

Covid-19 and Work-from-home: Strategies to cope with the work-family conflict of married female teachers.

(A case study of a private school in Rawalpindi)



By

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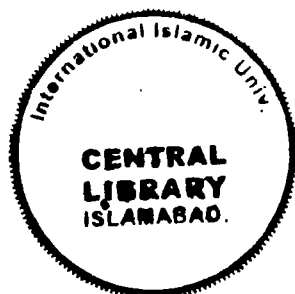
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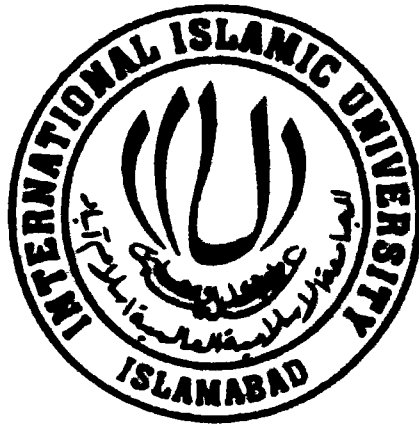


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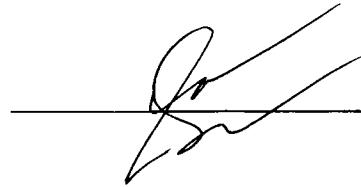
DEPARTMENT OF ANTHROPOLOGY

It is certified that this thesis, submitted by Ms. Namra Ali Butt, Reg. No. 119-FSS/MSCANTH/F18 titled “Covid-19 and Work-from-home: Strategies to cope with the work-family conflict of married female teachers (A case study of a private school in Rawalpindi)” has been evaluated by the following viva voce committee and found that this thesis has sufficient material and meets prescribed standard for the award of degree in M.Sc in the discipline of Anthropology.

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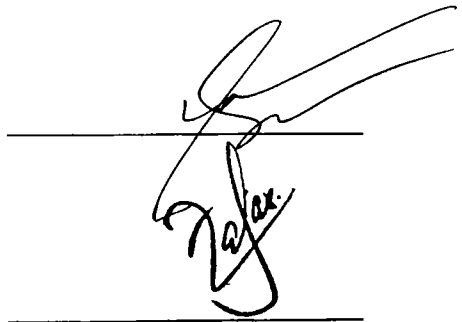
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Formal Declaration

I hereby, declare that I have presented the following work all by myself and without any help other than the ones mentioned herein. Any ideas or suggestions taken directly or indirectly from third party sources are stipulated as such. This work has not been published or submitted to any other examination board in the same or an analogous way. I am solely responsible for the content of this thesis.

Namra Ali Butt

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I respectfully and humbly thank Allah Almighty, the most beneficent and the most merciful, who gave me the patience and ability to venture this research work and made me capable to contribute in the pool of knowledge. It was impossible for me to complete this thesis without His guidance and support. I am humbly and truly honored.

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I want to dedicate this thesis to my father who I wish could be here. Furthermore, I am truly lucky to have a strong support system. My mother, elder sister and brother played a major role in encouraging me. And they helped me a lot to get through times where I lost all my motivation. It could not be possible without their duas.

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It would not be fair to remember and pay my token of appreciation to the respondents of my research. It was literally not possible without their contribution.

Namra Ali Butt

2022

Abstract

This research pursues to explore the phenomenon of work-family conflict with respect to the changing dynamics of workplace in the light of Covid-19. Due to the contemporary shift from physical to virtual work medium, many employees faced challenges in maintaining a balance between their work and family roles. The main purpose of this study is to dig out the determinants of work-family conflict due to the shifting of professional roles in to the domestic space. It focuses on the identification of strategies used to manage the work-family conflict. It contributes to the field of Anthropology by connecting Covid-19 to the work-family conflict and filling the lacuna in the literature. This research is completed using qualitative methodology and with the help of interview guide, in-depth interviews were conducted from a private school in Rawalpindi. Sample selected through purposive sampling consisted of 12 married female teachers who took online classes during Covid-19. Data that was acquired during fieldwork is maintained in the form field notes. Also, data was classified and categorized into themes that were made before and during fieldwork. Later, data presented in the form of themes was analyzed using Thematic Analysis Technique (TAT). Secondary data in the form of literature review validates the primary data from the field site concluding that married female teachers who worked from home did face work-family conflict due to the inter-role interference and the strategies they used proved effective in managing professional and domestic role conflict.

Key Words: Covid-19; Work-from-Home; Work-family conflict; Managing Strategies

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Chapter 1

Orientation to the Research

1.1 Introduction

This study explores the work-family conflict that resulted in the light of Covid-19. The current research revolves around the aspects that led to the amplification in role conflict of working women. It also digs out the determinants of the conflict and the strategies used to overcome the personal and professional role conflict of married female teachers while working from home. Every life on earth is threatened by the affects of Covid-19. Previous researches have been conducted to study the medical, socio-economic and psychological influence of this novel virus globally. Present research adds knowledge to the literature by understanding Covid-19 with respect to work-from-home and conflict among the professional and domestic duties of married women. Work-family conflict has been a topic of research in terms of women being burdened with the role demands in two different spaces (house and organization). This research explores the phenomenon of work-family conflict in the light of current situation as working women were confined to one space (house) and were bound to perform their personal and professional roles in that space. Globally, there are numerous career possibilities for women and the increased issues of work and family life is disrupting its balance, due to the changing socio-economic dynamics and influx of women in labor market (Parveen, 2009). Rise in industrialization and educational viability of women have helped them to change their position somewhat in a patriarchal society like Pakistan. Despite being an active part of economic industry, women are expected to play their domestic roles with the same enthusiasm as before setting foot into the economic world hence leading to double edge pressure (Saher, 2013). As Greenhaus and Beutell (1985)

mentioned, unequal participation and lacking in expected role demands in more than one contradictory role creates tension referred as inter-role conflict. Although recognized demands of work and life balance have been considered but it still is a struggle for female employees to avoid work family conflict (Kreinar et al., 2009). Due to highly contagious nature of Covid-19 virus, many steps were taken to restrict the human contact by limiting them in their homes across the world. The government and the health sector of Pakistan requested people to perform normal life activities from their homes (Safdar M. & Yasmin M., 2020). One of the steps taken under consideration was work-from-home. Many organizations forced their employees to be acquainted with work-from-home policy to adapt to the current situation. Taken into account, the idea of “work-from-home” was not introduced in the light of covid-19 era but it dates back to 1988 which was first mentioned by Nilles. He modified the term into WFH from an older term known as “telework” or “telecommuting”. Due to increased technological advancement, employees get their jobs done while being in a comfortable or eased environment rather than their regular workplaces (Grant et al., 2019). Telework is the term familiar to many organizations that tend to accomplish their task and activities in addition to the job requirements and gives freedom to their employees in achieving desired results in a place that is at a geographical distance from their regular workplace. “Typically, telework takes place in the home” (Hynes, 2014). Adding to this, work from home policy proved to be successful in the Covid-19 pandemic. Every employer demanded their employee to maintain efficiency of the organization while combating the uncertainty. Both male and female employees had to undertake this measure to perform their professional duties. This study focuses on the feminist perspective of work-from-home policy affecting female employees. As Safdar M. and Yasmin M. (2020) mentioned in their study that previously, Zika and Ebola virus were inspected from the feminist angle

affecting females in North and south America and Africa socio-economically and the authors highlighted the negligence of women rights on the part of their government. Furthermore, Safdar M. and Yasmin M. (2020) worked on the identity crisis of educated women living in Sialkot by posing Covid-19 as a threat. Literature shows many studies conducted on Work-family-conflict in the light of organizational stress. Another study conducted on University teachers of IIUI and Wah Cantt University by Saher et al. (2013) focused on work-family conflict faced by married working women and their conflict management style from personal value and commitment perspective. Adisa et al. (2021) carried out qualitative research using snowball sampling technique highlighting the work-family-balance of British working women in different organizations during Covid-19 pandemic. I took inspiration from the above studies and my research focuses on the research gap. Current research uptakes Corona virus from feminist perspective using role theory as a basic theoretical framework. The researcher of this study used qualitative methodology and qualitative methods(in-depth interviews, field research and case studies). I took semi-structured interviews from 12 married female teachers of a private school in Rawalpindi.

1.2 Statement of the Problem

Corona virus is advanced in its proliferation and severity. Covid-19 has impacted all sectors most importantly economic, health and education globally. As it is capable of endangering millions of lives, restricted mobility is taken as a primary step to avoid its transfer. This virus spreads through direct human contact. WHO pointed out that the closure of public and private spheres is considered as a major tool to keep corona virus under control. Pakistan like any other country is also affected by this pandemic. As Ministry of Health (2021) reported, there are numerous active cases in Pakistan. The government of Pakistan implemented its first lockdown on 1st April 2020

and then as the conditions worsened the Prime Minister extended the lockdown further for two weeks. The closure of shopping malls, offices, education institutes, parks, restaurants and all other crowded places was made sure during the lockdown. The Education Minister Shafqat Mehmood announced closure of all educational institutions from 15th March till 5th April 2020 and it extended up to 15th September. Taking into the consideration of the current scenario, Higher Education Commission (HEC) announced the commencement of online classes throughout Pakistan. All academic scholars were advised to observe Work-from-Home policy during this pandemic. Online classes were equally challenging for both teachers and students. Adisa et al. (2021) reported the work-family balance among British working women in different hierarchies of both public and private sectors using snowball sampling. A study carried out by Graham et al. (2021) related Covid-19 to the increased stress levels among married women working in Australia. The research of Abid et al. (2021) relates the autonomy of women working from home with the societal and cultural norms of Pakistan thus increasing their work-life-conflict. Thus, the current study explores the impact of Covid-19 and work-from-home on female teachers and the strategies they used to manage the conflict within their domestic and professional roles. I carried out my research on a private school in Rawalpindi to identify the determinants of the role conflict as well as the strategies used by female teachers to manage work-family conflict.

1.3 Research Question

How work-from-home has caused work-family-conflict among the married working women during Covid-19?

1.4 Hypothesis

Work-from-home has caused work-family conflict among the married female teachers during Covid-19.

1.5 Objectives

1. To identify the work and family related challenges due to shift in the nature of workplace i.e. from physical to virtual.
2. To explore the impact of Covid-19 on the professional and domestic role demands of married female teachers.
3. To dig out the main determinants of work-family conflict during online classes.
4. To identify the strategies used by the married female teachers to overcome role conflict they faced while working from home.

1.6 Significance of the study

This section highlights the importance of current study with respect to its contribution in academic and practical field of research. Highlighting the academic domain, findings of this will open new perspectives to debate on this issue and strengthen the already existing data thus validating and adding to its literature. This study can be used as evidence that will prove to be helpful for future scholars to use it in their researches. Current study explores the relation between online teaching and commitment to household duties of married female teachers faced during Covid-19. The challenges they faced while being confined to one space and were bound to play multiple roles.

Considering practical significance, numerous researches focused on work-family conflict from various angles previously. The reason my study is different from the previous researches is that it relates work-family-conflict to Covid-19. In Pakistan, no research on married female teachers of a private school using qualitative methodology has been conducted from this perspective before.

Therefore, this study contributes to the anthropological sphere as a body of knowledge and is also of academic importance.

1.7 Locale of the Study

The aim of the current study is to highlight the challenges faced by married female teachers in regard to their work and family roles so a private school was selected as the locale of the study. As the study is conducted in Rawalpindi, a private school of the respective city was targeted. The reasons that validate the chosen field site are as follows:

1. Due to holistic nature of my research, I must prefer individuals who have varied point of views to give multiple perspectives to the study. For this reason I selected a branch of Faisal schools in Muslim town. An institute with diverse environment was my priority.
2. Second reason is that due to health reasons and the uncertain situation as a result of Covid-19 restricted our mobility, many institutes limited the entry of visitors. The authority of this institute considered my academic duties and allowed me to do my research in this institute.
3. Another reason that I chose this school is that it was convenient for me to visit it frequently. It was not far from my house thus the physical accessibility.

4. Furthermore, my target population was female employees who worked from home even though other sectors could have been selected but being a research student it was easy for me to target an educational institute.
5. Last other institutes were equally prone to research but I targeted married female teachers of primary level who took online classes.

1.8 Limitations of the Study

A research that generates strong and authentic results of a research helps it to overcome gap in the literature. Likewise, this research is conducted with utmost ethical consideration and fulfills every criterion of its domain. It is reasoned with logical findings. Current study validates previous studies of the sort as well as adds new angles to the issue in hand. Research question and hypothesis of this is proved through valid and logical data. Even though every study has no lacking and is proved through strong argument there are chances of some limitations. The limitations or drawbacks of this research are as following:

1. First this study only focuses on the work-family-conflict of married female teachers faced during online classes and it does not study the role challenges of unmarried teachers.
2. Second only the employee of private organization especially school teachers are considered ignoring other private and public sectors or organizations.
3. Third and equally important limitation is that only in-depth interviews using qualitative methodology is used.

4. Another point adding to the limitations of this study is that only single private school in one of the areas of Rawalpindi is targeted in this research that does not generalize the conclusions on all private educational institutes.

1.9 Theoretical Background

To orient a study towards the right path, it needs a paradigm or an intellectual lens that organizes the awareness of the world from the angle of society. Every new research is backed up by a strong set of assumptions resulted from the exploration of a certain social phenomenon. They are referred to as theories. As Neuman (2009) mentioned, theories are the amalgamation of raw ideas that are integrated together and are not stagnant but are capable of being transformed through changes in the worldly realities. It is important to apply theory to a research because it acts as a foundation of the study. Moreover, a theory provides an intellectual background that validates a research. The importance of applying a theory lies in drawing conclusions and interpreting data. The current study uses role theory as an elemental research model to understand and provide it with a firm background to dig out the intrinsic meanings hidden in the themes of the study.

Role theory framework is considered most important in studying the work-family-conflict. According to Encyclopedia of Social Sciences (2022), role theory has been analyzed into two categories. First category links it to the anthropological and sociological domain by stating that role functions in and among societal structures. Second category that is used in psychology and management highlights that operation of a role and an individual (operator of the role) are interdependent. i.e. role is defined by an individual who performs it. The roots of Role theory can be traced back to 1900s but it came to prominence from 1930s. Different scholars had different take on it. The basic assumption of role theory is that every individual is assigned more

than one role in his or her life and the way a role is expected to be performed depends upon the meanings given to them by that individual (Horst and Mariska, 2016).

Furthermore, modern approach towards role theory was contributed by the works of Turner (2001), he stated that on the interactional basis an individual is capable of performing multiple roles in same situation or same role in different areas (micro level). At societal level, social structures play an important part in assigning role to an individual keeping the role demands in check and that person is judged on that basis (macro). At both levels, performance of role is taken as the collection of attitude and behavior with which a person plays it.

As Saher et al. (2013) mentioned, use of role theory in understanding work family conflict was first introduced by Kahn et al. (1964). Role conflict takes place when one role pressurizes and exceeds the expectations and demands thus limiting its performance and devalues the other role (Kahn et al., 1964). According to Saher (2013) the value of every role lies in the commitment and compromise on the basis of time and energy that an individual makes. As Adisa et al. (2021) mentioned a life of an individual either male or female is classified into role demands in work and family. Men are expected to be financial support system of the house and women as domestic care takers. Normalized role of a man is to be a breadwinner whereas that of a woman is to be a good wife or a mother on the contrary their unnatural roles are in respective manner i.e. duties of a male as a husband or a father and female as an employee. Even though in the pre-covid days, women were subjected to work-family-conflict but with the work-from-home policy in lockdown during Covid-19 pandemic, an increase in theses inter-role conflicts has been witnessed (Nash & Churchill, 2020)

Chapter 2

Literature Review

This chapter covers an important part of this thesis as a strong foundation to the current study. It reviews the data and findings of the previous researchers relevant to topic. The idea that future studies are the result of the pioneer researches and how they are essential in validating the current finding is review of the literature. According to Neuman (2009), it helps a researcher to connect his or her study to the prevailing body of knowledge. Literature review gives direction to the research and increases the competence of a researcher by giving command on the issue in hand simultaneously. As literature review progressed, it concluded and justified my study that over time phenomenon of work-family-conflict has been witnessed more in female employees as compared to males and has further intensified with the policy of work-from-home during covid-19 pandemic.

This chapter highlights the background of the study and then sets the tempo of the argument in placing work-family-conflict internationally and then studies it in the context of Pakistani culture. Previously, many scholars contributed by advancing the information around this concept through understanding and comprehending this issue under numerous factors. As Greenhaus and Beutell (1985) contributing in the factors leading to role conflict by Kahn (1964) stated that, work-family-conflict has ascended since the economic participation of women through employment in formal organizations. The feature that makes this research unique is it explores the work-family-conflict in the presence of a preventive measure (Work-from-home) crucial in controlling the spread of this novel virus in Pakistan. It takes Covid-19 to the cultural domain by linking it with the challenges of personal and professional role demands of married working

women in the patriarchal society. Malik and Khalid (2008) cited in Saher (2013), men finance the family and women are expected to stay domesticated considering cultural norms of Pakistani society. This section orients the research by connecting the new findings of the themes of the study to the earlier results and provides an overview of the concepts used in this research.

2.1 Covid-19

Corona viruses, like any other type of virus, belongs to a family of infectious viruses that has the ability to affect respiratory activities and to develop life threatening situation (AlTakarli N.S., 2020). It was first reported as a case of undiagnosed etiology from Wuhan, China on 8th December. WHO (2020) reported that Covid-19 spreads through direct human contact when an infected person comes in close physical proximity with the healthy person. WHO has declared Covid-19 as a fatality to human race and is an international emergency as of January 30, 2020. Researchers have claimed that different countries have reported travel as a major contributing factor in the spread of the virus. Government of Pakistan reported its first of corona virus case on February 26th 2020.

According to WHO recommended guidelines Ministry of Health Pakistan prepared protocols and effective precautionary measures to control the outbreak of corona virus (National Action Plan 2020). In the times of such public crises, individual social responsibility, as well as awareness and conformity among educational institutions and health care representatives can play a defining role in avoiding the atrocity as crucial as Covid-19. Akram MA et al. (2020) has identified the first and foremost precautionary measure taken across the globe was "Quarantine" meaning to isolate infected individuals from healthy population for a certain amount of time. It is one of the ancient preventive methods that have a pivotal role. The time period of isolation varies

from seven to fourteen days depending upon the severity in symptoms and immunity of vulnerable person.

Moreover, multiple steps were taken in the light of escalation in cases to control the virus. The prime minister of Pakistan imposed a complete lockdown across the country on April 1st 2020 resulting into the closure of public and private sectors, restricting mobility of people, closure of all educational institutions switching to online classes and offices to introduce work-from-home policy. Covid-19 has not only impacted lives of millions in terms of mortality it has also caused multivariate ramifications affecting personal and professional lives worldwide. Limitations in the mobility has urged different economic sectors to take a step for their employees and introduced work-from-home policy. Thousands of employees around the globe have adapted this policy to make a living by being in a confined space.

2.2 Work-from-Home:

The term work from home was first introduced in 1970 when an experiment was conducted on the employees in the USA to shift to remote working as fuel and gas prices went up in order to save travel cost. Work from home is a concept parallel to telecommuting or teleporting. “Telework occurs when Information Communication Technologies (ICT) enables work to be accomplished at a geographical distance from the location where the work results are needed, or would have been traditionally carried out in the past. Typically, telework takes place in the home” (Hynes, 2014). Work from home highlights the idea of employees without being in a single physical proximity. Regardless of time and space, work has become an unrestricted function (Farrell, 2017).

One of the major consequences resulted from Covid-19 was the downfall of economic sector worldwide. Conducive to such uncertainty, governments across the globe guarantee lockdown that compelled businesses to switch to e-trading and online marketing to certify safety of the seller as well as the employees. The employees were requested to stay at home to avoid social interaction of any sort globally. This step is taken by keeping in view the adversity of Covid-19 pandemic and safety of the workforce. According to UNESCO (2020) 29 countries decided to close their educational institutions.

Keeping in mind the results generated through influenza outbreaks in the past, health authorities considered limiting the physical and social contact to control Covid-19 pandemic (Jackson, C., Vynnycky, E., & Mangtani, P 2016). This has caused the governments all over the world to take an initiative in promoting online or virtual learning. Minister of Education Pakistan, Shafqat Mahmood announced the closure of all public and private educational institutions including tuition centers and academies from mid of March till 5th April. On 27th of March government announced extension in lockdown and educational intuitions were ordered to be closed till September.

As per HEC recommendations all the academic activities were switched to online learning in Pakistani universities. Furthermore, universities were advised to train academic staff regarding e-learning. In addition to problems faced through contemporary trends of learning by both teachers and students another issue was the strategies to maintain equilibrium between work and home. According to Routely (2020) "One of the top issues faced by academic workers was unplugging from home." Home working is multidimensional in terms of nature of job, working hours, genders and income. In the absence of amorphous office hours, without unambiguous change of

setting many people had faced challenges clearly separating their personal and professional time and space.

2.3 Background of Work-family-conflict

With the increase in educational viability, urbanization and industrialization, the work opportunities have increased which have opened new realms of economic participation for women. To build a career and to have a job is essentially important for one's survival (Ali, 2008). Even though women are equally participating in changing the economic structure of the labor market they are still expected to perform their normative roles as a mother, wife and a daughter. As Greenhaus and Friedman (2000) highlighted, it is notably seen from the early researches that in every working women's life, two contradictory spheres, work and family are bound to go hand in hand. With the role demands come role expectations, since both domains (work and family life) have dissimilar interests so conflict is bound to occur (Greenhaus & Beutell, 1985). Working women are occupied in more than one role at a time with bounded choices of resources (time and energy) and face shortcomings at meeting role expectations that is the root cause in inter-role conflict (Saher, 2013). It is evident from the previous studies that commitment with more than one role requires sacrifice on the part of women. As Adisa et al. (2021) mentioned in her research, although being economically independent, they are socially and morally compelled to perform their culturally normative duties as women. It is considered a social and moral duty of women to make compromise. To separate and maintain equilibrium between both lives is nearly impossible for married working women (Gordon et al., 2004; Hall, 1972).

Kahn et al. (1964) has defined role conflict as the "simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the

other.” The conflict he highlighted were gender specific as well as inter and intrapersonal. He further added, “Inter-role conflict is a form of role conflict in which the sets of opposing pressures arise from participation in different roles.” For instance, if an employee (male or female) takes their work related unfinished tasks at home and it coincides with their family time thus causing disruption, this generates inter-role conflict. High expectations from one role clash with the role demands of the other concomitantly. As Greenhaus and Beutell (1985) pointed out that literature indicates three major modes of work-family-conflict:

- Time-based conflict

When more time is invested in one role than the other it creates conflict among work and family life. Studies revealed that tight work schedules and time demanding familial activities result in time-based conflict.

- Strain-based conflict

When tension, pressure and anxiety produced by one role stresses and affects the other role it generates strain-based conflict. Professional commitments intensify with higher hierarchy at job demanding more input.

- Behavior-based conflict

An individual committed to more than one opposing role is expected to behave according to the requirement of those roles. Attitude and emotions are crucial in creating behavior-based conflict. As per the requirement of an organization, a female employee should depict assertiveness and competitiveness whereas on the other hand a mother, wife or a daughter must be emotional and considerate. Following flow chart sums up the previous studies on role pressure:

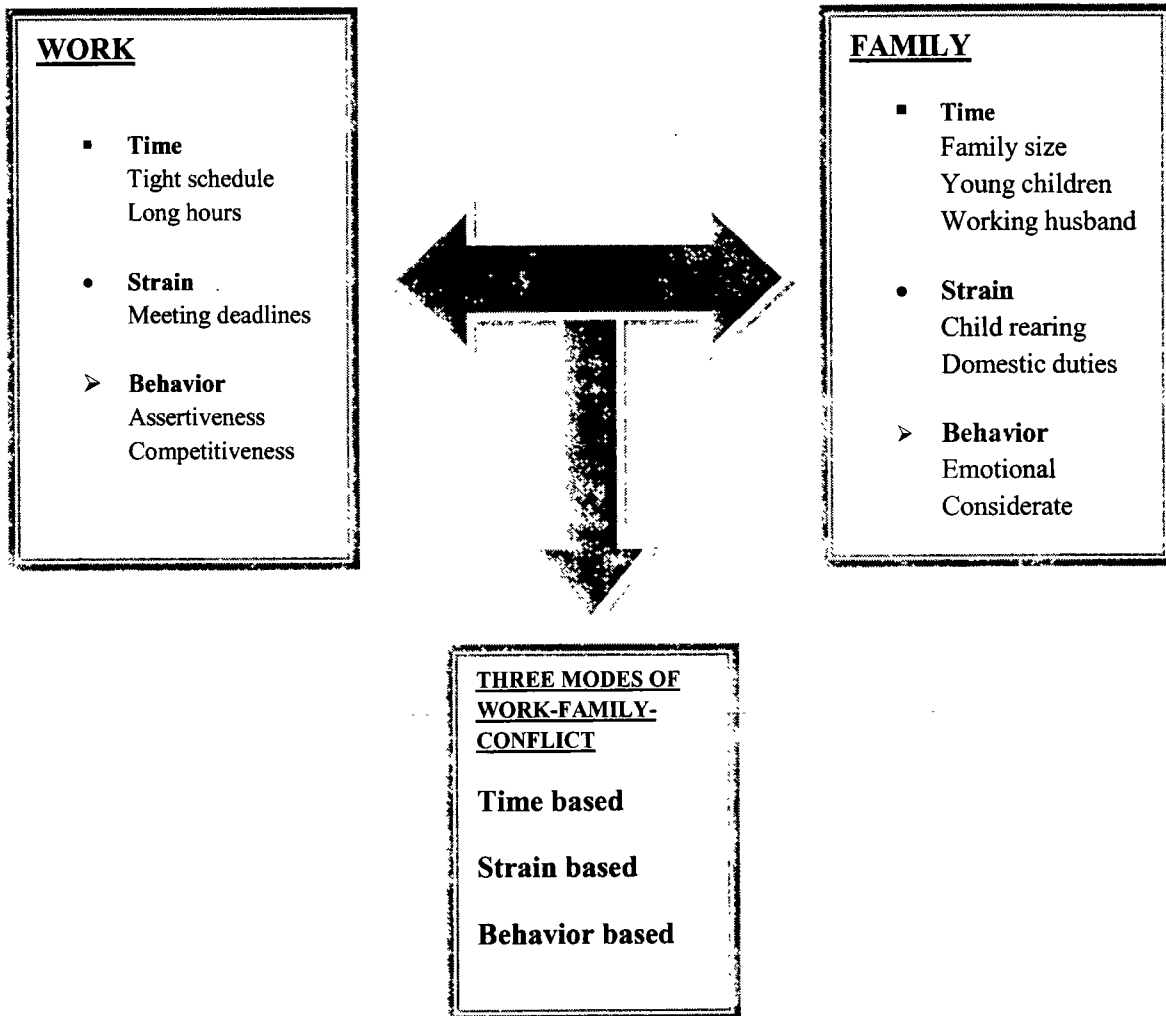


Fig 2.1 Flow Chart Picturing Role Pressure

2.4 Work-Family-Conflict: In Pakistan

Changes in the economic dynamics across the world due to industrialization and urbanization, exposure to professional learning, inflation and equal career opportunities have forced people to take up employment. Saher (2013) stated that the influx of women significantly mothers into the working areas is due to the changes in economic and demographic oscillations with the transformation in modes of economy from agrarian to industrial in addition to modifying family division of labor. With the contemporary division of labor, literature is evident that women all

over the world including Pakistan have shown active participation in the formal economy (Malik, Hashmi & Abid, 2017). Pakistan being a newly founded country has the oldest cultural and social norms and traditions (Saher, 2013). As Malik et al. (2017) mentioned although for the past few years, increasing change in socio-economic context has been seen but the cultural normative of Pakistan are still far away from being transformed with the new trends.

“Collective self-identity, asymmetrical relationship and gender consideration are the basic values of Pakistani culture (Lyon, 2002; Saher, 2010) which set the framework for the social interaction and social division of labor (Saher, 2013).” Since the foundation of Pakistan, it was considered ethical for women to stay in their houses and they were enforced not to participate in managing the household finances. The social mobility of Pakistani women and honor of the family are interdependent which makes men of the family to superintend their movement (Adeel, 2016). Overlooking the socio-economic needs, Pakistan has culturally defined gender roles where male is primarily considered as a wage earner and female is taken as a custodian of the familial duties (Malik & Khalid, 2008).

Hence, one might wonder that with the advancement in the economical involvement of women, the role demands are also modified but that is not the case, as Saher (2013) highlighted, women are still expected to play their domestic roles that is to say a mother, wife or a daughter. The need to have economic viability has caused dual role management syndrome among married women i.e. to fulfill opposing role demands (AJALA E.M., 2017). Instead of creating profitable scenarios, it has proved to be consequential for married working women to balance both roles. The polarity in their personal and professional role demands has created a list of inevitable challenges. As Saher (2013) pointed out, engaging in multiple roles has failed them to achieve

tranquility rather it has proved to generate double edge pressure affecting their role performances.

Considering urbanization and shifts in the economic pattern, from rural to urban settings, women still are taken as domesticated. The roots of women being traditional prevail in the years old societal and cultural developments of Pakistan (Aamir, 2004). Social values play an additional source of pressure for married working women. Pakistan as a male dominating society proves to be exigent because its unequal gendered roles are not only a part of its cultural norms but it also influences the formal atelier of married women (Naseem, Faiz & Asad 2020). Many socio-religious components and governmental structures have played their part in constituting narratives around women roles and modifying perceptions related to gender norms of Pakistan (Jafar, 2005).

Given access to educational facilities, attaining a steady job and achieving their career goals were still not enough to get women out of their miseries because on the commencement of their marital life, they are encumbered and tied down with their work and familial role demands putting them in onerous stress (Najam and Ghazal, 1998). The expectations of role demands from women are not only limited to an organizational setting being an employee but how she acts as a mother, wife or a daughter is equally challenging (AJALA E. M., 2017). As Misra (1998) mentioned, a woman should be “business like” professionally and in her traditional or household roles she is expected to be “domesticated”.

Previous researches show that as per the elevation of women as labor forces are prone to work-family conflict because of their traditional role duties in terms of time and energy (Malik et al. 2017). Furthermore, research related to organizational behavior confirms that married working

women are subjected to face more conflict than unmarried working women (Staines & Lang, 1980). It is evident from previous studies work-family conflict of working women has been related to organizational commitments, job satisfaction, job performance, employees' retention and with many psychological factors especially stress (Khan et al., 2018; Saher et al., 2013; Fatima & Sahibzada, 2012). Current study explores the relationship between female teachers and their role conflict considering remote working during Covid-19 pandemic.

2.5 Determinants of Work-family-conflict during Covid-19 pandemic:

As mentioned through above literature, influx of women in economic structures has increased their binary roles and divided them into two spheres of life. As a result of their contradictory role demands, married working women are trying their best to manage both with limited resources in their hands. According to Saher (2013), Ahmad (2008) has developed an analytical model for work-family conflict. She has classified work, family and personal factors that are important in maintaining equilibrium in work-family for working women. These factors comprised of: "work time commitment, job type, job involvement, job flexibility (work-related factors), life-cycle stage, number of children, child care arrangements (family-related factors) and role values, gender role orientation, locus of control, perfectionism as individual-related factors (personal-related factor)."

Adding to above mentioned factors, current study using role theory explores Covid-19 policy i.e. work-from-home as an integral element in creating work-family conflict among married female teachers. No study using Covid-19 as a lens to understand Work-family conflict of married female teachers has been conducted in Pakistan. Saher (2013) analyzed experiences of the working women in terms of their work life conflict and pointed out the strategies they used to

minimize the conflict. Research conducted in UK by Adisa et al. (2021) explored the work-family balance among British working women of public and private sectors using snowball sampling. Another Australian survey study carried out by Graham et al. (2021) related Covid-19 to increased stress among married working women. Abid et al. (2021) signifies the underlying cultural structures that associate working women to their houses and increase their work-life-conflict while working from home. I used above mentioned studies as an inspiration to dig out results that help to back my findings.

2.5.1 Increase in professional work load

In literature, workload is defined as “amount of work that an employee completes within a specific period of time” (Naylor & Schaefer, 2001). Workload can be twofold: Quantitative and Qualitative. According to Quantitative perspective it refers to the amount of tasks and work related activities on the other hand qualitative workload is the judgment of physical and mental abilities of an employee through professional responsibilities. Scholars have compared the workload of female employees belonging to different professions.

Considering work-family conflict in the pre-covid times, an individual was divided into two spheres of life (work and family), not only in terms of role demands but also physically. There might be a blurring boundary among roles but the mediums of role playing were different. Since the emergence of Covid-19, people were glued to their houses in order to prevent health issues and due to changes in the work modules they were asked to perform their professional tasks from their homes. The lockdown as a result of Covid-19 proved to be effectual negatively in causing work-family conflict as women had to look after their families along with their organizational

commitments and in order to meet these contradictory role demands their workload increased (Power, 2020).

This prompted them to perform both expectation demanding roles by being confined to one space that showed an increase in the work load both domestically and professionally. According to NEAnews (2020), as the pandemic continued to spread many employees especially teachers were forced to make adjustments in their schedules and lessons.

Format of teaching that is to say switch from physical classes to virtual learning was struggling for teachers (Burke & Dempsey, 2020). According to Gurung (2021), various challenges were faced by teachers during online teaching. One of which was course preparation. Results generated from the research conducted in India showed that course content was more difficult and time consuming to prepare during online mode of teaching as compared to the normal means.

2.5.2 Working hours and Support System

Constant involvement and commitment to work gives rise to the work related pressure. It has affected female employees more as compared to male employees. Salik and Kamal (2007) showed that an individual spends a substantial part of his or her life as an employee. According to Carthy (2007), irregular or long working hours result in tension between family and work life. As Saher (2013) highlighted the studies of Moen and Yu (2000) and Oakley (1974), excessive workload, quantity and quality of time required during job commitments and domestic duties are all dominating in generating time-based work-family conflict. Scholars have compared the workload of female employees belonging to different professions.

Over the years, studies have confirmed increase in the workload of teachers in comparison to other professions (Naylor & Schaefer, 2001). As educators are faced with the limitations of time in their jobs they often take their unfinished professional tasks to their houses to be completed and met with high expectations by the educational authorities (Butt & Lance, 2005). As a result of which teachers are required to put in extra working hours which in turn affects their domestic work. The more female teachers spend time fulfilling professional duties, the more their energy is consumed that inhibits them from fulfilling their domestic roles (Lee & Zenglim 2013).

Being a dedicated employee or a compassionate mother, both requirements create a friction among their personal and professional domains. Although working women are considered independent in terms of economical viability but the nature of job puts them in a comprising position to acquire support from their friends, family or colleagues. Commitment to family values, family affliction and demanding familial duties spark inter-role conflict (Frone & R, 2000). As Saher (2013) suggested Insufficient social support systems and proliferated family roles make it difficult for female employees to overcome conflict.

Taking into account the familial duties of married working women, 80 to 90% of them are associated to cleaning, grocery management, and cooking in addition to child care responsibilities (Galinsky & Bond, 1996). As Hirschfeld (1997) mentioned, working women are appraised for arranging and managing house related domestic services. This shows that having a support system is one thing but being responsible to use it for balancing work and family life is still the duty of a woman.

2.5.3 Work-from-home: An upsurge in domestic duties

With the increase in involvement of women in the labor force, the concept of work-family conflict has come under the attention of the social scholars. As Jeffrey, Greenhaus and Beutell (1985) mentioned that Kanter (1977) suggested mixing personal and professional roles is a leading cause in multiplication of inter-role conflicts. One role demand intersects with the time and energy of the other making it very difficult to cope with both. Hence, investing more resources in one role limits the use of resources in another creating a competition and in the end inter-role conflict (Grunberg & Matei, 2020). This is significantly tiresome for women with multiple roles to manage resources equally and achieve contentment in both domains (Thorntwaite, 2004).

Sundareson (2014) reported that employees prominently women find it more challenging than men to achieve work-family balance. Women have been a major part of labor market for many years, yet they are expected to be domestic. As Kreinar et al. (2009) pointed out that women still fail to keep work and life together although they realize the organizational, personal and familial demands. Demands and expectations of both roles have proved to put pressure on working women thus intensifying work-family conflict (Kayaalp, Page, & Rospenda, 2021) thus one role strains and stresses the other. The reason why social structures and behaviors are gendered is because they are built and molded by the gender norms (Fox & Murray, 2000). Gendered division of labor is embedded in Pakistani society (Malik & Khalid, 2008).

Abid, Zahid, Shahid and Bukhari (2021) pointed out the gendered perspective as the challenge for teachers when work from home. All the female participants reported that household responsibilities and family expectations amplified extraordinarily during the lockdown.

Overlooking the professional needs female participants had to take care of their children and to perform duties obliged by the adults (husband and parents). As the Pakistani cultural and gendered stereotypes labeled women as the caregiver and provider of household chores, this played as an added incentive in making online working more demanding. Moreover, this study highlighted the difference that male employees were not subjected to any dual role expectations as compared to their counterparts.

Researches show that women find it difficult to maintain work-life balance, because it is primarily linked to their social and cultural duties, as it is due to the fact that they are only seen as mothers and daughters (Adisa et al., 2021). According to Lyon (2002), Saher (2010) and Kibriya et al. (2021), Pakistani culture is asymmetrical in gender relations and is male-dominated with collectivist societal principles, where women are taken as caretakers of the house and family.

Therefore, previous and current studies are evident in highlighting that even though women are actively taking up the responsibility of the economic sector they still are chained down to their core cultural values. Furthermore, Covid-19 pandemic has proved to be a cherry on top in intensifying workload and inter-role conflict in married working women. Due to closure of organizations, conventional working zones were transformed into remote working. As Clarke et al. (2020) pointed out the metamorphosing of personal living space to childcare duties, work and procuring knowledge. It was same for both male and female employees but more burdening for married women with children (Nash & Churchill, 2020). Women with children were fallen victim to the domestic labor and child-care duties (Yildirim & Eslen-Ziya, 2020). Increased level

of responsibilities in work and life domain obfuscated the personal and professional boundary (Yildirim & Eslen-Ziya, 2020).

2.5.4 Work from home and Mental Stress among working women

With the increased technological advancements and competition many people have taken up the employment to contribute in economical sector. This has also proved consequential as individuals are also committed to their domestic roles. In the pursuit of that it has become difficult to balance both work and family. With the changes in economical structures and demands of women in work force, researches show work-family interface as a reason to cause stress among working women. D'souza et al. (2005) argued experience of stress and work-life settings are parallel.

Stress is inevitable for a female employee is susceptible to child care and official duties; Nicholson (1995) referred them as "Superwoman". A deciding factor for stress is the interference of work and family life (Parker & Arthur, 2004). Another study revealed that working women encounter more stress as compared to men in terms of sexual harassment and work-family conflict (Sulsky & Smith, 2005). "Work-life balance is the extent to which an individual is equally engage in - and equally satisfied with - their work and family role (Greenhaus et al., 2003)." This balance is difficult to achieve when working women do not find contentment while taking an active part in their dual and sometimes multiple roles. There is a sense of "guilt" witnessed in working women when they fail to fulfill domestic duties and expectations in familial duties (Iwaski et al., 2004).

Shafique and Sohail (1997) pointed out that mothers are more inclined towards experiencing stress rather than non-mothers, this due to the fact that in Pakistani culture, conflict of work and home life is related to the marital status. As most married working women are expected to prioritize their domestic roles over formal ones. Apparently, remote working could have proved to be helpful in necessitating employees to manage both work and house. Nevertheless, studies showed that it generated bidirectional work-family conflict; from work to family and family to work (Purwanto et al., 2020). This makes us understand that it is must to perform duties with the utmost responsibilities required in either of the domains. If one is preferred one on the other it leads to the incompetency and mental and physical imbalance.

Finding it difficult to harmonize both mediums, women become liable to consternation, stress and various health related issues (Greenhaus & Beutell, 1985; Majumdar et al., 2020). Since the introduction of work-from-home policy, balancing both roles has become nerve-wrecking for working women (Feng & Savani, 2020). Previous researches showed that women were already managing both roles by playing their part in separate places. Women with young children have experienced depressive symptoms when they took their unfinished formal business to their houses (Shepherd-Banigan et al., 2016). Married working women suffer higher stress than men and unmarried working women (Luecken et al., 1997).

2.7 Strategies to manage Work-family conflict

Current study explores the determinants of Work-family conflict and the strategies used to achieve work-life balance in female teachers. This study undertakes time management, roles prioritization, familial support and stress management as coping strategies used by married female teachers to overcome conflict between work and family during Covid-19.

2.7.1 Time Management

To help them manage these conflicting demands, working women make sacrifices on their own part by reducing their personal time and investing more in their formal needs (Saher, 2013). Ekanem (2012) argued that for achieving completion in formal tasks teachers divide their time into segments.

2.7.2 Role prioritization

Results generated by Kibriya et al., (2021) showed that based on role needs and urgencies, working women prioritize and switch from one role to another to manage conflict. Behavior and attitude attached to the values of a role help working women to rethink and prioritize their personal roles and are capable to consciously have inter-role switch (Hall, 1972; Wilson, 2004; Noreen, 2013).

2.7.3 Family as a Source of Support

Saher (2013) highlighted that working women used spousal, familial and organizational support as a coping strategy to combat work-family conflict. Previous studies show a relation between spousal support and work-family conflict. Adams, King and King, (1996) categorized spousal support into emotional support and instrumental support. Emotional support is shown through consideration and understanding of the needs, listening to problems, providing solution through advice, exhibiting genuine concern and showing empathy to help their partner. Instrumental support is when the partners help each other out in household chores and childcare duties.

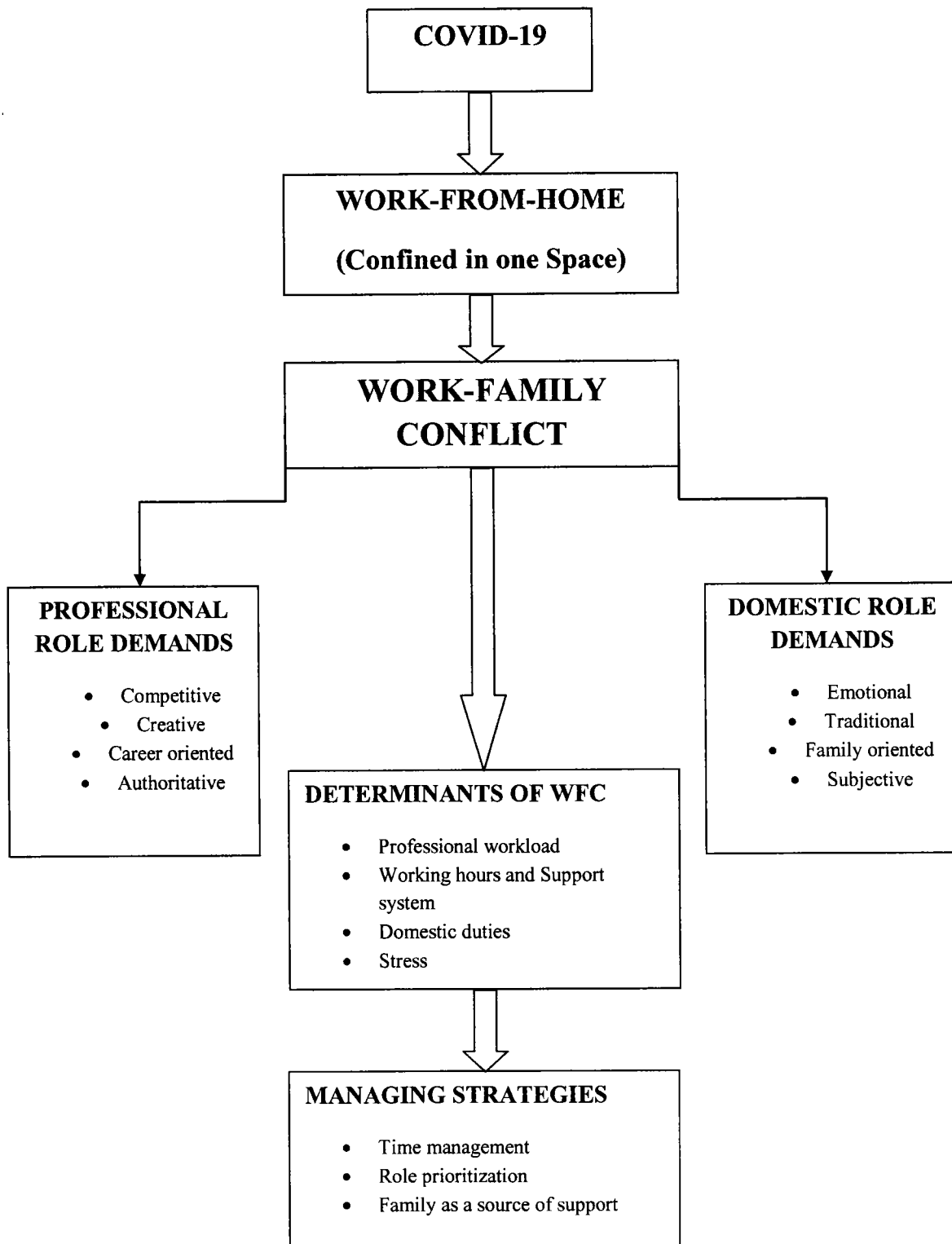


Fig 2.2 Flow chart picturing Literature Review

Chapter 3

3. Research Methodology

During the fieldwork, methods, tools or techniques used by the researcher to explore the study and to assemble the required data collected is the research methodology. There is a systematic process involving research methodology for the collection and analysis of data. Researchers notice and then carry out their researches from their everyday life. Unlike quantitative researchers, we Anthropologists actually spend time in a naturalistic surrounding to keenly observe the realities of the world around them. Before setting their foot into the field they design a study to conduct a research and find the reality hidden behind extrinsic environment. There are two areas of philosophy in research that determines the pathway of research that further paves the way to understand the nature of reality. It can either be realist or nominalist. Nominalist reality is hidden and is not absolute or universal instead it projects from our subjectivity and interpretations of the outer world. It has to be explored and prospected. Whereas, a realist reality is already present out there and is absolute. It explains the reality of the world is pre-existential and it just has to be discovered. Realists verify the already present theory and transform it into a law. On the other hand the nominalist reality is explored and in addition to theory application a new theory is also generated based on the context of its existence.

3.1 Research Approach

Researchers use three research approaches to dig out the reality around them based on their ontology i.e. realist or naturalist and sometimes critical.

Positivist approach uses objective view to obtain results similar to natural science and it is mostly used by quantitative researchers. On the contrary, the interpretivists believe that reality does not exist apparently. Reality is actually defined through the ways people perceive it and

give meanings to it. Interpretivists think that human beings are crucial in making and giving meanings to reality by engaging in it through social context (Neuman, 2009). The third approach, critical approach focuses on multilayer reality and highlights that social reality should not only be discovered rather it should be used to empower marginalized people of the society. It disagrees with the former approaches in a way that neither reality is independent of individuals nor it is defined through meanings given by them but it says reality is imbedded in more than one layer. Our thoughts and perception interact with each other that bring change in our society and it cannot easily be discovered. Different research methodologies are employed depending on the nature of study. A qualitative methodology studies reality through interpretivism and positivism is used by quantitative researchers. Critical approach mixes the former approaches and builds its own perception of reality.

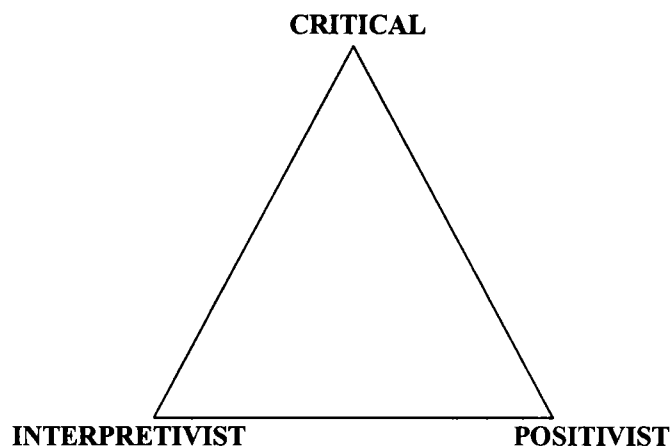


Fig 3.1 Research Approach

3.2 Research design

According to William M. K. Trochim (2006), in order to effectively address the research problem the plan we choose to assimilate various components of our study in a rational and articulate way that strategy is referred as research design and it inhabits the blueprint for the

collection, measurement and analysis of the data. Research problem and research design are interlinked, the design a researcher chooses for the study depends upon the topic under research. As Neuman (2006) suggested there are three research designs in social research.

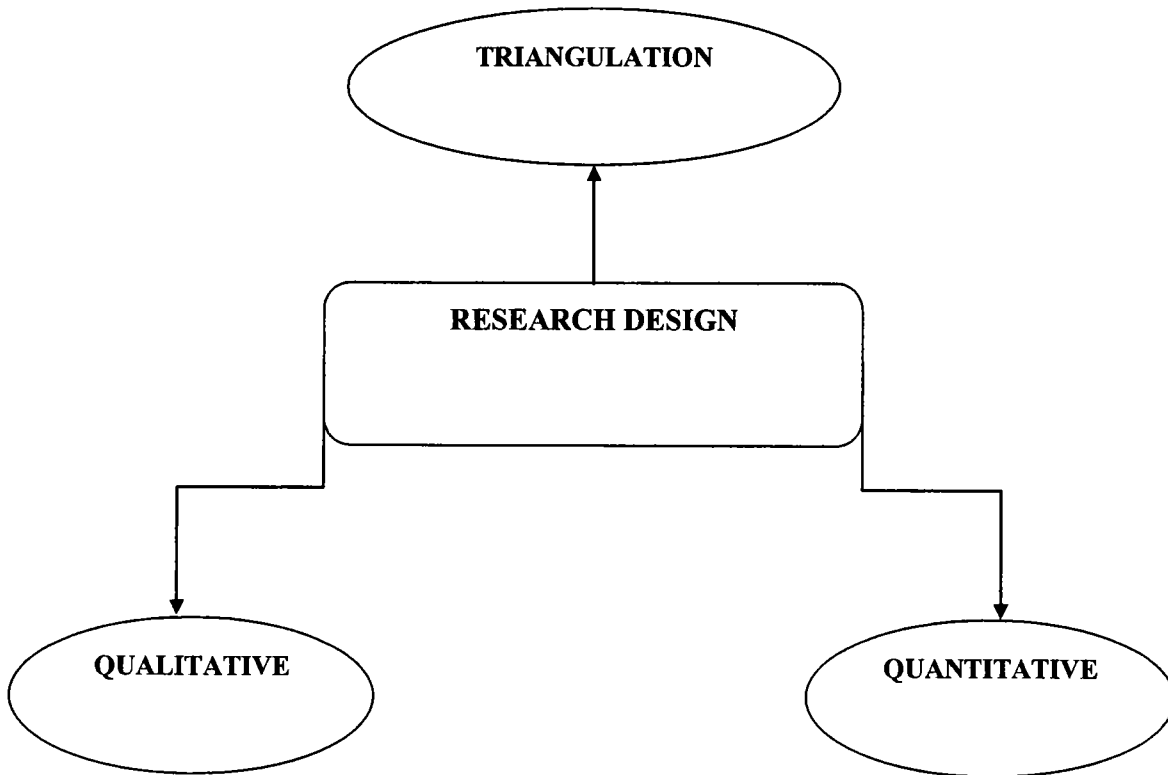


Fig 3.2 Qualitative Research Design

In Qualitative research design, the researchers explore the hidden realities in any social phenomenon by spending time with the individuals of a certain society. It is exploratory as it discovers issues that are not easily understood. It can be creative because the researchers do not formulate closed ended questions rather an investigative stance is adopted to be flexible towards all sources of data. They gather information from literature then formulate themes, motifs and generalizations to discover intrinsic meanings through words, gestures images and so on. Current study uses qualitative research design to obtain required results through unstructured interviews.

Whereas, triangulation another name to the mixed method research. In this, social researchers believe that in order to achieve an absolute accuracy of a research, one issue must be studied from more than one perspective (Neuman, 2009). According to Creswell (2007) triangulation is the fusion of both qualitative and quantitative to draw conclusions of a study by mixing both approaches.

3.3 Qualitative Methodology

Anthropology studies humans holistically and exposes their social realities through qualitative methodology. Researchers using this methodology spend hours in the field in direct contact with the sample of their study and deduce results in the form of written statements, photography and recordings. The cornerstone of this methodology is to get the emic perspective on the issue which is through the lens of the natives facing it. Planning is key in carrying out research but researchers do not enter the field of study with presumptive ideas regarding the social issue rather they study secondary data to discover meanings hidden in the primary data. I used qualitative research methodology that helped to take a holistic in-depth view of the issue in its natural setting to explore it. The main aim is to explore the effect of new policy of Work-From-Home on multiple role conflict faced by female teachers in private sector and managing strategies used amid Covid-19.

My research is hidden and embedded in the social context therefore, it is an unstructured, open-ended and unfolding and data collection is in the form of speech, phrases, jokes, songs, gestures, emotions and so on rather than numbers (Neuman, 2009). The objective of using qualitative methodology is to get the native's view that strengthens and validates the research. Due to the very nature of the issue qualitative methodology is considered useful to collect data.

On the contrary, quantitative research design can either be descriptive or explanatory. In quantitative research, a relationship between variables is tested through a theory. An entire research plan is designed before the collection of data and results are generated in the form of statistics. By using this, a whole picture is painted through classification into numbers or words and it only explains the causes of events.

3.4 Research Methods

I have used qualitative research methods in my study to dig out the reality of the issue. In-depth interviews were conducted from my respondents during my field research.

3.4.1 Field Research

It is a qualitative research method in which a researcher aims to observe the behavior and interact with the individuals through their emotions, words and fears in short understand them through their everyday life by spending a certain amount of time with them in a natural setting. First a researcher selects a group of people, second plays a social role in their society, conducts informal interviews and finally pens down every single detail to obtain results. According to Neuman (2009) minor to major events must be written that are crucial to the study as it helps in formulating conclusions of the research. Since a researcher spends time on the field to get first hand information there can be a chance of subjectivity in the research but exposing the meanings in the extrinsic activities through communication and an objective stance reduces the probability of subjectivity (Emerson, 2011). I did field research of 4 weeks with the aid of daily diary, jotting, recording and photography I combined my research. Although I conducted my research in a formal setting but collecting data through interviews like informal conversations I got detailed and rich data. It was very easy to get answers from my participants through not only

their words but also from their body language. Perhaps, field research helped me a lot in exploring the hidden meanings from apparent realities.

3.4.2 In-depth Interviews

One of the methods in qualitative research is the commencement of in-depth interviews from the field site. Due to the unfolding nature of research, the interviewer has to study the literature in detail to draw themes on the topic and conduct semi-structured and open ended interview with some remotely designed questions that are constructed beforehand to get the primary data. This face-to-face method of interaction is also convenient for the data collection because it gives the sense of free and light hearted discussion to the participant. As Neuman (2009) highlighted in his book of social research methods, involving the interviewee through informal questioning, listening to every word that is being said; the tendency, pitch and context of the words, participating to show the interviewee that you are interested in everything and lastly recording the discussion with their consent is the accurate way of supervising an in-depth interview. Not only the discussion related to the topic but everyday life discussions also help in gaining the trust of an interviewee. It also strengthens the grip on the issue under study for the researcher. Creating an informal setting within a formal environment is tricky for the interviewer.

With the right idea of probing the conversation more data can be acquired. To get the real meaning of every word or statement used an important technique i.e. probing and informal open-ended questions are asked (Neuman, 2009). Whenever a researcher feels that the discussion is going off the topic, he or she must divert the attention of the participant to the relevant topic in a subtle way without offending them. I tried to keep the interviewee off and on the topic to relax and keep them more open to me. At first it gave them the narrative that I am talking to them for

my formal work but with time they took it as a casual chit-chat. This gave me the confidence to observe and analyze their behaviors and events that took place their daily. Before entering the field I made some questions that will help me to not stray away from my topic but with the passage of time I had to mold them with discussion and the kind of data I was getting. It is also a responsibility of a researcher to keep the conversation friendly to through jokes or stories to make the participants comfortable. For me a single interview took 30-40 minutes to get as much data as possible. Once I was done with the interview I would compare the answers to the themes I must have covered in the conversation. Then next day I added more topics that are needed to be discussed and which I missed the other day. Every detail is essential in interview as it helps in the data analysis which is done in the end. For a researcher to comprehend hidden meanings that is crucial in qualitative research, revising the discussion and thinking to include more questions intensifies the understanding on the topic.

3.4.3 Case Studies

Case study is a micro-level research method conducted to explore the events and conditions on a smaller population (Neuman, 2009). In a case study the participants are examined within the area of study. Every little detail regarding life situations that are important to research are comprehended and then analyzed. According to Neuman (2009) case study is an extensive research carried out in an in-depth and detailed investigative way, on the action of individuals and linking it to the social structures or phenomenon prevailing in the society. From noting down single aspect being observed by the researcher to the detailed data provided by the participants all are included in case study. It is a multiple angle study that explores everyday life intensively sparing no detail (Simon 2009). In addition to my in-depth interviews I also managed to pen

down some case studies to get the better explanation on my themes through examples. As they are descriptive, it helped in the justification of my results.

3.5 Tools for Data Collection

3.5.1 Participant Observation

It is a primary method used by the anthropologists for fieldwork. To get a better hold of the issue under study, a researcher needs to learn and understand individuals by not only spending time with them but also by participating in day-to-day activities in their natural habitat (DeWALT & DeWALT, 2002). In order to be more empowered and informed, a researcher's knowledge progresses by engaging in chosen social setting. In participant observation, there is a balance between objective view regarding people under study and subjective experience of the field, which in turn enhances the data gathering and analysis (Neuman 2009). It is an experience of acquiring knowledge through exposing oneself with the raw culture of a society. After gaining access to the field, it becomes easier for the researcher to obtain an emic perspective and improve quality of the data through participant observation.

3.5.2 Rapport Building

Rapport building is considered to be one of the most effective tools in gathering detailed answers through in-depth interviews. To get extensive answers a researcher must develop a relation of trust with his or her participants by being more receptive towards them. A successful interview depends upon establishing a rapport with the informants (Bernard 2011). It can be made easy by engaging them with informal or casual conversations and then moving them towards scheduled or topic related discussions gradually. During my early days in the field my respondents were not cooperative towards me but then I started to initiate my conversations with light topics making

them feel that I am like them and here for a formal business. One of my respondents with a smiling hesitantly said:

“apka topic aisa hai jis pr baat kurtey aisa lgta hai jaise school waalon ne hi apko hire kiya ho, taaqey jaise hi hum kch bolein to job se jaen.”

I was astonished to hear their concerns and responded with a smile on my face:

“aap jo mujhse discuss kr rahi hein wo sirf apki or meri discussion hai. Main apka naam bhi nahi liqhungi. Aap relax ho kr mere saath baat krein.”

With passing days they opened up towards me and then we talked on random things along with my research. Rapport building is only reliant on the skills of the interviewer that how effective one is in creating a comfortable environment for the participants.

3.5.3 Interview Guide

Interview guide is a list of unstructured and open-ended questions made on the themes of the study. They are a helping tool for the researchers to keep the answers related to the topic as much as they can. It is important to note that they should not be rigid to color the research according to the researcher's biasness instead they should be flexible enough to lead the discussion. As Bernard (2011) suggested that a researcher must make an interview guide organized and methodical that makes it easier for the participant to comprehend and understand the issue in hand. Prior setting foot into the field, a researcher should have an idea about the topic discussed in the former studies and with the help of the literature an interview guide is made. Once the researcher gets hold of the participant's responses, they have the ability to modify the questions in the interview guide which leads to the enrichment of data. Probing helps in getting the relevant answers.

This tool proved to be of greater help for data collection during my research by keeping me in right track. Although I tried my best to stick to my topic, there were some moments where the participant and I got distracted and whenever that happened this guide helped me in reminding of my main themes otherwise it may have been very difficult for me to remember everything.

3.5.4 Daily Diary

As an anthropological researcher, I was sensitive to each and every happening in the field site. Daily diary is way of note taking on the daily basis. I had to write down the answers of my participants but as well as to observe their gestures, emotions, facial expressions, body language, tone and pitch of the statements and so on. But it was hard to tackle with all that was part of my surrounding. To combat with that I kept my daily diary with me to jot down every detail in points that also proved helpful as a memory activator. For writing detailed and intensive field notes, daily diary plays a fundamental role as it jogs the memory of a researcher in field (Emerson, 2001; Neuman, 2009; Bernard, 2011). My daily diary consisted of random points like short forms of the words, phrases, minor details that helped me in maintaining my field notes. The language medium of my daily diary was roman English. While writing field notes, I took help from it.

3.5.5 Field Notes

The detailed, extensive and formal written record the process of writing of everything that is seen, heard or experienced in a detailed, formal and extensive way is field notes (Emerson, 2011). Without paying heed to others while observing, researcher must record notes as soon as possible. Using short terms and phrases help temporary memory aid (Neuman, 2009). The sequence of writing field notes is also crucial as it keeps the data on track. Another thing to keep in mind while writing field notes is that they should be concrete, logical, comprehensible and

complete. Anything remotely related to routine or small talk must be noted with the thought that they may seem unimportant at the moment but are essential to the study. According to Neuman (2009), even though tape recording is an easy way of inscribing the data, it should not replace field notes. Spending the whole day in field and then writing it may seem hard and it burdens the researcher occasionally (Bernard, 2011). In the early days of my fieldwork I decided not to write my field notes simultaneously but It ended up piling up to the point that it started to frighten me. Then I initiated penning down my experiences consisting of every minor detail alongside of my fieldwork. It also kept me in touch with my primary data and my thought process. I started to have clear idea of what I already got through the interview and what is still insufficient. These are the formal, detailed, written, records of what is seen, heard and experienced in the field (Emerson, 2001). As I decided to decrease the gap in my note writing it declined my confusion on the topic. Emerson (2001) also highlighted the importance of efficiency of note taking in a way that without wasting anytime one must write as early as possible upon returning from the field. If that happens, it is more likely for the data to get contaminated and researcher bias. Consequently along with recording, I also started to maintain my field notes on the daily basis.

3.5.6 Recording

One of the useful tools for collection of data is recording. It is helpful in writing field notes. To avoid the overlooking of the data, a researcher must make use of this research tool. In my experience, even if I paid full attention while listening to the answers as well as writing them down simultaneously I found it extremely hard to remember everything. I decided to record the interviews with the consent of the interviewees which then decreased the margin for my research's data loss later on. Due to the gaps between taking interviews and writing data it is likely to squander any piece of information, so it is important to take benefit of this tool as it is

ethically acceptable. This is a very useful tool for collecting data. It increases the authenticity of the findings as it can recover the absence of any information during fieldwork (Bernard 2011).

3.5.7 Photography

Photography plays an essential role during fieldwork as well as in research. It makes the research work interesting by making the readers well aware of the environment, surroundings of locale of the study. It also makes the research project captivating. While keeping in view the other aspects of the study, a researcher must understand that photography is an adjunct to the field research (Neuman, 2009). As my research area was a small private school I could not able to take many pictures but I tried to include as much as I can. It is also done by taking the ethics of the research under consideration.

3.6 Targeted Population

Choice of population is done by keeping view the needs of a research. It cannot be selected on the basis of personal choice but it depends upon the research topic, its aims, objectives and its hypothesis. For the current research I collected data from the female teachers of Faisal Schools of Muslim Town, Rawalpindi. I specifically targeted married teachers with kids who worked from home and took online classes during Covid-19. As I wanted to explore that how they managed to balance their personal and professional lives by being confined to one space is the reason why I chose this population. To maintain equilibrium by drawing a fine line between family and work is an extremely difficult job especially for married working women (Gordon et al., 2004; Hall, 1972). I targeted junior wing teachers. They were selected to fulfill the purpose of getting in-depth and reliable data that is relevant as they have experienced the issue firsthand.

Their ages ranged from mid 30s to early 40s and were equally burdened with personal and professional roles and they helped me with more detailed and valid information.

3.7 Sampling Technique

Sample is small number of individuals selected from a much larger population and sharing same characteristics (Neuman, 2009). One of the most important and crucial stage of a good research is sampling. Like population, selection of a sample is also dependent upon the research aim and objective. On the same lines, a researcher cannot select a sample voluntarily based on their liking. This will result in biased research. Only ethical, practical and reasonable way to conduct a research in order to study a population is selecting a right sample (Marshall 1996). An important thing to keep in mind while sampling a population is that some participants will provide authentic data as compared to the others. According to Becker (1998), to reach a conclusion, a researcher must draw generalizability in a research (two research findings with similar conditions are inter-transferable) that produces results and meaningful findings; concluding a study in a way that is something pertinent to everyone and in every condition of a definite category. Every research has some standard technique to select a representative sample of a population. Current research uses one of the non-probability sampling technique, purposive sampling, to select my respondents. Bernard (2011) stated that non-probability sampling technique makes the research more effective to conduct in-depth study and it ensures that everyone has the equal chance to be selected. In purposive sampling you select respondents which are not random and fulfill the purpose of your study (Neuman, 2009). The reason I selected this technique also known as judgmental sampling is because it relies upon the verdict of a researcher who has the ability to keep purpose of the study in mind. It is also effective in exploratory and field researches. This technique was selected because only married working

women with children of their own, who have been working from their homes while managing their domestic duties were my participants. So, I selected those teachers who fell on my criteria. This sampling technique was very functional to choose my participants and to carry out in-depth interviews.

3.8 Sample Size

A group of individuals or members of a certain society selected for a common purpose of study having similar features and who draw out generalized findings as results are categorized as sample. They are chosen for answering questions of the in-depth interviews of a qualitative research. It is evident from the literature that to understand the embedded meanings from the explicit categories of a social reality it is ample to conduct 10-20 in-depth interviews from selected individuals as informed participants (Bernard, 2011). I interviewed 12 teachers, selected through purposive sampling technique. For a qualitative research these 12 data rich in-depth interviews are enough to get all-encompassing and thorough insights on the phenomenon under study.

3.9 Unit of Analysis

“Thematic analysis is a method of analyzing qualitative data that entails searching across a data set to identify, analyze and report repeated patterns (Braun & Clarke, 2006).” I used purposive sampling to conduct qualitative research and did in-depth interviews from already generated themes through literature, the data was recorded in the form of words, gestures and behaviors instead of number, so thematic analysis proved to be powerful in producing valuable results.

3.10 Dealing with the Gatekeepers

As Neuman (2009) mentioned, gatekeepers are the official or informal authority in a field that have the power to change the course of a research. Conducting field research in any formal organization is not possible without the permission from its authority. To continue to research in a place a researcher should get a legal permit from the head of the organization. Since my fieldwork was a private school. I had to make the principal understand that I am not meeting your teachers or analyzing them from a layman perspective. When I told her that I am student of MSc Anthropology in IIUI and I am here to work on my Masters' designation she said to me

"Ms. Samar ne mujhe inform kiya hai ap unki college fellow hn. Ms. Samar ki wjaah se I can trust you as well. Qk covid ki wjah se humein higher authorities ki taraf se permission nahi hai. Us k ilava apka topic meri teachers ki personal life ko bhi touch krta hai to yeh aap ne apni understanding khud bnani hogi main aap k liye unse request nahi krunga."

At first, I thought it would be very difficult to win their trust but the teachers who were working with my friend cooperated with me and then became comfortable gradually.

3.11 Ethical Consideration

In addition to conducting research it is also a responsibility of the researchers to ensure the privacy of their respondents. Being a student of research there are some ethics in social research to be followed to remove the chance of any fraud or mishap. They can be ethical issues or conflicts among the researcher and participants. In every social research some ethics are to be followed to avoid any mishap in the future. Ethics engross the code of conduct that segregates valid or illicit and provides a moral research procedure.

As Neuman (2009) stated that some ethical issues to be taken under consideration while doing a research can be physical harm, psychological abuse and legal jeopardy. Moreover, informed consent should also be taken seriously. Also, the participation of any participant in research must be voluntary referred as the principle of voluntary consent (Neuman, 2009). Throughout my time in the field I was very cautious of the research ethical issues. I took care of their comfort to ensure informed consent and to ask for their voluntary consent. After entering into the field, I did not hide anything that could be considered as deception and explained my research, its aims and objectives to the gatekeeper before conducting the research. Also, I explained everything to my respondents and took their consent for taking the interview. To corroborate with the participants I maintained anonymity and confidentiality which could cause any problem in the future. Hereby, pseudo names are used in the research.

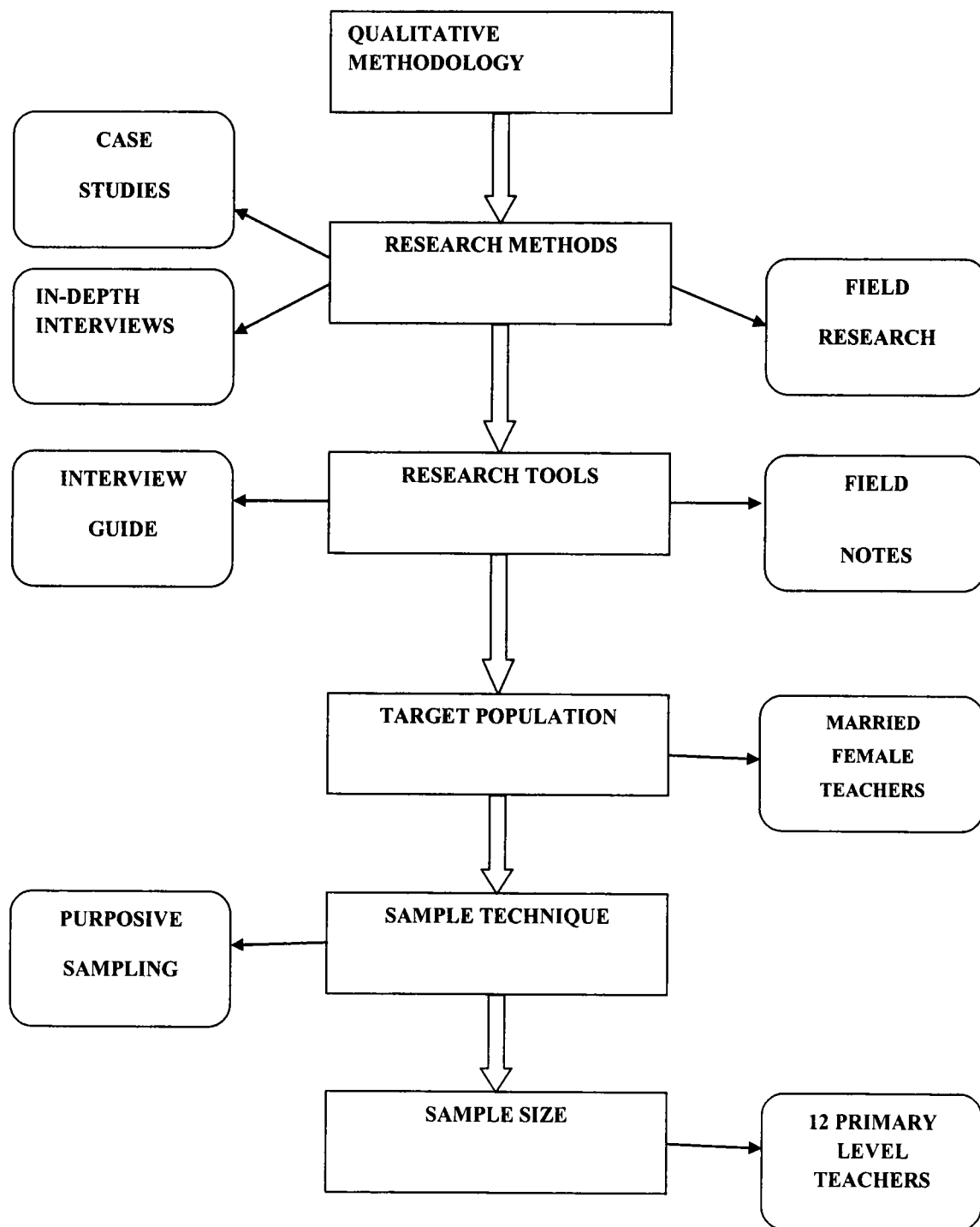


Fig 3.3 Flow Chart Depicting Research Methodology

Chapter 04

Area Profile

This section provides an overview of the locale of the study. This chapter is as important as the other parts of the thesis. It provides the geographical, demographical, physical and ecological aspect of the research site. Current section helps the researcher to give the readers an overall picture of the events that took place.

The study was conducted in Rawalpindi, Pakistan. The target of the research is female teachers and a Private school as the locale of study is selected. The name of the school is Faisal Model School Sadiqabad Campus. The reasons behind its selection are already listed. This part of the chapter is divided into two sections i.e. Rawalpindi and Faisal Model School.

4.1. Rawalpindi

4.1.1 Location

Rawalpindi is the capital city of Rawalpindi division and also known as pindi. It is specifically located in the Punjab province of Pakistan. It is in the north side of Punjab province. Its total area is 5286km². It is the fourth largest city of Pakistan. It is adjacent to capital city of Pakistan, Islamabad. Both are known as twin cities on basis of strong social and economic links. Rawalpindi city economy gain boost after Islamabad is declared as capital of Country in 1962. Rawalpindi division consists of seven autonomous tehsils. Rawalpindi is the military headquarter of Pakistan Armed Force.

4.1.2 Historical Background

Rawalpindi district was created back during British rule as part of Punjab province. District boundaries were given when Attock was created as separate district. Rawalpindi is located on pothohar plateau known for its ancient Buddhist heritage. It is in the neighboring town of Taxila- a UNESCO World Heritage Site. The city was taken over by Ghakhar in 1493 after the invasion of Mahmud of Ghazni which destroyed this city. In 1765, Rawalpindi became a major city under Sikh Emperor based in Lahore after Ghakhars were defeated as the city came under Sikh rule. British raj conquered it in 1849 and it became the largest garrison town of the British Indian Army. During the time of independence Rawalpindi consisted of 43% of Muslim population while Rawalpindi district as a whole consisted of 80% of Muslim population. As it has Muslim majority population Rawalpindi was awarded to Pakistan. Later in 1947 after the partition of British India the city became home to the headquarters of the Pakistan Armed Forces.

4.1.3 Historical Sites

Rawalpindi district is also an attraction to many tourists due to its historical sites and picnic spots. Islamabad Archeologist discovered nearly 80 new sites of historical significance in Rawalpindi district. A survey conducted to document heritage in the region has probably opened new chapters into history when archeologists from the Taxila Institute of Asia Civilization at the Quaid e Azam University found these sites spread across Gujar Khan and Kallar Syedan tehsil of Rawalpindi. The sites which were discovered are ancient mounds, rock shelters, mosque, graveyard and numerous ancient ponds. Rawalpindi being on pothohar plateau, known for its ancient Buddhist heritage, especially in the neighboring town of Taxila- a UNESCO World Heritage site.

The city is a home to historic havelis and temples and serves as a hub for tourist visiting Rohtas Fort, Azad Kashmir, Taxila and Gilgit Baltistan.

4.1.4 Demography

The demographics of Rawalpindi District, a district of Punjab in Pakistan, have undergone significant changes over the years. It has been affected by turmoil in the surrounding districts. According to the 1998 census the population of the district was 3,363,911 of which 53.03% were urban. In 2017 census the population of the district is 5,405,633 of which 54.% are urban, making Rawalpindi the second most urbanized district in Punjab.

4.1.5 Language

Urdu is the mother tongue of few people, but being the national language is spoken and understood by a sizeable population. English is also understood and spoken by the sizeable educated elite. Pashto which is also spoken by sizeable population in the Rawalpindi city.

4.1.6 Religion

96% of population is Muslims. Majority of them are Sunni. 4% of the population contains Christianity and other religions. Prior to partition city was majority of Hindu and Sikh religion. It is still a home to few hundred Hindus families despite of the fact that majority migrated to India in 1947.

4.1.7 People and Economic Activities

The economy of Rawalpindi and the surrounding district has a diverse industrial base. With a population exceeding 3.2 million, Rawalpindi is the third largest city of the Punjab province of

Pakistan, and the fourth largest city in the country. It has historically been an important industrial and commercial center of the Punjab region. The main industries of the city include oil refineries, gas processing, steel manufacturing, iron mills, railroad yards, a brewery, sawmills, tent factories, textiles, hosiery, pottery, leather goods production, transport and tourism. People from different areas of Pakistan are migrated to Rawalpindi to earn for their living. People from Sialkot work as carpenter. People from Gujarat work as hardware printers. Pathans work as security guards and building making. Local people are engaged in their own private business.

4.1.8. Weather

Rawalpindi has always been famous for its climatic diversity. Rawalpindi's weather has historically been known to change rather quickly due to its proximity to Himalayas and the Pir Panjal Range. But due to the global warming it now features a humid subtropical climate with long and hot summers, a monsoon and short, mild and wet winters. In addition to geographical location and extreme urbanization of Rawalpindi there has been a noticeable change in weather and climatic conditions that are notably different from its twin Rawalpindi referred to as twin city of Islamabad. Islamabad is relatively cold in summers because it is covered in green belt and the green hills that surround the city. In addition to geographical location and extreme urbanization of Rawalpindi there has been a noticeable change in weather and climatic conditions that are conspicuously different from its twin.

4.2 Faisal Model School Muslim Town Sadiqabad

Faisal model is one of the oldest schools located in Rawalpindi. It is affiliated with Rawalpindi Educational Board. This school is divided into Montessori, primary, secondary and senior level. The school is divided into two campus i.e. girls campus and boys campus.

4.2.1 Mission

This prestigious institute aims to develop leadership skills in the students, to educate the value and respect, love and care, patriotism and to become practicing Muslims.

4.2.2 Vision

Quality education with all best services is right of every child.



Fig 4.1 Faisal Model School Sadiqabad



Fig 4.2 Playground

The playground of the school is very spacious. It contains seesaws, slides and swing sets. It contains one small garden.



Fig 4.3 Culture Day

4.2.3 Extra-curricular Activities

Faisal school celebrates all sorts of national holidays. Cultural shows connect students with their national history and conducting such events makes students aware about their national heroes.

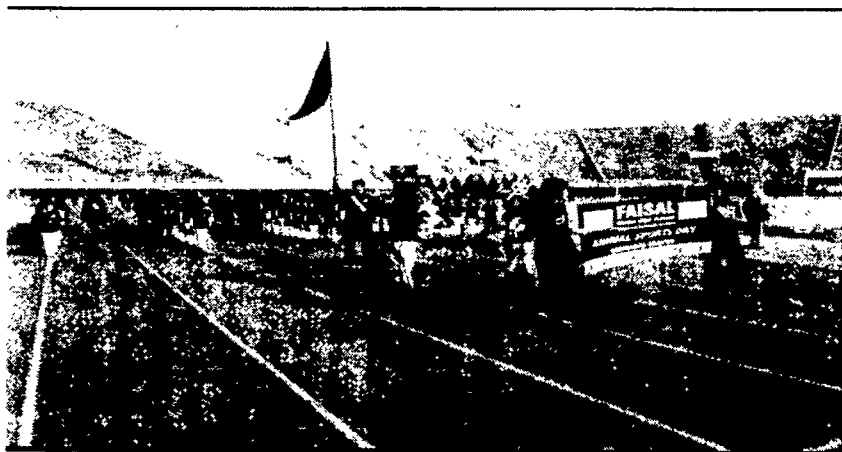


Fig 4.4 Sports Day

This school organizes sports events for their students. The sports competition is held annually. Generally these events are conducted in Islamabad Sports Complex. This initiative is important for students as it helps them to blow off some steam. The competition held by Sports community builds confidence among their students. This opens future revenues for students who are interested in making careers as an athlete.

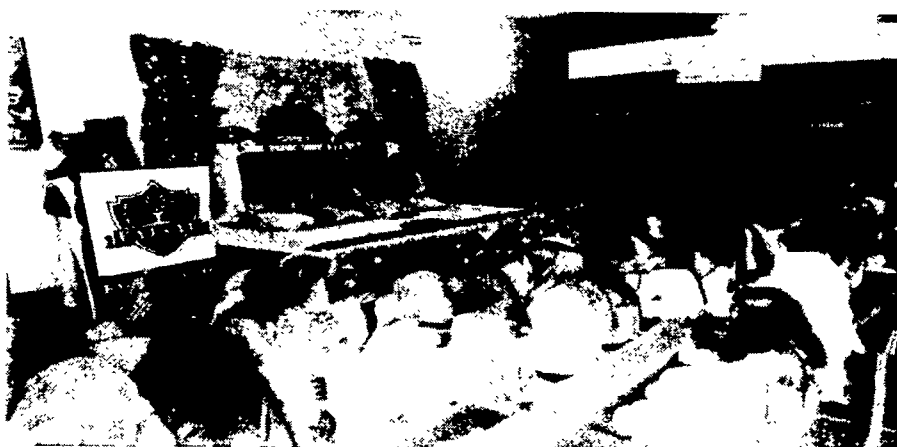


Fig 4.5 Eid Milad-un-Nabi

Islamic programs are also held in this school. Along with them, Qirat and Naat competitions take place on the weekly basis.

Chapter 5

Data Presentation and Interpretation

This segment of my thesis covers the data accumulated during the field work. In order to get desired results, qualitative methods were employed to dig out the hidden reality of the phenomenon from the lens of role theory. In-depth interviews were conducted in securing quality data that supports the hypothesis of the current study. I have also penned down Case studies as examples to help readers in understanding and to support my study. In-depth interviews were taken through open-ended questions; structured interviews were not taken as they lead to research biasness. With the help of interview guide that was designed prior setting foot into the field, made data acquiring very easy to generate results. Researcher chose married female teacher who took online classes while working from home as research sample. Furthermore, regular and proper note keeping in the form of daily diary and field notes during and after 4 weeks of fieldwork. Themes generated in the interview guide helped to categorize the all of the data which was collected and then analyzed through Thematic Analysis Technique (TAT). The research was carried out in Faisal Schools. The Haji Chowk branch of the school was selected as due to health issues many schools were not allowing any visitor to enter school. My friend was working there so she requested school authorities to let me carry out research in this school. It helped me to build my rapport more easily and acquire quality data. Data collection was conducted with ethical considerations and without any research biasness. This chapter focuses on the thorough explanation and analysis of the data that was collected in the field and the events that took place in the field that were crucial in the proper depiction of the data. All the important responses of 12 respondents are penned down according to the themes.

5.1 Theme #01 Views regarding Work-family-conflict

According to Kahn et al. (1964), participation in two different roles exerts opposing pressure leading to role conflict. Opposing commitments in the domain of work and family life, with expectations from one role exceeds the expectations in another role sets the foundation to work and family conflict (Greenhaus & Beutell, 1985). Although for many years, women are playing an essential part of labor force equally as men yet they are bound to perform their domestic duties globally. Staines and Lange (1980) pointed out that married women experience more conflict as compared to the unmarried women. The active participation of women more importantly mothers into the economical sector has doubled their pressure (Saher, 2013).

“jab do cheezon ki demand hi alag hai to conflict kaise a skta hai? Lekin haan jab aap dono ko alag nahi kr pa rahe, jaise covid-19 mein mere saath tha k ek taraf job thi or dusri taraf ghar ki zimedaari tabh conflict keh skte hein hota tha.”

Lyon (2002) and Saher (2010), has characterized Pakistan as a collectivist society with gender segregated cultural values. As mentioned in the literature women are subjected to the care takers of their house and family on the contrary men are responsible for managing finances of the house (Malik & Khalid, 2008). Employment opportunities and some cultural advancement may have made women to commit to professional duties (Saher, 2013), but it has only aggravated their role pressure by creating a scenario where they had to fulfill both of their work and family demands with equal use of time and energy (AJALA E.M., 2017).

“If my job is making me financially independent it does not mean I am free from my obligations towards my family. No matter at which position I belong

to professionally. I'd still be judged on the basis of my loyalty and commitments towards my household duties.”

The above responses are connected to the previous literature in a way that during Covid-19 although working women were with their families they were expected to prioritize their traditional roles. Opposite role demands did create a friction between their work and family.

Another respondent said,

“jee jee bilkul. Aya hai conflict work or family dono mein. Pehle bhi tha lekin phir bhi ghar ko ghar mein chorra ya school k kaam idhr hi kr liye, lekin ek jgaah pr hone se iss mein increase hua hai.”

5.2 Theme#02: Increase in professional workload

Workload is measured both quantitatively and qualitatively. As indicated by name quantitative workload is the total work given in the form of tasks and activities which are required to be completed within a limited period of time by an employee of an organization. Whereas qualitative workload shows the capabilities of the skillful employees through the work that they have submitted. Workload whether more or less is an important part of any job. Its increase or decrease depends upon the nature of job and role interference like one aspect of someone's life disturbs the work. Power (2020) relates amplification of workload of married female employees with their commitment to both their family and organization.

Another responded added,

“Workload did increase for me indeed. I found online teaching and physical classes where I used to have face-to-face interaction with my students very different. My schedule was very tight. I had to take 4-5 classes worth of 45

minutes consecutively. Along with that I was responsible to help my children during their classes and to look after my husband's needs as well. It was unimaginably exhausting for me to manage both my duties not only physically but mentally as well. As soon as I would open my eyes in the morning all I could think about was the never ending pile of workload that I will be dealing with all day."

Online classes were also proved to be challenging and difficult for teachers because HEC provided a guideline for them on how to take classes. Conventional teaching method was only limited for teachers to only have command on their subjects. But transition to virtual teaching made more difficult to adapt to this mode. As Gurung (2020) highlighted that it was struggling for them. Teachers had to put in extra effort to prepare study material.

One of my respondents told me,

"I believe that workload did increase. Before Covid-19 all we did was to prepare our lectures that were to be delivered the next day but in online classes we had to gather additional course material to engage our students. It was all so new. Never have I ever in my 13 years of teaching thought that I would experience something like this. I think that I had experienced more screen time learning rather than teaching. Maintaining the focus of my children was way more challenging than preparing myself for lectures."

Furthermore,

"Us time lagne lga tha pta nahi qonsa saada zamana tha jis mein hum parrhate the."

Another respondent revealed that,

“Sab se pehle to ye sab seekhna parra, itna muhqil kaam lgta nahi tha pr saabit hua”

A respondent said,

“When I look back I cannot even imagine how I managed to pull through. I had to look after 25 students under the age of 7. To make them study, engage them and to keep my study material intriguing for them so they do not get distracted. From making colorful slides to finding videos from YouTube related to the topic everything it was very time and energy demanding.”

Teacher not only struggled in terms of class material preparation but they found it hard to adapt to the virtual learning system (Burke & Dempsey, 2020).

A respondent said,

“I had consecutive classes till 1 then it was my responsibility to coordinate with the fellow teachers regarding number of lectures delivered and how many students attended them. Before Covid when I used to teach I had a sense of satisfaction that my students are learning but now even though I was giving my 100 percent I had no idea if there will be any output.”

Since all respondents are from same organization and were following same protocol they told me,

“Our workload was not only limited to the amount of tasks we had to accomplish or that we only had to manage our students. But quality of our

work was also monitored by the school management during classes. This also played a major role in increasing workload.”

And,

“Kaam 24 hours ka liya or appreciation 1 ghantey ki bhi nahi, unka attitude humaari taraf aisa tha jaise hum break pr the.”

The above data backed up by literature shows that strain-based conflict did increase when teachers were bound to work from home. The organizational demands to submit work on time increased their workload than usual.

5.3 Theme#03: Work-from-home: An upsurge in domestic duties

Kanter (1977) and Beutell (1985) suggested that women who were working as well as had a family to manage faced conflict among their roles more than those who were single. Switching back and forth from personal (wife, mother and daughter-in-law) to professional roles (teacher) was tiring for women.

One of my respondents said,

“I found myself constantly fighting between my obligations as a housewife and a committed employee of an organization.”

She added,

“Pehli baar aisa hua k professional life ko bhi ghar mein set karna prra.”

In a study conducted by Grunberg and Matei (2020) showed that it is not possible for married employed women to invest equal resources of time and energy in their contradicting roles equally. And when one transcends the other role conflict is bound to occur. Multiple roles are energy consuming and at the same time make working women doubt their abilities (Thornthwaite, 2004).

My respondent said,

“While working we are committed to one role but this lockdown and home working forced us into playing 3 or in some cases 4 roles at a time. Although I was working 24/7 I could not be able to make myself happy with my personal and professional commitments. Before Covid I never realized that one sphere of my life is interfering with the other however if something of the sort were to happen it was still manageable.”

Being fully devoted to dual roles still gave the sense of non-achievement to many female teachers.

A respondent said regarding this context,

“During normal times, I had a routine to follow. For me, I knew that I am in school from 8 till 2. When I daily come to school I automatically disassociate myself from my house and family both physically and mentally. My sole focus is my class and students. But during online classes, I found it hard for even myself to cope with that situation of uncertainty.”

Domestic roles are defined through cultural depiction of gender (Fox & Murray, 2000). Household responsibilities and duties of men and women are attached to the underlying gender

perspective of every society. It is evident from the literature that Pakistan being a patriarchal country does not let women free of their traditional role even though they are economically participating equally as men (Malik & Khalid, 2008).

My respondent shared,

“No matter how much supportive my family was in that moment there were times where situation presented itself in a way where I had to manage everything all by myself by hook or by crook.”

And,

“Sun’ne ko milta tha chaahe class se pehle kro ya class k baad, meeting ho ya nahi, ghar ka kaam hai toh tumne hii karna hai qk ye tumhaara headache hai.”

Abid et al., (2021) pointed out the same narrative that working women especially teachers were bound to carry out both roles with utmost perfection and it was their social obligation to fulfill the expected needs and demands of their family by jeopardizing their value as an independent women.

One respondent told me,

“I will not compare myself to *aam aurat* who was dependant on her family and was bound to do household chores day and night but I found myself even lower than that because *wo aam aurat* would still be able to find satisfaction in what she was doing.”

She continued,

“Inko yeh realize nahi horaha tha k job hum isi family k liye hi toh kr rahe hein.”

According to Clarke et al., (2020), Nash and Churchill (2020) and Yildirim and Eslen-Ziya (2020), closure of institutes turned personal space to professional setting that proved to be agonizing for employed women with children and family. Their childcare duties and expectations towards family drastically increased as a result burdening them.

5.3.1 Case Study #01

Mam Sidra teaches classes from 1 to 3 at primary level. She has been teaching in this school for 5 years. She is married and a mother of 2 children. She lives with her husband, sister-in-law and a mother-in-law. She took online classes during Covid-19. She mentioned, ‘before Covid hit it was pretty hectic for me to manage my home together with my profession. My children had school in the morning and I would leave my house with them. Then we had to return accompanying each other. My sister-in-law studies in university so both of us helped each other in domestic work. But when Covid happened we all were stranded in our house. My husband owns a local store near our house but due to lockdown he had to shut it down. My father-in-law is a retired government servant so his pension and my job were the only source of income at that time. My children were also school-going so naturally they also had online classes and I had to manage their studies as well. My son is in class 2 now *MashaAllah*. I had to sit with him during his online classes while simultaneously taking my own. My daughter was a pre-schooler so I had got her off the school during Covid because I already had too much on my plate. It was impossible for me to manage both. I could not leave the job as my family’s expenses

were dependent upon me. I thought I was doing enough by financially supporting them but my traditional roles as a mother, daughter-in-law and a wife were non-negotiable.”

According to another respondent,

“It would have been easier for me to manage if I was not married or not have children. I only have one daughter and she also had classes during pandemic. Even though I had arranged a care taker for her she still craved for my attention”

As you know,

“Beshuk ghar mein 10 bandey maujood hon, lekin maa’n samne honi chahiye”

One respondent said,

“My younger sister also teaches in this school but it was not hard for her to balance both domains as no one was dependant on her for *ghar k kaam*.”

Another respondent said while laughing,

“I asked my kids, do you see me as ‘Wonder Woman’ who has special super powers with which I am magically capable of doing anything and everything at a time.”

I was also told,

“Ghar pr hein to kitchen se roti bana kr a rahe hein sath hi class ka time ho rah hai, koi kis time khaana maang raha hai toh koi kis time naashta. Bachey apne kaamon k liye awaazein lga rahe hein. Yeh expect karte the kahein se mere 3-4 haath aa jaen or in k saare kaam hojaen.”

Another thing Yildirim and Eslen-Ziya (2020) pointed out that personal and professional boundaries were blurred for women when asked to work from home. Their living space became their professional space and it was very arduous to not mix them both.

One of the respondents added,

“Face to face classes laina bohht different hai. Jab main ghar se school ati hun to ye soch kr ati hun k ghar ek side pr hi rahe tabhi main donon jgaah tawajja de skungi. Lekin online classes laite waqt mujhe mehsus hua k wo laqeer mit gayi hai.”

By playing both two different roles in two different settings women were always subjected to their home related responsibilities. The above responses in the light of the previous studies showed that bounding women to their homes did not spare them from being seen as ‘traditional’ whereas work from home has proved to intensify the conflict.

5.4 Theme#04: Working hours and Support System

The flexibility of working hours in any organization depends upon the nature and requirement of the job. It varies among the public and private sectors. My study reveals that during Covid-19 when educational institutions especially school switched to virtual learning, teachers faced time-based conflict. This not only affected them individually but as Carthy (2007) reported, irregular working hours cause disturbance among formal and traditional commitments. As Moen Yu (2000) and Oakley (1974) cited in Saher (2013) mentions that professional and domestic workloads are the major factors that lead to time-based conflict.

A respondent told me,

“I did not know how to manage my work with time. As soon as I would finish taking classes, I had to move on to the next step. I would start making PPTs and while I was on it, it was so problematic for me to focus because at the back of my mind I had the constant fear that I will not be able to finish all this on time.”

She added,

“Ek waqt mein itni sari cheezein chal rahi hoti thein.”

Another respondent shared their experience with the following case study,

5.4.1 Case Study #02

Mam Nusrat is a primary level teacher with a teaching experience of 9 years. She is married and has 4 children. She lives in a joint family. Mam Nusrat took online classes during covid-19. While sharing her side of the story she said, ‘I always thought teaching is a time-friendly profession. I have seen my friends and cousins from different walks of life constantly complaining about their working hours, they would always tell me *yaar* you are so lucky that you come home at a reasonable time and you also get to go have official holidays along with your children. I am the type of person who does not use cell phone after 7pm except if there is an emergency or someone calls me. Because I believe I spend so and so time out of the house away from my family the least I could do is spend time with them in the evening but *Covid ki meherbani se* I was not able to do the bare minimum. Work from home period had made me realize that time is such a blessing. The thing that irritated me the most was parents of my students who were so inconsiderate that they would call me or text me at midnight to which I bore my husband’s scolding *ALLAH jaane* how many times. In the beginning he did not bother

but after some time passed he started complaining about it. One day my mother-in-law fell sick and we had to take her to the hospital. As hospitals were already full and they were not dealing with the patients other than Covid positive ones. We had to take her back home around midnight. While we were looking after her my phone starting ringing '*O Qhudaya!!!*' I was so worried that I will be scolded for this. My husband looked cold in my eye and said,

"Agar classes k baad mobile nazar aya toh torr diya jaega, ghar pr bhi dehaan do."

According to the previous literature Lee and Zenglim (2013), responsibilities given by the organization are fulfilled on the expense of sacrificing family time.

I was told regarding the above mentioned context,

"The concept of family time was completely ruined for me. To have gup-shup with my family over evening tea or in the night over some TV dramas I had to give up all that."

Moreover,

"Jiski bohht bhaari keemat chuqqani prrti thi. Roz k gilay shiqway k aap k paas toh time hi nahi hota. Mere bachey ignored feel karte the."

A respondent said,

"Before all this, it was our professional obligation to spend required time in school till 2 but during lockdown there was no time limit. We had to stay active and be involved 24 hours."

And,

“Organization aap ki majboori nahi daikhti unko ek limited waqt mein apna kaam chahiye. 6 ghantey ka kaam 12 ghanton pr chala gaya tha.”

Another respondent informed me,

“After classes, we had to deal with the additional responsibilities related to the official business. When schools were open, any extra activity like meeting was compensated during lunch break or some of us had to give up any period but when things moved to online mode the meeting schedules were also made inflexible. Timings were not comfortable for us at least for me.”

She added,

“Subha mein classes lo or sham mein meetings laine baith jao. Kabhi ghar ko daikhna hai toh kabhi koi mehmaan aa jaata tha.”

I was told by a respondent, narrated with the help of a Case study.

5.4.2 Case Study #03

Mam Abida a primary level teacher. She is teaching in this school for 7 years. She has 3 children and lives in a joint family. While talking about work-from-home and how her experience with it was said, ‘I am a mother of three kids, a girl and 2 boys *MashaAllah*. Girl was a few months old back then. One of my sons was in class 2 and the other is a bit older he was in class 5. During my classes I would made my younger son sit with me so I could help him in his studies too whereas I used to request my mother-in-law to look after my daughter. Even though she knew that this is only until the classes end and I will manage everything in the evening.’ It looked as if she had melancholy reflections of past days with which she added, ‘4 ghanton k liye

jab bachi rakhni prrti to 24 ghantey mujhe apni saas k taane sun'ne prrte. Classes to bahana hein yeh sab humse lawaazmat uthwane k liye horaha hai. ' One day, while I was taking classes some guests came over. My mother-in-law called me and asked me to do lunch preparations. I excused her saying, *'bas aadha ghanta reh gaya hai main kitchen mein jaati hun.'* She started insulting me in front of everyone. She told them all I do is sit on my laptop all day long and not pay attention to my house. Things like, *'yeh qonsa school hai jo saara din phone pr bithai raqhta ha?'* Sometimes due to weak internet connection, classes get interrupted multiple times which was compensated by giving extra minutes. My mother-in-law would start complaining that I am not giving her lunch on time. This was all so frustrating. On one hand I was under immense professional pressure and on the other hand I have to deal with this too. Family is supposed to be a source of ease and comfort but it was not for me, especially during lockdown. I do not know why people were enjoying WFH but I wanted it to end so badly.'

In accordance with the above case study I was also told,

"Humein toh aisa lgta tha k Corona ko bhi humne bulaaya hai, humari zimedaari hogaya wo bhi "

Another shared,

"My husband works in a bank so 50% employees were required to come every 2 weeks alternatively. At times when he was asked to work from home, he would help me with managing outdoor duties, like grocery and maintenance of any kind but will not perform any kitchen duty or managing our kids. He would interrupt me during classes 'naashta bna do' , 'quprrey press kr do' and

he would mock me with, ‘screen k aage hi to baithi ho konsa ghar se nikl kr mazdoori kr rahi ho.’”

She continued,

“Meri zimedaari yahan tak hai ki ghar mein achhi internet connection ho or enough gadgets hon jis se bachay araam se classes lein. Baki tumhari responsibilities hain.”

Literature shows that working women have been dependent upon their families, colleagues, friends and household help for managing their inter-role conflicts. As Saher (2013) found out, strong social support helps working women to cope with conflicting role demands but insufficient support and increased domestic roles are one of the leading factors in work-family conflict.

5.4.3 Case Study #04

Mam Sadaf is a primary level teacher. She has an experience of 6 years. She has 3 children. Her husband is a college professor. She lives with her family and in-laws. She took online classes during lockdown. While having a casual chit-chat about Covid-19 in the staff room and mam was checking copies of her students. She shared, ‘my mother-in-law is bed ridden, she has a care taker but during lockdown due to health precautions I had to look after her all by myself. Although my sister-in-law is very nice but still she looked up to me for her mother’s responsibilities’. I had to manage both my children and my mother-in-law at the same time. My sister-in-law would look after my mother during classes but after that I was responsible for her duties. Come to think about it, when things were normal it was all manageable but since my family saw me working from home, I sensed they took me for granted.’

She further shared,

“To manage both roles equally was very tiring for me. My husband is a lecturer in a private college and he was also taking classes from home. I do not blame him as that situation was also severe for him but I understood that. I tried my best to be empathetic towards him but his attitude did not change at all.”

She further said,

“Husband bhi agar unhein halaat mein hai, or usqo biwi ki bhi professional commitments ka pta hai to jo asaaniyaan wo apne liye dhoondta hai biwi k liye bhi dhoonde. Lekin wahaan usqo biwi k faraiz yaad aa jaate hein. Wo halaat aise the k Husband toh challein stressed the lekin kisi XYZ ko meri integrity ko challenge krne ka kiya huq?”

A few respondents told me,

“Look, you know it is pretty common for working people to hire maids or some sort of extra help to make their lives easy, not all but for at least 1 chore. During start of Covid-19 when government implemented the lockdown it was impossible to have maids. As they work in more than one house so it was not safe to let them work in our houses. It would have been easier to manage if we had an outside help.”

Furthermore,

“Covid-19 se pehle bhi to kaam chal rahe the, aadhe kaam maid krti thi aadhe hum khud.”

Women are always taken for granted in term of familial values and commitment towards them. They are forced to prioritize their families over their careers. According to Frone and R. (2000) too much attention and energy in domestic roles can intensify the personal-professional role conflict. Women are subjected to traditional role requirements and (Horschild, 1997).

5.5 Theme#05: Proliferation of Stress levels among married working women

Increase in economic participation of women in labor market has divided them into two parts. With formal demands on one side and domestic on the other, D' souza (2005) and Nicholson (1995) pointed out that married working women are more likely to face stress rather than unmarried working women or men. It is their responsibility to look after children and to provide care and attention to their familial roles. Following responses help to back up the evidence from literature given that not only double-edge pressure from conflicting roles cause physical fatigue but studies revealed that working women are more susceptible towards emotional and mental stress (Greenhaus & Beutell, 1985; Majumdar et al., 2020).

One my respondents said,

“My husband was also working from home. He is also a teacher but our experiences were very different. I believe being a female teacher is more stressful as compared to male teachers. He only had 1 or 2 classes a day and despite the workload he was not bombarded with the additional pressures. Covid or no Covid if they are working it is limited to their workplace or work

hours, being “financer” of the house they are not expected to do anything at home.”

Another respondent added,

“My stress level was off the charts as my children would not let me do anything. I had to take care of their needs physically and they were also dependent upon me for emotional care. They expected me to be there for everything but in that moment I thought they are asking too much from me.”

This relates to the study conducted by Shepherd-Banigan et al., (2016) and Luecken et al., (1997), where they reported that employed women with family and younger kids are more inclined towards stress than those who are unmarried and no children.

I was also told,

“Thakne pr to insane rest kr laita hai lekin kaam se ziada batein aisi hojati thein k mera dimagh thakne lgta tha. Mera dil krta tha main bhaag jaun.”

Another respondent agreeing with the above added,

“Mujhe toh lgta tha main pagal hojaungi.”

Stress related to job demands and work pressure was one thing but some respondent also reported that their privacy was endangered. This proves Sulsky and Smith (2005) as they sexual harassment as a stress causing factor accompanying work-family conflict. One respondent shared,

5.5.1 Case Study #05

Mam Farhat is a primary level teacher. She has been working in this school for almost 5 years. She is married and has 2 children. She lives with her husband and in-laws. She while addressing the work demands and increased stress also added that conflict arising in my work-family roles was one thing that everyone faced. Harassment was something I never had coming. She said, 'online teaching method can never work in a country like ours. Covid has taught me that we as a society lack social responsibility. When government closed leisure spots people started to have social gatherings at their houses, this non-seriousness has failed us in this crisis. As everything shifted to virtual setting, our school requested us to make whatsapp groups too. The reason behind this was that we could stay in contact with our students as much as possible. One day some random numbers started calling me. Day after another I encountered the same thing. First I ignored it but then my husband started asking me questions like why is your phone ringing all the time? Who calls you at odd timings? If that are parents of any student then why are you not picking it up? Then I told one of my colleagues about this to which she responded that same thing has happened to her. She said, mere ghar wale to mere pr shuq krne lag gaye hein. Privacy to rahi hi nahi thi. Treatment aisa tha jaise humaari koi personal life nahi hai. She further told me that they informed the authorities about this but they asked us to deal with it patiently.

To which a key informant revealed,

"Zahir si baat hai school waalon ne bhi system chalana tha or parents ki hur baat ko maan'na tha taakey fees aati rahe. Unhon ne teachers ko hi pressurize krna tha."

On the lighter note, one respondent added while laughing,

'Mera number to samjhein poore Pakistan k paas hoga.'

Another respondent said,

“To my dismay professionalism was not enough to be a good teacher. Parents were equally in charge of their children but they would hand them over the required gadgets and then never checked on them after that. Whether they are taking classes or playing on their phones parents did not bother and when results were not adequate then I am the one to blame. This started questioning my professional skills as a teacher. At some point, it started to stress me out.”

She continued,

“Is unnatural setting ne mujhe majboor kr diya tha professionally, aisa lgta tha jung k halaat hein. Normal school shuru hua to maine shuqqar kiya.”

Respondents also reported sense of dissatisfaction in their emotions which is evident by the claims of Iwaski et al., (2004) that working women faced insufficiency in domestic roles which results in generating sense of ‘guilt’ and makes them doubt themselves. Shafique and Sohail (1997) pointed out that women especially in Pakistan are taken as ‘cultural beings’ and are the quintessence of domestication. They are conditioned into honoring the needs and demands of their families.

A respondent backing up the above narrative explained,

“Workload to tha kaam ho ya ghar donon ka or sab kch single handedly manage bhi kr rahi thi lekin ajeeb sa guilt bhi tha.”

She continued which is better explained through following case study.

5.5.2 Case Study #06

Mam Rehana is a primary level teacher for about 7 years and during lockdown she took online classes from home. She is married and has 2 children under the age of 10. She lives with her husband and in-laws. During our conversation she told that, 'my husband is a software engineer so even before pandemic he used to manage his work projects from home so this situation was not bothersome for him. He stayed with me and had very positive and supporting behavior during lockdown. It was all new for me, I had to take consecutive classes from 8 till 11. During that time my husband would never disturb me. He would help our kids with their classes and even make breakfast for them. Not only that I had spousal support but my parents-in-law were also very considerate. Since they are aged so I would give them breakfast before my classes or if I get any break I would help them with something. Most of the time prior to asking for something they waited for me to get over with my professional duties. Now this should prove to be helpful and less stressing for me but I started developing guilty conscious. I felt inadequate as a woman, due to the fact that our social and cultural obligations do not teach us to be 'demanding'. I constantly tell myself it is not how it is supposed to happen. It should be the other way around.'

She added,

"Main aapko sachi baat btaun to un dinon mujhe lgne lag gaya tha k na toh main ek achi biwi hun, na hi achi maa'n, na achi bahu or na hi achi teacher."

5.6 Theme#06: Time Management

Female teachers used time management as one of the strategies that helped them to lessen the conflict in work and life. Ekanem (2012) reported that for female teachers the best use of time was dividing it into different segments and complete required task into that respective segment.

One of respondent said,

“I tried my best to complete my domestic work before my class timings. For this I had to wake up early in the morning. After Fajr I used to make breakfast for everyone as I knew it will be impossible for me to leave my students waiting. My classes end at 1 so mostly I would do lunch preparations after my classes.”

Another respondent added,

“Routine bn jaati hai akhir log saalon se krte a rahe hein. Pehle bhi to hum manage krte the.”

She added,

“During lockdown I had to wake-up super early and would utilize the time before my classes for preparing breakfast and lunch. I used to do it together so after classes I only need to make rotis. In rare cases, if I am delivering a lecture and something comes up then I had to take excuse from my students and after the work is done I would continue where we left.”

One respondent shared,

“It was not manageable to do everything in the morning before classes for me. I did not want house chores to take up all my energy since I had consecutive classes. Preparing breakfast was the only thing I did before my class timings. Other things like washing, cleaning and cooking were all carried out in the evening.”

As I presented in the literature that Saher (2013) highlighted that working women had to sacrifice their own time to lessen the impact of conflict among opposing role demands.

My respondent told me,

“Jo cheez sabb se pehle sacrifice hoti hai wo humara apna time hota hai”

She continued,

“For things to run smoothly, we have to sacrifice our own leisure and time because those are under our control.”

Another respondent shed light on her experience,

“I used to complete my domestic roles in the evening. During the night I managed my professional demands. From making slides to test assessments and lecture preparations, all this was done by sacrificing my sleep. Then I would wake-up all tired the next morning. It affected my concentration and focus badly.”

Previous literature and the current responses show that working women found time as an effective strategy to manage work-life conflict. They have mentioned by dividing work into different time segments and sacrificing their own time made it easier for them overcomes

conflicting role demands. This analysis is backed up by the claims of Ekanem (2012) and Saher (2013).

5.7 Theme#07: Role prioritization

During work-life or life-work interference, some teachers reported that they used role prioritization as a coping strategy. When required these women made compromise on their end to manage role conflict. By assessing the current situation, working women defined their long term and short term goals and then underwent switch between roles.

One of the respondents said,

“I always kept my family and children as my first priority. My kids are very young and they need my constant attention. Even before Covid-19, I considered it my priority to give most of my time and energy to my family and children. For this I chose a profession which never interfered with my family time.”

And,

“Yeh to halat aise hogaye k ghar se kaam krna majboori bn gayi.”

I was told,

“I will not say that I prioritized my work over my family but sometimes I had to take classes from my kitchen. When it was needed, I switched between my roles to fulfill my duties. A trade-off between my personal and professional roles was achieved through sacrifice on my ‘me time’.”

The above data shows that these women were confined to one space and were forced to fulfill domestic and formal role commitments. To manage them, they made inter-role switch to accommodate needs and demands of the required task. This highlights the work of Kibriya et al. (2021), where they mentioned that in case of emergency working women had to switch between their roles to minimize the affect of work-life conflict.

I penned down another response on the same ground,

“Me time ka concept to mere liye khatam hi hogaya tha. Jo waqt main khud k liye nikal paati thi wo mujhe sacrifice krna prra.”

One of the respondents shared,

“It is difficult for any employee to keep personal and professional life separate. I believe it is even more difficult for women especially who are married and have children. Career and family are equally important to me. To balance both I would make work schedules and plan tasks that would not interfere with my domestic duties. I used to work after my kids were asleep and sacrificed my rest over my family time. If I had any free time on my hands, I preferred to spend it with my family.”

5.7.1 Case Study #07

Mam Shehnaz is a primary level teacher. She has a teaching experience of 13 years. She is married and has 3 kids. She teaches English from classes 1 to 3. She also took online classes during lockdown. Mam lives with her family in a joint family system. She was telling me about her kids. ‘My daughter is the eldest and she is in college. And one of my sons is in class 9 and

other is in class 3. My elder children managed most of their studies all by themselves. I did not really encounter conflict among my duties. I am very peculiar about separating my personal and professional spaces. As both of them are important for me. In my career or married life it has rarely happened that I had to make choices or set priorities between my roles. Except this one time where I had consecutive classes and my youngest son was very sick. I had to take him in emergency when his situation aggravated. I asked my colleague if she could be a substitute teacher and take my classes. To which she agreed and I stayed with my son in the hospital and paid all my attention towards him.'

The above case study reveals that when the situation presents itself in a way where these women had to choose between their careers and families they prioritized the needs of their families over their professional needs. The analysis of the above data shows that these women value their families over their careers and they did sacrifice their own time and priorities to balance both. These women said that spending time with their families was their priority. It strengthens the claims of this study by mentioning (Saher, 2013) who also presented that value and commitment of a role remodels one's priority towards it.

5.8 Theme#08: Family as a Source of Support

The results of this study show that female teachers categorized spousal and familial support as their conflict managing strategies. My respondents cited them as the support system that helped them during work-from-home period to achieve satisfaction in both domains with efficiency. Previous studies conducted by Adams, King and King, (1996) and Saher (2013) suggested that working women are dependent on their friends, colleagues, family and spouse for subdue the personal and professional role conflict.

One of the respondents shared,

“My husband was very supportive. He made breakfast for us and helped our kids with their homework. Obviously I was responsible for most of the stuff after my working hours but he never disturbed me during my lecture.”

Another shared,

“I live in a joint family system. My sister-in-law(*dewarani*) helped me in managing my household duties. Dinner was my responsibility but she was responsible for lunch and if we had any guests over during my classes she looked after them as well. Sometimes when I had to do preparation for my class material she took care of my younger children. It was fairly easier for me in managing my role-conflict.”

5.8.1 Case Study #08

Mam Qurat-ul-Ain is a primary level teacher. She teaches Maths to classes from 2-5. She has been teaching in this school for 3 years. She also took online classes during Covid-19 pandemic. She is married and has 1 daughter. She belongs to joint family system. While addressing her workload she mentioned her family support as one of her managing strategies. She told me, ‘I live with my in-laws and I was dependent upon them for my childcare duties. My daughter, Anaya was in Montessori so she also had classes from 9-12. As it meddled with my working hours *amma* would sit with Anaya. She is educated *MashaAlllah se* so she helped my daughter with her studies too. I am thankful to her as everything was not on my shoulders. When I had to work late night, she looked after Anaya and sometimes made her sleep in her room. My support

system was my mother-in-law and I consider myself blessed to be a part of joint family system. Unlike many of my friends with full time jobs and colleague who were in a nuclear family system complained about their workload.”

Another respondent shared,

“I believe in traditional teaching methods. I never used technology in my teaching career. But it became a professional requirement in that period. For which I took help from my son. He is in university so he helped me with PPTs and different online platforms we used during our classes.”

The above responses highlight that these women used their families and colleagues as a coping strategy to overcome time and strain based conflicts.

5.9 Operationalization

5.9.1 Work-family conflict

This research operationalizes work-family conflict in the light of the measures taken during Covid-19. It digs out the determinants of the work-family conflict faced by working women who had to work-from-home during lockdown. This study orients into a direction by focusing on the main determinants of the conflict which are professional workload, domestic duties, inflexible working hours, non-supporting family and stress. Current research does not focus on the conflict among personal and formal roles of working women when they are in two different spaces. The

target of this research is married working women with domestic and professional duties who took online classes.

5.9.2 Managing strategies

The strategies pointed out in this research give the clear idea that conflict among work and family did exist during lockdown. It highlights the time, strain and behavioral based pressures faced by the respondents. With the help of the conflict determinants this study explores the means used as strategies. To cope with the major factors leading to the multiple role conflict married working women used managing strategies. The strategies pointed out in the current research are time management, role prioritization and familial support.

5.10 Conceptual Model

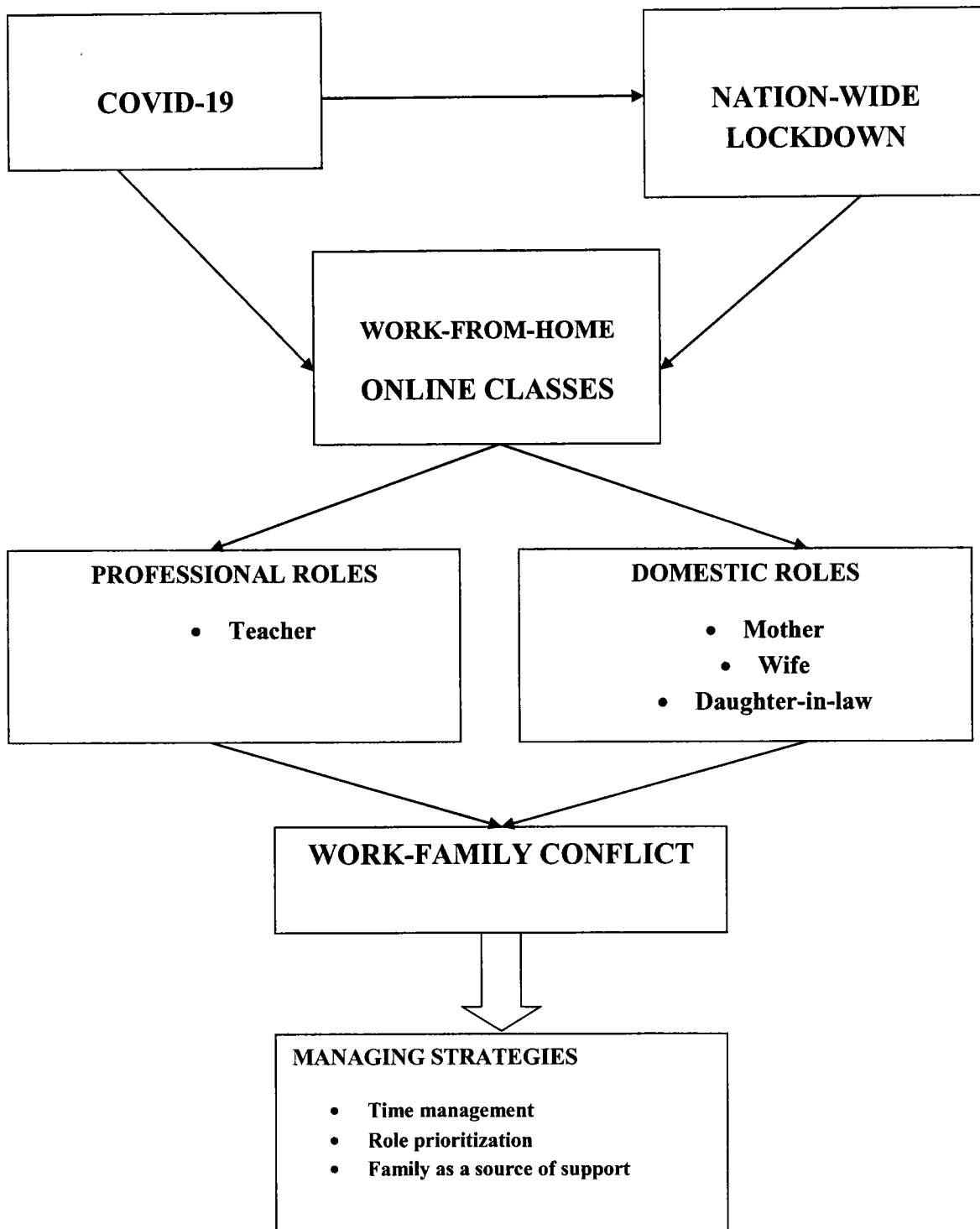


Fig 5.10.1 Flow Chart showing Conceptual Model

Chapter 06

Discussion, Summary and Conclusion

Discussion

Current research focuses on the relation between work-family-conflict and work-from-home during Covid-19. This study targets the private sector. Locale of the study was a private school in Rawalpindi. The target population was married female teachers whereas the sample size selected through purposive sampling was 12 primary level teachers. The main objective of this study was to dig out the main determinants that led to the personal and professional role conflict. Another key concern of this research was to identify the managing strategies women used to balance work and family while working from home. The purpose of this section is to discuss the data that was collected using qualitative methodology and qualitative research methods. In-depth interviews were taken in accordance with the interview guide. The interviews were stored in the form of field notes. Previous chapter includes the translated version of the responses along with the verbatim of the words or phrases used during one to one discussion. Additionally case studies are also presented to provide better understanding of the topic. Data is then interpreted into respective themes and are analyzed using Thematic Analysis Technique (TAT). The data interpretation and Analysis concludes that married female teachers did face conflict among their domestic and formal roles during Covid-19. They encountered multiple role conflict while working from home that is performing both professional and personal duties from one place. The following determinants of the study i.e. workload, domestic duties, stress, inflexible working hours and non-supportive family were the leading cause in the intensification of work-family conflict. They experienced increased role demands in one role that did interfere with the

demands and expectations of the other. Furthermore, strategies they pointed out helped them a lot to manage the conflicting role demands during that period.

In the following section of this segment of thesis I will discuss the field data collected during fieldwork and relate them to the previous literature to validate and strengthen my study. According to Kahn et al., (1964) work-family conflict occurs when two or more than two roles in personal and professional space put pressure on each other. The discussion on work-family-conflict with my respondents shows that the opposing role demands of work and family did occur while working in a single place. As one of the respondents emphasized,

“Definitely conflict aya hai. Blqey pehle se ziada face krna prra.”

Thus this corresponds with the literature discussed before that conflict among personal and professional space was not only limited to home and workplace it can occur while working in a single space. As my respondent said and I quoted,

*“jee bilkul pressure barrh gaya tha. Ghar or kaam ek jgaah pr a gaye the,
interference to banti thi.”*

Work and family are two completely different domains so are the roles, duties and expectations attached to them. In this respect, I was informed,

“kaam ki apni requirement hai or ghar ki apni”

This response coincides with the claims of Greenhaus and Beutell (1985) that work and family consists of different demands from a person and women are more likely to face conflict is because their participation in work force does not spare them from their expected domestic roles.

The increase in the professional and domestic workload has paralleled with the rise in work-family conflict (Greenhaus & Friedman, 2000).

With respect to the professional demands, many respondents shared that managing classes was challenging for them but switching to virtual mode of learning was more demanding. As some of the respondents shared,

“aap khud bhi andaaza lga skti hein k itne chotte bachon ko class mein control karna ya lecture daina kitna mushkil hai to online humara kiya haal hota hoga.”

According to the literature presented in Chapter 2, teacher reported to find virtual teaching (Burke & Dempsey, 2020) and class material preparation equally challenging (Gurung, 2021).

Moving onto the next theme i.e. work from home and increase in domestic duties, respondents conveyed that since they are married and have family to look after their domestic duties fairly increased. They believed that whole process of working from home divided these women hence amplifying their duties. Work and family conflict affects married women more because of their domestic obligations (Kanter, 1977).

“Irony is how a single space divided me into two people.”

My respondents also shed the light on their cultural and social obligations. The field data shows that women are related to their cultural and familial obligations. They are expected to be domesticated and to prioritize their family over themselves as well as their careers (Malik & Khalid, 2008)

“jitni bhi barri post pr baith jao ghar k kaam to krne hi prrte hein.”

It is evident through the literature that, investing more resources in one role than the other is the root cause in inter-role conflicts (Saher, 2013). Women are socially and culturally seen as homemakers and they try their best to maintain harmony among their contradictory role demands (Adisa et al., 2021). Moreover, for working women managing both domains and separating them takes a lot of effort on their part (Gordon et al., 2004; Hall, 1972).

“gunjaish nahi di jaati pehle ghar k kaam kro, phir jo marzi krna. Sab kuch khud hi manage krna prrta tha.”

My respondents shed the light on their increased duties as mothers. Most of the children of my respondents were in school so they also had to manage their studies and look after them overall. Shifting work to home created problems for women significantly with children Nash and Churchill (2020) and Yildirim and Eslen-Ziya (2020). As mentioned in Case study no.1, respondent had to sit with her daughter during her classes.

“main kitni hi aisi teachers ko jaanti hun jo single hein, unka itna masla nahi tha.”

Also, under the theme of inflexible working hours, several respondents revealed that time was one of the major reasons leading to conflict. Sometimes, their job commitments required more of their time even after the scheduled working hours. As Greenhaus and Beutell (1985) presented time-based conflict, they mentioned that spending more time in one role also sparks work-family conflict. Moen Yu and Oakley (2000) cited in Saher (2013) suggested that, time invested in both professional and domestic work demands was the root cause of conflict. Case study no. 2 and Case study no. 3 explain that working hours were also a dominating factor that made contribution in the work and family conflict.

Literature and data gathered from respondents go hand in hand in labeling working hours and domestic duties as one of the determinants in work-family-conflict.

“School mein to idhr se farigh ho kr jaate the, pr ghar pr to jab dil chaaha koi activity a gayi ya koi task a gaya”

Additionally, respondents shared that their support system played a major role in creating a gap among their personal and professional life. Case study no. 4 also explains that unsupportive behavior of the family also challenges in equating the work-family conflict. They found that insufficient support on the part of their family proliferated the conflict management in accordance with the findings of Saher (2013) mentioned in the literature.

“family humara support system hoti hai lekin koi compromise karne ko tyaar hi nahi tha.”

According to the field data, many respondents relate professional work demands and domestic role requirements as the stress causing factor. With the transformation of living space to a workplace, working women had to perform professional duties from their personal space. My respondents told me that they felt ‘guilty’ if there was any minor lacking in terms of obligation towards their children or family. Some shared that although their families understood their professional commitments, they still were not satisfied with themselves with which their stress levels aggravated. Similarly, Iwaski et al. (2004) and Sohail and Shafique (1997) stated that women experience ‘guilt’ when they do not meet their domestic expectations.

According to respondent in Case study no. 6:

“Main aapko sachi baat btaun to un dinon mujhe lgne lag gaya tha k na toh main ek achi biwi hun, na hi achi maa’n, na achi bahu or na hi achi teacher.”

Moreover, my respondents highlighted the strategies that were powerful in managing work-family-conflict. They mentioned that by sacrificing their own time, things in professional and domestic life became manageable. "*apne kaam the to khud hi waqt nikaalna tha.*" Over and above the responses written, Case study no. 7 is also in synch with results generated by Saher (2013) that are cited in literature. Second, they mentioned that by switching from one role to another when required actually proved to be efficacious. These responses are in tune with the findings of Kibriya et al., (2020) and Saher (2013) that are credited in the literature. Last they referred dependence on their support system as an advantageous managing strategy. Case study no. 8 is exemplified in this regard. Harmonizing with the work of Adams, King & King, (1996) and Saher (2013) working women do depend upon their social support system as a helpful managing strategy in combating work-family conflict.

The originality of this research is depicted the way it connected Covid-19 and work-from-home to the anthropological domain by discussing it with the angle of domestic and professional role conflict of married working women from the lens of role theory. The concept of work-family conflict was introduced by Greenhaus and Beutell (1985) which was an addition to the already present findings on inter-role conflict by Kahn et al. (1964). By taking inspiration from the work of the previous scholars, that are given credit in the literature, current study attempted to explain the phenomenon of work-family-conflict by taking into consideration the novel corona virus and the work-from-home policy taken as a preventive measure. This discussion sums up the finding in the form of data collected through field research and the results generated through thematic analysis are then validated by the findings mentioned in the literature.

Summary

Present study attempts to explore the work-family conflict that resulted in the light of Covid-19. It also digs out the determinants of the conflict and the strategies used to overcome the personal and professional role conflict while working from home. The hypothesis of the research is, 'Work-from-home policy has caused work-family conflict among the married female teachers during Covid-19.' In this study work-family-conflict is operationalized as the conflict that occurred when married female teachers took online classes from their personal settings and their professional role demands coincided with their domestic duties. The main indicators of work-family conflict are increased professional workload, upsurge in domestic duties due to work-from-home, inflexible hours, no support system and stress. This study also highlights the managing strategies they used to overcome the interference of opposing role demands. Strategies identified were time management, dependence on colleagues and family and role prioritization. The main objective of this research is to study and understand the relation between work-family conflict and work-from-home and digging out the main determinants of multiple role conflict during online classes. Furthermore, to explore the impact of professional workload on the domestic duties of female teachers of private schools and identification of the strategies used by the married female teachers to overcome the personal and professional role conflict they faced in one space. This research significantly contributes to the literature by addressing the phenomenon from a unique perspective. It adds new perspective into the Anthropological domain as it studies Work-family-conflict of married teachers had to encounter in one space with respective to the novel Corona virus. This research uses qualitative research methodology to obtain a holistic and in-depth view of the phenomenon under study. Anthropology focuses on the events occurring in the natural setting hence the motive of this research was to dig out the emic perspective i.e. the

view point of the native's. The purpose of this research is to study the issue with utmost ethical consideration which lays the foundation of its validity and authenticity. Field research carried out in the natural setting reduces the chances of subjective or research biasness. Qualitative research methods were used to dig out the reality. To generate results, in-depth interviews were conducted for data collection. Since these interviews are unstructured they are conducted with the help of interview guide, which is designed beforehand, that helped the researcher to not get off track. This study includes case studies that were collected for the readers to give them extensive and comprehensive understanding of the topic. The data was recorded in the daily diary and later maintained in the field notes. This research presented the data under themes which were made with the help of the literature mentioned in this thesis and analyzed through Thematic Analysis Technique (TAT). Current study was conducted in the private sector. The locale selected for this research was a branch of Faisal School located in Haji Chowk Sadiqabad. The targeted population was female teachers of the above mentioned private school. Married females were specifically targeted to meet the objectives of the research. In-depth interviews from 12 teachers were taken through non-probability sampling technique, purposive sampling technique. Researcher followed the proper field protocol and handled ethical issues with maximum responsibility.

6.1 Conclusion

This study underpins the experiences of married female teachers in connection with the managing strategies they used to overcome their work-family conflict during Covid-19 when they were bound to play domestic and professional roles from their personal settings. Current study has found that in work-from-home period married female teachers had to meet with increasing professional workload demands. Due to their confinement in single space they had to

deal with two or more than two roles simultaneously. Their domestic and childcare duties were also amplified. The results confirm that working women had to face bidirectional work-family conflict i.e. work-family and family-work during work-from-home. Their professional duties and responsibilities went hand in hand with their domestic roles expectations.

Moreover, results from the data collected show that these women used some strategies to manage their inter-role conflict. The strategies highlighted are time management, role prioritization, dependence upon family and colleagues. The respondents reported that division of work into different segment of the day proved helpful in managing task and activities both professionally and domestically. By quick analysis of the matter at hand they switched from one role to another. The results also highlight that working women used family (husband, joint family, siblings) and sometimes their colleagues as their support system.

Every study lacks in certain aspects. While analyzing and generalizing results, researcher should be conscious in terms of limitations in his or her study. Like every research, this study also has its drawbacks or limitations. First this study only focuses on the work-family-conflict of married female teachers faced during online classes and it does not study the role challenges of unmarried teachers. Second only the employee of private organization especially school teachers in limited number are considered ignoring other private and public sectors or organizations. These limitations are from the angle of population and sample. Third and equally important limitation is in terms of methodology that only in-depth interviews using qualitative methodology is used. Another point adding to the limitations from the geographical perspective is that only single private school in one of the areas of Rawalpindi is targeted in this research that does not generalize the conclusions on all private educational institutes.

Despite the limitations in this study, the results generated in the current study are rational and reasonable plus they are validated from the literature review already presented. The objectives of the study are also verified through the results and the secondary data. This social research contributes academically into the field of Anthropology by providing body of knowledge and in-depth understanding of the phenomenon. Practically this research is helpful for future scholar who wants to explore this phenomenon from any new angle. As well as for the policy makers who work for the welfare of women working in formal organization. By considering the limitations of this research future studies on the issue in hand can be explored from new and advanced stance. Thus this section of the study is the essence of the entire thesis.

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