membetulkan tingkahlaku anak dan membaca untuk anak.

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### Bahagian III : Bebanan Dari Dwi-Peranan

Bagi setiap pernyataan yang diberikan di bawah sila bulatkan (○) SATU nombor pilihan anda di sebelah kanannya, samada anda

- (1) amat sangat tidak setuju,
- (2) sangat tidak setuju,
- (3) tidak setuju,
- (4) setuju,
- (5) sangat setuju dan
- (6) amat sangat setuju.

| Amat Sangat<br>Tidak Setuju | Amat Sangat<br>Setuju |
|-----------------------------|-----------------------|
|-----------------------------|-----------------------|

a) Saya tidak pernah ada masa  
untuk keutamaan diri sendiri.

1 2 3 4 5 6

12

|                                                                                                                        | Amat Sangat<br>Tidak Setuju |   |   | Amat Sangat<br>Setuju |   |   |                             |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------|---|---|-----------------------|---|---|-----------------------------|
| b) Saya amat sibuk sehingga tidak mampu merancang untuk masa hadapan.                                                  | 1                           | 2 | 3 | 4                     | 5 | 6 | 13 <input type="checkbox"/> |
| c) Saya sering kali tidak ada masa untuk perkara lain dalam hidup, meskipun sesuatu yang ingin saya lakukan.           | 1                           | 2 | 3 | 4                     | 5 | 6 | 14 <input type="checkbox"/> |
| d) Kehidupan sosial saya kurang kerana saya ada terlalu banyak perkara untuk dilakukan.                                | 1                           | 2 | 3 | 4                     | 5 | 6 | 15 <input type="checkbox"/> |
| e) Saya tidak pernah ada masa untuk melakukan sesuatu secara terperinci.                                               | 1                           | 2 | 3 | 4                     | 5 | 6 | 16 <input type="checkbox"/> |
| f) Kadang-kadang saya merasa terlalu letih untuk melakukan sesuatu tugas walaupun yang secara relatifnya sangat mudah. | 1                           | 2 | 3 | 4                     | 5 | 6 | 17 <input type="checkbox"/> |
| g) Saya tidak jelas tentang keutamaan dalam hidup.                                                                     | 1                           | 2 | 3 | 4                     | 5 | 6 | 18 <input type="checkbox"/> |
| h) Saya tidak boleh seimbangkan tanggungjawab rumah dan kerja.                                                         | 1                           | 2 | 3 | 4                     | 5 | 6 | 19 <input type="checkbox"/> |
| i) Saya sering kali merasa seolah-olah tidak pernah mencapai apa-apa.                                                  | 1                           | 2 | 3 | 4                     | 5 | 6 | 20 <input type="checkbox"/> |

|                                                                                   | Amat Sangat<br>Tidak Setuju |   |   | Amat Sangat<br>Setuju |   |   |                             |
|-----------------------------------------------------------------------------------|-----------------------------|---|---|-----------------------|---|---|-----------------------------|
| j) Saya tiada masa untuk relaks apabila pulang dari kerja.                        | 1                           | 2 | 3 | 4                     | 5 | 6 | 21 <input type="checkbox"/> |
| k) Sentiasa sahaja ada seseorang yang memerlukan perhatian dan masa saya.         | 1                           | 2 | 3 | 4                     | 5 | 6 | 22 <input type="checkbox"/> |
| l) Tiada seorang pun yang mendengar bila saya bercakap tentang masalah saya.      | 1                           | 2 | 3 | 4                     | 5 | 6 | 23 <input type="checkbox"/> |
| m) Saya tidak boleh melupakan masalah di rumah semasa sedang bekerja.             | 1                           | 2 | 3 | 4                     | 5 | 6 | 24 <input type="checkbox"/> |
| n) Bila saya berada di rumah saya ingin berada di tempat kerja dan sebaliknya.    | 1                           | 2 | 3 | 4                     | 5 | 6 | 25 <input type="checkbox"/> |
| o) Saya tidak dihargai oleh keluarga saya.                                        | 1                           | 2 | 3 | 4                     | 5 | 6 | 26 <input type="checkbox"/> |
| p) Saya tidak boleh berkata "tidak" kepada sesiapa yang mahukan pertolongan saya. | 1                           | 2 | 3 | 4                     | 5 | 6 | 27 <input type="checkbox"/> |

Bahagian IV : Sikap Terhadap Dwi-Peranan

Bagi setiap pernyataan yang diberikan di bawah sila bulatkan (○) SATU nombor pilihan anda di sebelah kanannya, samada anda

- (1) amat sangat tidak setuju,
- (2) sangat tidak setuju,
- (3) tidak setuju, (4) setuju,
- (5) sangat setuju dan
- (6) amat sangat setuju.

|                                                                                              | Amat Sangat<br>Tidak Setuju |   |   | Amat Sangat<br>Setuju |   |   |                             |
|----------------------------------------------------------------------------------------------|-----------------------------|---|---|-----------------------|---|---|-----------------------------|
| a) Masalah kesihatan keluarga saya<br>adalah tanggungjawab saya.                             | 1                           | 2 | 3 | 4                     | 5 | 6 | 28 <input type="checkbox"/> |
| b) Saya mempunyai dua pekerjaan, i.e.<br>bekerja di sekolah dan menguruskan<br>rumah tangga. | 1                           | 2 | 3 | 4                     | 5 | 6 | 29 <input type="checkbox"/> |
| c) Saya merasa serbasalah untuk datang<br>bekerja sekiranya terdapat krisis<br>di rumah.     | 1                           | 2 | 3 | 4                     | 5 | 6 | 30 <input type="checkbox"/> |
| d) Suami/keluarga saya tidak rasa yang<br>pekerjaan saya adalah penting.                     | 1                           | 2 | 3 | 4                     | 5 | 6 | 31 <input type="checkbox"/> |

TERIMA KASIH DI ATAS KERJASAMA ANDA

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APPENDIX 6

RELIABILITY ANALYSIS - SCALE (ALPHA)

PILOT TEST

Item-total Statistics

|     | Scale<br>Mean<br>if Item<br>Deleted | Scale<br>Variance<br>if Item<br>Deleted | Corrected<br>Item-<br>Total<br>Correlation | Alpha<br>if Item<br>Deleted |
|-----|-------------------------------------|-----------------------------------------|--------------------------------------------|-----------------------------|
| S12 | 39.3659                             | 134.9378                                | .7191                                      | .9003                       |
| S13 | 39.4878                             | 139.3061                                | .5916                                      | .9047                       |
| S14 | 39.2927                             | 132.1622                                | .8006                                      | .8973                       |
| S15 | 38.8537                             | 138.4280                                | .5726                                      | .9055                       |
| S16 | 39.1463                             | 135.7280                                | .6958                                      | .9011                       |
| S17 | 38.3659                             | 140.8878                                | .5507                                      | .9060                       |
| S18 | 39.7317                             | 136.5512                                | .6777                                      | .9018                       |
| S19 | 39.5610                             | 140.2024                                | .6198                                      | .9039                       |
| S20 | 39.5854                             | 140.7488                                | .6592                                      | .9030                       |
| S21 | 38.9268                             | 138.1695                                | .6486                                      | .9028                       |
| S23 | 39.4390                             | 142.7024                                | .5622                                      | .9056                       |
| S24 | 39.4634                             | 140.0549                                | .5878                                      | .9048                       |
| S25 | 39.9512                             | 146.9476                                | .3874                                      | .9106                       |
| S26 | 40.3659                             | 145.8878                                | .5438                                      | .9065                       |
| S30 | 38.9268                             | 140.1195                                | .4840                                      | .9090                       |
| S31 | 39.9024                             | 146.2402                                | .3969                                      | .9104                       |

Reliability Coefficients

N of Cases = 41.0

N of Items = 16

Alpha = .9101

## APPENDIX 7

### RELIABILITY ANALYSIS - SCALE (ALPHA)

#### FULL SCALE STUDY

##### Item-total Statistics

|     | Scale<br>Mean<br>if Item<br>Deleted | Scale<br>Variance<br>if Item<br>Deleted | Corrected<br>Item-<br>Total<br>Correlation | Alpha<br>if Item<br>Deleted |
|-----|-------------------------------------|-----------------------------------------|--------------------------------------------|-----------------------------|
| S12 | 58.8105                             | 163.9850                                | .6892                                      | .8963                       |
| S13 | 58.9789                             | 161.9357                                | .7414                                      | .8947                       |
| S14 | 58.6632                             | 159.7151                                | .7783                                      | .8934                       |
| S15 | 58.3684                             | 165.4054                                | .6243                                      | .8982                       |
| S16 | 58.8947                             | 164.0739                                | .7727                                      | .8945                       |
| S17 | 58.0842                             | 170.5460                                | .5352                                      | .9007                       |
| S18 | 59.3895                             | 167.1339                                | .5975                                      | .8990                       |
| S19 | 59.2000                             | 166.9702                                | .7357                                      | .8960                       |
| S20 | 59.0947                             | 167.1505                                | .6110                                      | .8986                       |
| S21 | 58.5368                             | 166.7832                                | .6521                                      | .8976                       |
| S22 | 57.8632                             | 179.2470                                | .2451                                      | .9075                       |
| S23 | 59.1684                             | 168.7373                                | .6669                                      | .8977                       |
| S24 | 59.0211                             | 170.8506                                | .6078                                      | .8992                       |
| S25 | 59.1789                             | 169.9144                                | .5623                                      | .9000                       |
| S26 | 59.9579                             | 172.6791                                | .5313                                      | .9009                       |
| S27 | 58.2526                             | 177.3398                                | .2758                                      | .9074                       |
| S28 | 56.9368                             | 187.4641                                | -.0399                                     | .9130                       |
| S29 | 57.0211                             | 179.1698                                | .2092                                      | .9092                       |
| S30 | 58.5684                             | 172.2267                                | .4060                                      | .9044                       |
| S31 | 59.6105                             | 167.2403                                | .6086                                      | .8987                       |

##### Reliability Coefficients

N of Cases = 95.0

N of Items = 20

Alpha = .9050



| Descriptive Statistics                                                                        |    |         |         |        |                |
|-----------------------------------------------------------------------------------------------|----|---------|---------|--------|----------------|
|                                                                                               | N  | Minimum | Maximum | Mean   | Std. Deviation |
| PRESSURE<br>Perceptions Of<br>Pressure                                                        | 95 | 1.65    | 5.45    | 3.9116 | .6844          |
| AGE Age Of<br>Respondents                                                                     | 95 | 1.00    | 6.00    | 2.3158 | 1.1874         |
| MSTATUS<br>Marital Status Of<br>Respondents                                                   | 95 | 1.00    | 2.00    | 1.7263 | .4482          |
| MDURATION<br>Marital Duration<br>Of Respondents                                               | 69 | 1.00    | 5.00    | 2.3333 | 1.2327         |
| NCHILD<br>Number Of<br>Children Of<br>Respondents                                             | 60 | 1.00    | 3.00    | 2.4167 | .7874          |
| AYCHILD Age Of<br>Youngest Child<br>Of Respondents                                            | 60 | 1.00    | 3.00    | 1.8333 | .7170          |
| EDGROUND<br>Educational<br>Background-The<br>Highest<br>Qualification.                        | 95 | 1.00    | 3.00    | 1.9474 | .3959          |
| EMPSTAT<br>Employment<br>Status Of<br>Respondents -<br>Present<br>Position Held In<br>School. | 95 | 1.00    | 2.00    | 1.6105 | .4902          |
| WORKEXP<br>Working<br>Experience Of<br>Respondents                                            | 95 | 1.00    | 5.00    | 2.1789 | 1.1202         |
| LOCWORK<br>Location Of<br>Workplace Of<br>Respondents                                         | 95 | 1.00    | 3.00    | 1.9368 | .8097          |
| EMPRES<br>Perceived<br>Employment<br>Responsibility<br>That Gives More<br>Pressures           | 95 | 1.00    | 2.00    | 1.5263 | .5020          |
| HOMERESP<br>Perceived<br>Homemaking<br>Responsibility<br>That Gives More<br>Pressures         | 95 | 1.00    | 2.00    | 1.3895 | .4902          |
| Valid N (listwise)                                                                            | 60 |         |         |        |                |

Hypothesis 1

H01.1 : There is no significant relationship between age and the perceptions of pressure.

Chi-SquareTest

| (oi) | Pressure |     |       |
|------|----------|-----|-------|
| Age  | 1~4      | 4~6 | Total |
| 1    | 16       | 11  | 27    |
| 2    | 19       | 11  | 30    |
| 3~6  | 22       | 16  | 38    |
|      | 57       | 38  | 95    |

| (ei) | Pressure |      |       |
|------|----------|------|-------|
| Age  | 1~4      | 4~6  | Total |
| 1    | 16.2     | 10.8 | 27    |
| 2    | 18       | 12   | 30    |
| 3~6  | 22.8     | 15.2 | 38    |
|      | 57       | 38   | 95    |

Chi-Square: 0.89797  
 Chi-Inv: 0.215237

p value > 0.05, therefore, fail to reject Ho.

Result : There is no significant relationship between age and the perceptions of pressure.

Hypothesis 1

HO1.2 : There will be no differences in the perceptions of pressure between single working women and married working women.

F-Test Two-Sample for Variances

|                     | <i>Single</i> | <i>Married</i> |
|---------------------|---------------|----------------|
| Mean                | 4.167308      | 3.815217       |
| Variance            | 0.290388      | 0.506272       |
| Observations        | 26            | 69             |
| df                  | 25            | 68             |
| F                   | 0.573581      |                |
| P(F<=f) one-tail    | 0.061326      |                |
| F Critical one-tail | 0.55264       |                |

0.025 < p value < 0.975

t-Test: Two-Sample Assuming Equal Variances

|                              | <i>Single</i> | <i>Married</i> |
|------------------------------|---------------|----------------|
| Mean                         | 4.167308      | 3.815217       |
| Variance                     | 0.290388      | 0.506272       |
| Observations                 | 26            | 69             |
| Pooled Variance              | 0.448239      |                |
| Hypothesized Mean Difference | 0             |                |
| df                           | 93            |                |
| t Stat                       | 2.285328      |                |
| P(T<=t) one-tail             | 0.012283      |                |
| t Critical one-tail          | 1.661404      |                |
| P(T<=t) two-tail             | 0.024566      |                |
| t Critical two-tail          | 1.9858        |                |

p value < 0.05, therefore, reject Ho.

Result : Based on one-tail and two-tail T-Test, p value < 0.05, reject Ho.  
There is a differences in the perceptions of pressure between single working women and married working women.

Hypothesis 1

HO1.3 : There is no significant relationship between marital duration and the perceptions of pressure.

| DurMar | Pressure |     |     |     |     | Total |
|--------|----------|-----|-----|-----|-----|-------|
|        | 1~2      | 2~3 | 3~4 | 4~5 | 5~6 |       |
| 1      | 0        | 2   | 15  | 3   | 0   | 20    |
| 2      | 1        | 2   | 10  | 8   | 2   | 23    |
| 3      | 0        | 2   | 10  | 3   | 1   | 16    |
| 4      | 0        | 0   | 2   | 1   | 0   | 3     |
| 5      | 0        | 1   | 2   | 4   | 0   | 7     |
| Total  | 2        | 5   | 39  | 19  | 6   | 69    |

| (oi)    | Pressure |     |     |       |
|---------|----------|-----|-----|-------|
| DurMar  |          | 2~4 | 4~6 | Total |
| 1&2     |          | 30  | 13  | 43    |
| 3,4 & 5 |          | 17  | 9   | 26    |
| Total   |          | 47  | 22  | 69    |

| (ei)    | Pressure |          |          | Total |
|---------|----------|----------|----------|-------|
| DurMar  |          | 3~4      | 4~6      |       |
| 1&2     |          | 29.28986 | 13.71014 | 43    |
| 3,4 & 5 |          | 17.71014 | 8.289855 | 26    |
| Total   |          | 39       | 22       | 69    |

Chitest        0.705012  
 Chiinv        0.143311

p value > 0.05, therefore, fail to reject Ho.

Result :        There is no significant relationship between marital duration and the perceptions of pressure.

Hypothesis 1

Ho1.4 : There is no significant relationship between number of children and perceptions of pressure.

|                |   | Pressure |     |     |     |     | Total |
|----------------|---|----------|-----|-----|-----|-----|-------|
|                |   | 1~2      | 2~3 | 3~4 | 4~5 | 5~6 |       |
| No Of Children | 0 | 2        | 5   | 1   | 1   | 0   | 9     |
|                | 1 | 0        | 2   | 8   | 1   | 0   | 11    |
|                | 2 | 0        | 1   | 5   | 4   | 3   | 13    |
|                | 3 | 1        | 3   | 21  | 11  | 0   | 36    |
| Total          |   | 3        | 11  | 35  | 17  | 3   | 69    |

| No Of Children | Pressure |     |     | Total |
|----------------|----------|-----|-----|-------|
|                | 1~3      | 3~4 | 4~6 |       |
| 0~1            | 9        | 9   | 2   | 20    |
| 2~3            | 5        | 26  | 18  | 49    |
| Total          | 14       | 35  | 20  | 69    |

| No Of Children | Pressure |          |          | Total |
|----------------|----------|----------|----------|-------|
|                | 1~3      | 3~4      | 4~6      |       |
| 0~1            | 4.057971 | 10.14493 | 5.797101 | 20    |
| 2~3            | 9.942029 | 24.85507 | 14.2029  | 49    |
| Total          | 14       | 35       | 20       | 69    |

Chi-test : 0.002289

Chi-inv : 12.15925

p value < 0.05, therefore, reject Ho.

Result : There is a significant relationship between number of children and perceptions of pressure.

Hypothesis 1

Ho1.5 : There is no significant relationship between age of youngest child and the perceptions of pressure.

| Age of youngest child | Pressure |     |     | Total |
|-----------------------|----------|-----|-----|-------|
|                       | 1~2      | 2~3 | 3~6 |       |
| 1                     | 3        | 9   | 9   | 21    |
| 2                     | 6        | 8   | 14  | 28    |
| 3                     | 3        | 5   | 3   | 11    |
| Total                 | 12       | 22  | 26  | 60    |

| Age of youngest child | Pressure |     | Total |
|-----------------------|----------|-----|-------|
|                       | 1~3      | 3~6 |       |
| 1                     | 12       | 9   | 21    |
| 2~3                   | 22       | 17  | 39    |
| Total                 | 34       | 26  | 60    |

| Age of youngest child | Pressure |      | Total |
|-----------------------|----------|------|-------|
|                       | 1~3      | 3~6  |       |
| 1                     | 11.9     | 9.1  | 21    |
| 2~3                   | 22.1     | 16.9 | 39    |
| Total                 | 34       | 26   | 60    |

Chi-test : 0.95644

Chi-inv : 0.002983

p value > 0.05, therefore, fail to reject Ho.

Result : There is no significant relationship between age of youngest child and the perceptions of pressure.

Hypothesis 1

Ho1.6 : There is no significant relationship between educational background and the perceptions of pressure.

| (oi)                |       | Pressure |     |       |
|---------------------|-------|----------|-----|-------|
| Educational bground |       | 1~3      | 3~6 | Total |
| 1                   | 2~3   | 6        | 8   | 14    |
|                     | Total | 55       | 26  | 81    |
|                     |       | 61       | 34  | 95    |

| (ei)                |       | Pressure |          |       |
|---------------------|-------|----------|----------|-------|
| Educational bground |       | 2~3      | 3~6      | Total |
| 1                   | 2~3   | 8.989474 | 5.010526 | 14    |
|                     | Total | 52.01053 | 28.98947 | 81    |
|                     |       | 61       | 34       | 95    |

Chi-test : 0.07108

Chi-inv : 3.257905

p value > 0.05, therefore fail to reject Ho.

Result : There is no significant relationship between educational background and the perceptions of pressure.

## Hypothesis 1

Ho1.7 : There will be no differences in the perceptions of pressure between the top position women and the ordinary women workers.

## F-Test Two-Sample for Variances

|                     | <i>Administrator</i> | <i>Teacher</i> |
|---------------------|----------------------|----------------|
| Mean                | 2.720540541          | 2.849483       |
| Variance            | 0.8403497            | 0.530458       |
| Observations        | 37                   | 58             |
| df                  | 36                   | 57             |
| F                   | 1.584197614          |                |
| P(F<=f) one-tail    | 0.059081775          |                |
| F Critical one-tail | 1.623291723          |                |

## t-Test: Two-Sample Assuming Equal Variances

|                              | <i>Administrator</i> | <i>Teacher</i> |
|------------------------------|----------------------|----------------|
| Mean                         | 2.720540541          | 2.849483       |
| Variance                     | 0.8403497            | 0.530458       |
| Observations                 | 37                   | 58             |
| Pooled Variance              | 0.650415846          |                |
| Hypothesized Mean Difference | 0                    |                |
| df                           | 93                   |                |
| t Stat                       | -0.759893337         |                |
| P(T<=t) one-tail             | 0.224620198          |                |
| t Critical one-tail          | 1.66140353           |                |
| P(T<=t) two-tail             | 0.449240395          |                |
| t Critical two-tail          | 1.985799827          |                |

p value > 0.05, therefore accept Ho.

Result : Based on one-tail and two-tail T-Test, p value > 0.05, accept Ho. There is no differences in the perceptions of pressure between the top position women and the ordinary women workers.



Hypothesis 1

Ho1.8 : There is no significant relationship between working experience and the perceptions of pressure.

| (oi)    | Pressure |     |     |       |
|---------|----------|-----|-----|-------|
| workexp | 1~2      | 2~3 | 3~6 | Total |
| 1       | 2        | 19  | 10  | 31    |
| 2       | 8        | 10  | 14  | 32    |
| 3       | 7        | 9   | 16  | 32    |
| Total   | 17       | 38  | 40  | 95    |

| (ei)    | Pressure |      |          |       |
|---------|----------|------|----------|-------|
| workexp | 1~2      | 2~3  | 3~6      | Total |
| 1       | 5.547368 | 12.4 | 13.05263 | 31    |
| 2       | 5.726316 | 12.8 | 13.47368 | 32    |
| 3       | 5.726316 | 12.8 | 13.47368 | 32    |
| Total   | 17       | 38   | 40       | 95    |

Chi-test : 0.041863

Chi-inv : 9.916202

p value < 0.05, therefore reject Ho.

Result : There is a significant relationship between working experience and the perceptions of pressure.

## APPENDIX 17

### Hypothesis 1

Ho1.9 : There is no significant relationship between location of workplace and the perceptions of pressure.

| (oi)       | Pressure |     |     |       |
|------------|----------|-----|-----|-------|
| Locworkpic | 1~2      | 2~3 | 3~6 | Total |
| 1          | 3        | 17  | 14  | 34    |
| 2          | 7        | 14  | 12  | 33    |
| 3          | 10       | 10  | 8   | 28    |
| Total      | 20       | 41  | 34  | 95    |

| (ei)       | Pressure |          |          |       |
|------------|----------|----------|----------|-------|
| Locworkpic | 1~2      | 2~3      | 3~6      | Total |
| 1          | 7.157895 | 14.67368 | 12.16842 | 34    |
| 2          | 6.947368 | 14.24211 | 11.81053 | 33    |
| 3          | 5.894737 | 12.08421 | 10.02105 | 28    |
| Total      | 20       | 41       | 34       | 95    |

Chi-test : 0.153005

Chi-inv : 6.693398

p value > 0.05, therefore fail to reject Ho.

Result : There is no significant relationship between location of workplace and the perceptions of pressure.

Hypothesis 2

Ho2.1 : There is no differences in the perceptions of pressure due to the employment responsibilities carried out by women workers.

F-Test Two-Sample for Variances

|                     | <i>Variable 1</i> | <i>Variable 2</i> |
|---------------------|-------------------|-------------------|
| Mean                | 2.766444444       | 2.8288            |
| Variance            | 0.61742798        | 0.68582302        |
| Observations        | 45                | 50                |
| df                  | 44                | 49                |
| F                   | 0.900273046       |                   |
| P(F<=f) one-tail    | 0.363145311       |                   |
| F Critical one-tail | 0.611506401       |                   |

t-Test: Two-Sample Assuming Equal Variances

|                              | <i>Formal Tasks</i> | <i>Informal Tasks</i> |
|------------------------------|---------------------|-----------------------|
| Mean                         | 2.766444444         | 2.8288                |
| Variance                     | 0.61742798          | 0.68582302            |
| Observations                 | 45                  | 50                    |
| Pooled Variance              | 0.653464076         |                       |
| Hypothesized Mean Difference | 0                   |                       |
| df                           | 93                  |                       |
| t Stat                       | -0.375399552        |                       |
| P(T<=t) one-tail             | 0.354109089         |                       |
| t Critical one-tail          | 1.66140353          |                       |
| P(T<=t) two-tail             | 0.708218178         |                       |
| t Critical two-tail          | 1.985799827         |                       |

p value > 0.05, therefore accept Ho.

Result : Based on one-tail and two-tail T-Test , p value > 0.05, accept Ho. There is no differences in the perceptions of pressure due to the employment responsibilities carried out by women workers.

## Hypothesis 2

Ho2.2 : There is no differences in the perceptions of pressure due to the homemaking responsibilities carried out by women workers.

## F-Test Two-Sample for Variances

|                     | <i>Variable 1</i> | <i>Variable 2</i> |
|---------------------|-------------------|-------------------|
| Mean                | 2.8837931         | 2.6667568         |
| Variance            | 0.72844852        | 0.5077392         |
| Observations        | 58                | 37                |
| df                  | 57                | 36                |
| F                   | 1.43469036        |                   |
| P(F<=f) one-tail    | 0.12491762        |                   |
| F Critical one-tail | 1.67728231        |                   |

## t-Test: Two-Sample Assuming Equal Variances

|                              | <i>Variable 1</i> | <i>Variable 2</i> |
|------------------------------|-------------------|-------------------|
| Mean                         | 2.8837931         | 2.6667568         |
| Variance                     | 0.72844852        | 0.5077392         |
| Observations                 | 58                | 37                |
| Pooled Variance              | 0.64301265        |                   |
| Hypothesized Mean Difference | 0                 |                   |
| df                           | 93                |                   |
| t Stat                       | 1.28639922        |                   |
| P(T<=t) one-tail             | 0.1007485         |                   |
| t Critical one-tail          | 1.66140353        |                   |
| P(T<=t) two-tail             | 0.201497          |                   |
| t Critical two-tail          | 1.98579983        |                   |

p value > 0.05, therefore accept Ho.

Result : Based on one-tail and two-tail T-Test , p value > 0.05, accept Ho.  
There is no differences in the perceptions of pressure due to the homemaking responsibilities carried out by women workers.

## Multiple Regression

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .259 <sup>a</sup> | .067     | -.079             | .7353                      |

- a. Predictors: (Constant), LOCWORK Location Of Workplace, EMPSTAT Employment Status- Present position held in school., EDGROUND Educational Background-The highest qualification., MDURATION Marital Duration, NCHILD Number Of Children, AYCHILD Age Of Youngest Child, WORKEXP Working Experience, AGE Age Of Respondent

### Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .231 <sup>a</sup> | .053     | .043              | .6695                      |

- a. Predictors: (Constant), MSTATUS Marital Status

**Coefficients<sup>a</sup>**

| Model |                                                             | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|-------------------------------------------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                                                             | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                                                  | 3.364                       | .834       |                           | 4.034  | .000 |
|       | AGE Age Of Respondent                                       | -.286                       | .209       | -.498                     | -1.369 | .177 |
|       | MDURATION Marital Duration                                  | .112                        | .193       | .195                      | .582   | .563 |
|       | NCHILD Number Of Children                                   | .136                        | .155       | .152                      | .881   | .382 |
|       | AYCHILD Age Of Youngest Child                               | 5.879E-02                   | .184       | .060                      | .320   | .750 |
|       | EDGROUND Educational Background-The highest qualification.  | -.109                       | .237       | -.068                     | -.459  | .648 |
|       | EMPSTAT Employment Status- Present position held in school. | .116                        | .207       | .082                      | .561   | .577 |
|       | WORKEXP Working Experience                                  | 3.146E-02                   | .215       | .051                      | .146   | .884 |
|       | LOCWORK Location Of Workplace                               | -8.67E-02                   | .145       | -.092                     | -.598  | .552 |

a. Dependent Variable: PRESSURE

**Coefficients<sup>a</sup>**

| Model |                        | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                        | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)             | 2.481                       | .275       |                           | 9.030 | .000 |
|       | MSTATUS Marital Status | .352                        | .154       | .231                      | 2.285 | .025 |

a. Dependent Variable: PRESSURE

## Comparison Of Means

## PRESSURE \* AGE Age Of Respondent

## PRESSURE

|                       |                   |        |
|-----------------------|-------------------|--------|
| Below 30<br>years     | Mean              | 3.1111 |
|                       | N                 | 27     |
|                       | Std.<br>Deviation | .4679  |
| 30-34 years           | Mean              | 3.1183 |
|                       | N                 | 30     |
|                       | Std.<br>Deviation | .7009  |
| 35-40 years           | Mean              | 3.0926 |
|                       | N                 | 27     |
|                       | Std.<br>Deviation | .7914  |
| 41-44 years           | Mean              | 3.0900 |
|                       | N                 | 5      |
|                       | Std.<br>Deviation | 1.1272 |
| 45-49 years           | Mean              | 3.1125 |
|                       | N                 | 4      |
|                       | Std.<br>Deviation | .6210  |
| 50 years and<br>above | Mean              | 2.2250 |
|                       | N                 | 2      |
|                       | Std.<br>Deviation | .1768  |
| Total                 | Mean              | 3.0884 |
|                       | N                 | 95     |
|                       | Std.<br>Deviation | .6844  |

**Report**

**PRESSURE**

|         |                |        |
|---------|----------------|--------|
| Single  | Mean           | 2.8327 |
|         | N              | 26     |
|         | Std. Deviation | .5389  |
| Married | Mean           | 3.1848 |
|         | N              | 69     |
|         | Std. Deviation | .7115  |
| Total   | Mean           | 3.0884 |
|         | N              | 95     |
|         | Std. Deviation | .6844  |

**PRESSURE \* MDURATIO Marital  
Duration**

**PRESSURE**

|                    |                |        |
|--------------------|----------------|--------|
| Less than 5 years  | Mean           | 3.3400 |
|                    | N              | 20     |
|                    | Std. Deviation | .5370  |
| 5-10 years         | Mean           | 3.0783 |
|                    | N              | 23     |
|                    | Std. Deviation | .8268  |
| 11-15 years        | Mean           | 3.2438 |
|                    | N              | 16     |
|                    | Std. Deviation | .6382  |
| 16-20 years        | Mean           | 2.9333 |
|                    | N              | 3      |
|                    | Std. Deviation | .3547  |
| 20 years and above | Mean           | 3.0643 |
|                    | N              | 7      |
|                    | Std. Deviation | 1.0375 |
| Total              | Mean           | 3.1848 |
|                    | N              | 69     |
|                    | Std. Deviation | .7115  |



**PRESSURE \* NCHILD Number Of Children**

PRESSURE

|           |                |        |
|-----------|----------------|--------|
| .00       | Mean           | 3.1500 |
|           | N              | 9      |
|           | Std. Deviation | .7790  |
| 1         | Mean           | 3.3955 |
|           | N              | 11     |
|           | Std. Deviation | .4234  |
| 2         | Mean           | 2.8346 |
|           | N              | 13     |
|           | Std. Deviation | .7915  |
| 3 or more | Mean           | 3.2556 |
|           | N              | 36     |
|           | Std. Deviation | .7169  |
| Total     | Mean           | 3.1848 |
|           | N              | 69     |
|           | Std. Deviation | .7115  |

**PRESSURE \* AYCHILD Age Of Youngest Child**

PRESSURE

|                       |                |        |
|-----------------------|----------------|--------|
| 1 year old or younger | Mean           | 3.1952 |
|                       | N              | 21     |
|                       | Std. Deviation | .5822  |
| 2-5 years old         | Mean           | 3.2750 |
|                       | N              | 28     |
|                       | Std. Deviation | .7484  |
| 6 years old or older  | Mean           | 2.9636 |
|                       | N              | 11     |
|                       | Std. Deviation | .8301  |
| Total                 | Mean           | 3.1900 |
|                       | N              | 60     |
|                       | Std. Deviation | .7078  |

**PRESSURE \* EDGROUND Educational  
Background-The highest qualification.**

**PRESSURE**

|               |                |        |
|---------------|----------------|--------|
| Diploma       | Mean           | 2.8400 |
|               | N              | 10     |
|               | Std. Deviation | .5901  |
| First Degree  | Mean           | 3.1575 |
|               | N              | 80     |
|               | Std. Deviation | .6799  |
| Second Degree | Mean           | 2.4800 |
|               | N              | 5      |
|               | Std. Deviation | .6181  |
| Total         | Mean           | 3.0884 |
|               | N              | 95     |
|               | Std. Deviation | .6844  |

**Report**

**PRESSURE**

|                                                                       |                |        |
|-----------------------------------------------------------------------|----------------|--------|
| Principal/Senior<br>Assistant/Senior<br>Sub. Teacher/Head<br>Of Panel | Mean           | 3.0689 |
|                                                                       | N              | 37     |
|                                                                       | Std. Deviation | .7387  |
| Teacher                                                               | Mean           | 3.1009 |
|                                                                       | N              | 58     |
|                                                                       | Std. Deviation | .6538  |
| Total                                                                 | Mean           | 3.0884 |
|                                                                       | N              | 95     |
|                                                                       | Std. Deviation | .6844  |

**PRESSURE \* WORKEXP Working  
Experience**

PRESSURE

|                       |                   |        |
|-----------------------|-------------------|--------|
| Less than 5<br>years  | Mean              | 3.0742 |
|                       | N                 | 31     |
|                       | Std.<br>Deviation | .4646  |
|                       |                   |        |
| 5-10 years            | Mean              | 3.2078 |
|                       | N                 | 32     |
|                       | Std.<br>Deviation | .8601  |
|                       |                   |        |
| 11-15 years           | Mean              | 2.9071 |
|                       | N                 | 21     |
|                       | Std.<br>Deviation | .5478  |
|                       |                   |        |
| 16-20 years           | Mean              | 3.0583 |
|                       | N                 | 6      |
|                       | Std.<br>Deviation | .5995  |
|                       |                   |        |
| 20 years<br>and above | Mean              | 3.2100 |
|                       | N                 | 5      |
|                       | Std.<br>Deviation | 1.1818 |
|                       |                   |        |
| Total                 | Mean              | 3.0884 |
|                       | N                 | 95     |
|                       | Std.<br>Deviation | .6844  |
|                       |                   |        |

**PRESSURE \* LOCWORK Location Of Workplace**

**PRESSURE**

|            |                |        |
|------------|----------------|--------|
| Rural      | Mean           | 3.1882 |
|            | N              | 34     |
|            | Std. Deviation | .5714  |
| Semi-Urban | Mean           | 3.0788 |
|            | N              | 33     |
|            | Std. Deviation | .6905  |
| Urban      | Mean           | 2.9786 |
|            | N              | 28     |
|            | Std. Deviation | .8009  |
| Total      | Mean           | 3.0884 |
|            | N              | 95     |
|            | Std. Deviation | .6844  |

**Report**

**PRESSURE**

|                |                |        |
|----------------|----------------|--------|
| Formal Tasks   | Mean           | 3.0789 |
|                | N              | 45     |
|                | Std. Deviation | .6545  |
| Informal Tasks | Mean           | 3.0970 |
|                | N              | 50     |
|                | Std. Deviation | .7167  |
| Total          | Mean           | 3.0884 |
|                | N              | 95     |
|                | Std. Deviation | .6844  |

**Report**

PRESSURE

|                |                |        |
|----------------|----------------|--------|
| Formal Tasks   | Mean           | 3.0789 |
|                | N              | 45     |
|                | Std. Deviation | .6545  |
| Informal Tasks | Mean           | 3.0970 |
|                | N              | 50     |
|                | Std. Deviation | .7167  |
| Total          | Mean           | 3.0884 |
|                | N              | 95     |
|                | Std. Deviation | .6844  |

**Report**

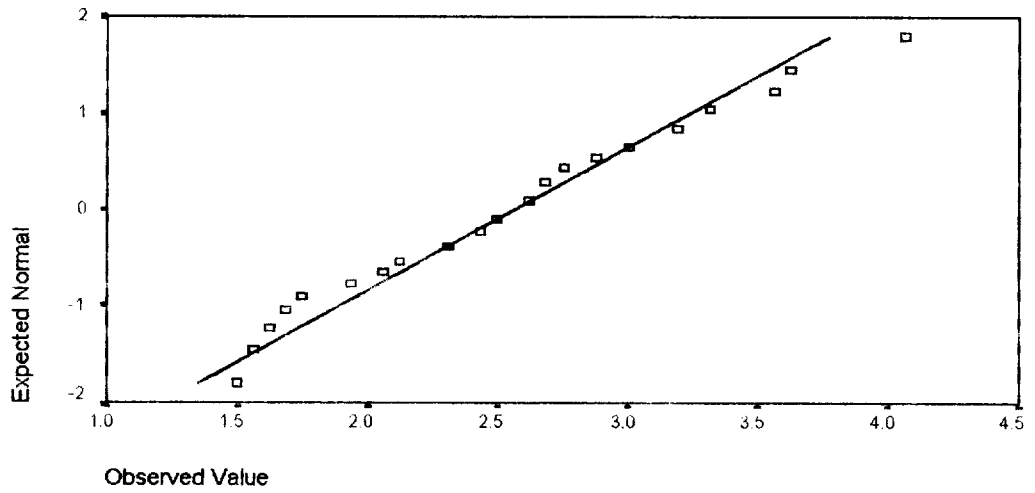
PRESSURE

|                       |                |        |
|-----------------------|----------------|--------|
| Household Activities  | Mean           | 3.1491 |
|                       | N              | 58     |
|                       | Std. Deviation | .7280  |
| Child Care Activities | Mean           | 2.9932 |
|                       | N              | 37     |
|                       | Std. Deviation | .6070  |
| Total                 | Mean           | 3.0884 |
|                       | N              | 95     |
|                       | Std. Deviation | .6844  |

### Tests On Normality

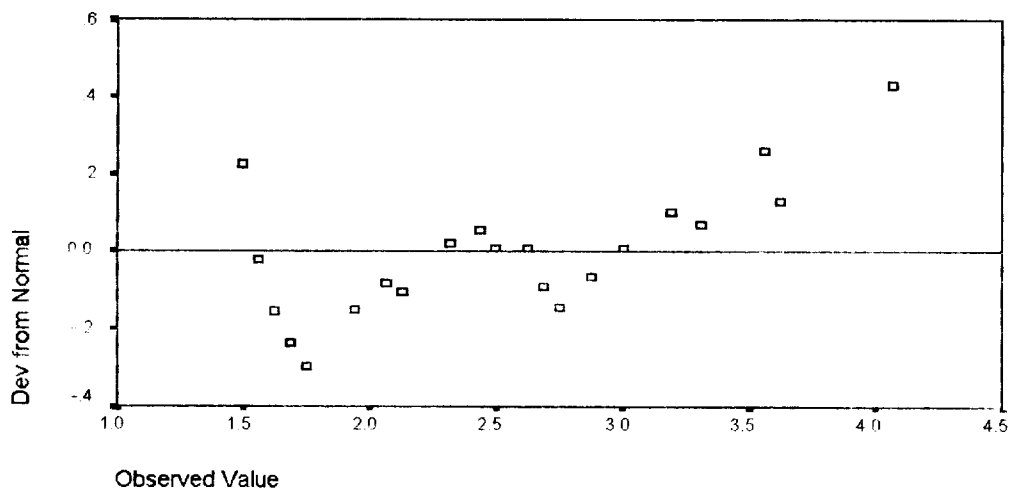
Normal Q-Q Plot of Perceptions Of Pressure

For MSTATUS= Single



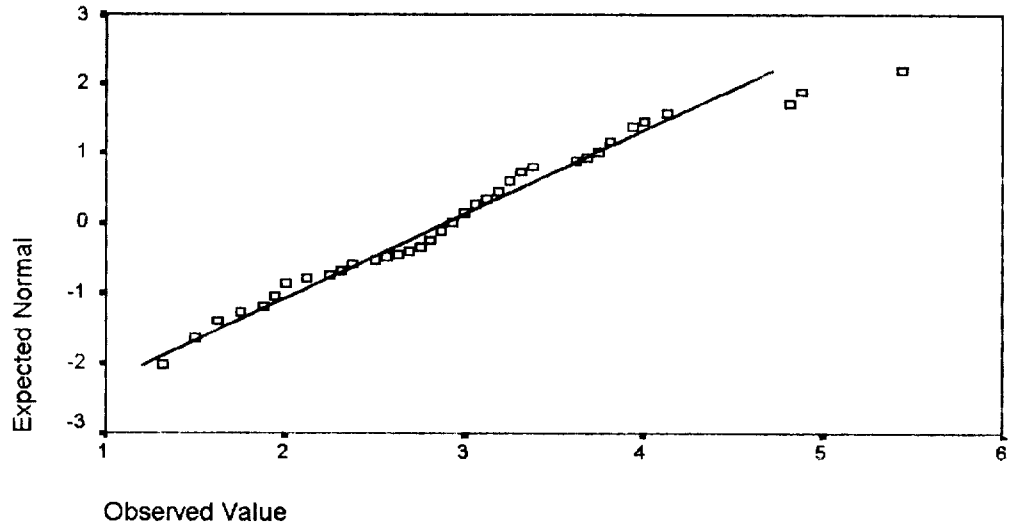
Detrended Normal Q-Q Plot of Perceptions Of Pressure

For MSTATUS= Single



## Normal Q-Q Plot of Perceptions Of Pressure

For MSTATUS= Married



## Detrended Normal Q-Q Plot of Perceptions Of Pressure

For MSTATUS= Married

