WORK-FAMILY CONFLICT AND COPING STRATEGIES IN UNMARRIED FEMALE TEACHERS' LIFE

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Abstract

The aim of this study to explore conflict and coping strategies employed by unmarried female teachers to manage the demands of both work and personal life more effectively. Being a teacher is complex and it is more complex in women gender, especially in balancing professional duties and personal life, known as work-family conflict. In reality, this conflict is not exclusive to married women with families but also affects unmarried women. Greenhaus & Beutell (1985) defined the conflict based on three types, namely time-based conflict, strains-based conflict, and behaviour-based conflict. To deal with it, Stuart and Sundeen (1991) defined two types of coping mechanisms that individuals employ: problem-focused coping (direct action) and emotion-focused coping (palliative form). The study using a qualitative approach and phenomenological design to explore deeply regarding the phenomenon. Through qualitative interviews with four unmarried female teachers the findings reveal diverse perspectives on time-based, strain-based, and behavior-based conflicts. The participants articulate the time-based conflict arising from extended work hours, impacting the quality of family interactions. Strain-based conflict is illuminated through external impositions, continuous communication demands, conflicting family and work pressures, and the emotional toll of career decisions. Behavior-based conflict underscores the challenges of adapting behavior to meet divergent expectations, affecting emotional well-being and identity. In response to these conflicts, the coping strategies employed by the participants predominantly lean towards emotion-focused mechanisms. The implications of the research highlight the need for tailored interventions that recognize individual experiences and promote a harmonious integration of work and family roles. Recommendations include the development of workplace policies supporting work-life balance, training on adaptive behavior strategies, and fostering a supportive organizational culture. By addressing these findings, the research contributes to a deeper understanding of the complexities surrounding work-family conflict and coping mechanisms among unmarried female teachers..

Keywords: Online-based learning; wordwall games; vocabulary learning

INTRODUCTION

In this contemporary era, women are assuming increasingly pivotal roles across various life domains. Established on the data presented by Indonesian Statistics (2021), it is evident that the rate of female workforce participation in Indonesia has risen by 53.13% over the span of three years (2018-2020). Furthermore, The Ministry of Women's Empowerment and Child Protection in the Republic of Indonesia (Kemen PPPA) notes that female workers predominantly occupy service-related positions characterized by traits considered more feminine, such as education, healthcare, trade, food and beverage services, and various other services. This illustrates that more than half of the female population in Indonesia is gainfully employed (Rozana & Purnama, 2022). Additionally, historical data spanning from the late 19th century, specifically from 1890 to the early 21st century, approximately in 2016, reveals a 50% rise in the number of working women globally. Among these employed women, those classified as single and never married hold the highest percentage (Ortiz-Ospina et al., 2018).

Examining the roster of service-oriented occupations reveals that the education sector stands out as the domain predominantly occupied by women. The substantial presence of women in teaching is widely acknowledged and is generally explained by differences in gender preferences and societal roles. Globally, nearly all primary and pre-primary teachers are female (Carroll et al., 2021). This phenomenon may be attributed to the prevailing perception in society that teaching is a relatively straightforward occupation more suited for women than men. In a research study, male respondents expressed that they refrain from pursuing a teaching career due to its perceived lack of prestige: teaching is not highly esteemed by parents and is viewed as an uncomplicated job requiring only average intellectual abilities (Han et al., 2020).

As a matter of fact, teaching is far from being an effortless occupation, as it demands specific competencies and requires unique skills. Teaching goes beyond merely presenting lessons in front of the class; it involves preparing and designing even creating educational materials, assigning tasks, evaluating students' learning processes and outcomes, planning additional activities, and maintaining discipline (M et al., 2019; Mahmud, 1990). Additionally, a teacher's role in the classroom is multifaceted. Agarwal (2022) asserts in a blog that a teacher's responsibilities extend beyond imparting knowledge; a teacher serves as a nurse, a psychologist, a social worker, a counselor, an adviser, and, in some instances, nearly a parent. Handling such a intricate role is undeniably challenging, making it easy for a teacher to feel overwhelmed and stressed. Based on existing literature, it appears that teachers experience elevated levels of stress and burnout compared to individuals in other occupations (Redín & Erro-Garcés, 2020).

In undertaking this responsibility, a significant number of women find themselves juggling a dual role as both employees and individuals in their personal lives. Despite being part of the workforce, societal expectations push women to continue performing domestic duties at home. Working women still take on domestic tasks due to cultural norms emphasizing women's roles, especially those related to reproductive functions like managing households (Intan, 2018; Suswanto & Soeharto, 2022). Simultaneously, the escalating demands for teacher quality necessitate educators to be professional and dedicated, demanding qualities such as responsibility, innovation, honesty, and discipline in education. Consequently, teachers have less time to spend with their families (Nurussalam & Izzati, 2018). Hence, it's not surprising that research indicates women experience a higher intensity of work-family conflict compared to men (Obrenovic et al., 2020).

Work-family conflict refers to a type of interrole conflict where the demands from one's work and family roles are incompatible in some way. This conflict can manifest in two ways: family responsibilities interfering with work or work commitments interfering with family life (Kelloway & Frone, 2005). Work-family conflict has a negative impact on behavior, emotions, and health, and its consequences are often underestimated. Juggling various roles within limited time and resources leads to fatigue, increased stress, decreased performance, reduced job satisfaction, and diminished organizational commitment for individuals (Khalid, 2021; Magnus & Viswesvaran, 2004). Work-life conflict can arise from both work-to-family conflict and family-to-work conflict, occurring when specific circumstances trigger a transition in an intricate common process. The conflict emerges when a specific shared process undergoes a shift at a particular point in time (Pandu, 2019).

In the theory concerning the conflict between work and family, Greenhaus & Beutell (1985) present three main dimensions:

1. Time-based conflict

It refers to conflict arising from imbalances in an individual's time utilization. This means that the time spent fulfilling demands and responsibilities in one role reduces the time available for meeting the demands and responsibilities of other roles. Time-based conflict tends to persist with the density of work schedules and conflicts with one's timetable. Conflict arises when the time used to fulfil one role cannot be used for another, involving the allocation of time, energy, and opportunities between work and family roles (Allen et al., 2019)

2. Strain-based conflict

It involves pressure generated by specific roles. There is ample evidence indicating that stress can result in symptoms of strain such as tension, anxiety, fatigue, depression, apathy, and irritability (Brief et al., 1981). This conflict refers to the emergence of tension or emotional states created by one role, making it difficult for an individual to meet the demands of their other roles (Asbari et al., 2020).

3. Behavior-based conflict

It arises when the required behavior in one role does not align with the expected behavior in another role. This conflict emerges when expectations of a particular behavior differ from the expectations of behavior in another role. The incongruence of individual behavior at work and at home, caused by differences in the rules of behavior, makes it challenging for a career woman to switch between the roles she performs (Asbari et al., 2020; Bettac & Probst, 2019; Conte et al., 2019; French & Allen, 2019; Khursheed et al., 2019; Reimann, Marx & Diewald, 2019; Ohu et al., 2019; Pan & Yeh, 2019; Zang, Rasheed & Luqman, 2019;)

Moreover, dealing with challenges and conflicts in both the professional and familial spheres necessitates women with dual roles to effectively manage the equilibrium between work and family responsibilities. To mitigate the occurrence of work-family conflict, women can employ coping strategies as part of work-family balancing strategies (Sunarti et al., 2020). The implementation of effective work-family balancing strategies is crucial for women to successfully fulfill their roles both at home and in the workplace. A well-executed work-family balancing strategy can significantly reduce instances of family-work conflict, thereby positively influencing women's job satisfaction. In essence, coping strategies serve as a viable alternative for women seeking to maintain equilibrium between their work and family commitments.

Coping strategies encompass a series of actions or a thought process employed to manage stressful or uncomfortable situations or to alter one's reaction to such circumstances (Abdulghani et al., 2020; Cajucom et al., 2023). Additionally, they can be described as an individual's endeavor to instigate specific changes in response to emotional and situational stressors deemed significant to them (Lazarus & Folkman, 1984; Panis et al., 2019). These strategies involve cognitive and behavioral efforts aimed at adjusting internal and external demands perceived to surpass personal resources (Endler & Parker, 1990; Lazarus & Folkman, 1984; Smith et al., 2016).

According to Stuart and Sundeen (1991), there are two types of coping mechanisms that individuals employ: problem-focused coping (direct action) and emotion-focused coping (palliative form). Mechanisms that fall under problem-focused coping include:

1. Confrontation, which involves efforts to change the situation or resolve the problem aggressively by expressing anger and taking risks. For example, a person who is dissatisfied with their working conditions might confront their supervisor,

expressing their concerns assertively and taking the risk of advocating for changes in the workplace policies.

2. Withdrawal, where individuals try to distance themselves from the environment or avoid dealing with the issues they face. For example, an individual facing overwhelming stress at work might choose to withdraw temporarily by taking a vacation or personal day to distance themselves from the work environment and recharge mentally and emotionally.

3. Compromise, which involves cautiously altering the situation, seeking help from close family and peers, or collaborating with them. For example, an unmarried woman is experiencing conflicts regarding the division of household responsibilities with siblings. To address the issue, they decide to compromise. They cautiously alter their daily routines, seeking help from each other, and collaborating to find a balanced distribution of chores. This compromise involves a careful adjustment of the situation and cooperation with close family members to reach a mutually beneficial resolution.

On the other hand, emotion-focused coping mechanisms include:

1. Denial, which entails rejecting the problem by claiming it did not happen to them. For example, a teacher is facing mounting stress due to increased workload and personal challenges. In denial, she may convince herself that everything is fine and that the stressors don't exist. She might dismiss the signs of burnout or emotional strain, denying the impact of these challenges on her well-being.

2. Rationalization, using reasoning acceptable to oneself and others to cover up one's inability. Rationalization not only justifies our actions but also allows us to feel that it is fair to do so. For example, a teacher encounters difficulties in managing classroom dynamics, leading to feelings of inadequacy. To cope through rationalization, she might convince herself and others that the challenges are a normal part of teaching and that everyone faces similar issues. By attributing the difficulties to external factors beyond her control, she maintains a sense of fairness in her actions.

3. Compensation, demonstrating behavior to cover up inadequacies by emphasizing positive qualities. This compensation arises from feelings of inadequacy. For example, an unmarried female teacher feeling a sense of inadequacy due to challenging work demands, compensates by consistently showcasing her positive qualities. She actively participates in extracurricular activities, volunteers for additional responsibilities, and emphasizes her strengths in the workplace. This compensatory behavior arises from the underlying feelings of inadequacy, as she seeks to present a positive image to herself and others.

4. Repression, forgetting unpleasant moments from memory and only recalling enjoyable times. For example, an unmarried female teacher has experienced a challenging and emotionally draining day at work, with numerous student issues and administrative demands. To cope, she engages in repression by consciously pushing aside the unpleasant moments, choosing not to dwell on the difficulties. Instead, she focuses on recalling enjoyable times in her teaching career, reminiscing about successful lessons, positive interactions with students, and fulfilling achievements. This repression helps her temporarily set aside the negative experiences and find solace in more positive memories.

5. Sublimation, expressing or channeling feelings, talents, or abilities with a positive attitude. For example, when facing emotional stress and feelings of isolation, the

unmarried female teacher engages in sublimation by channeling her emotions into creative outlets. She expresses her feelings through writing, art, or other creative activities. This positive attitude helps her cope with the emotional challenges of her profession and serves as a constructive way to redirect her emotions into productive and fulfilling pursuits.

6. Identification, imitating the thoughts, ideas, and behaviors of others. For example, Faced with the stress of balancing teaching responsibilities and personal life, an unmarried female observes a colleague who seems adept at managing work-life balance and successfully emulates their thoughts, ideas, and behaviors. By identifying with this colleague, she incorporates effective strategies for time management, stress reduction, and maintaining a positive outlook. This coping mechanism allows her to adapt and navigate her own challenges by drawing inspiration from someone who appears to handle similar situations well.

7. Regression, an individual's tendency to revert to the past or behave like a child. For example, an unmarried female teacher facing high levels of stress due to work pressure and personal challenges. In times of heightened stress, she might find solace in activities or behaviors reminiscent of her childhood. This could involve engaging in activities she enjoyed as a child, such as reading a favorite childhood book or indulging in comfort foods. By reverting to comforting behaviors from the past, she seeks emotional relief and a sense of familiarity during challenging times

8. Projection, blaming others for one's difficulties or transferring blame onto others. For example, an unmarried female teacher feeling overwhelmed and stressed, she might unintentionally blame her colleagues or friends for the difficulties she's facing. By projecting her own struggles onto others, she temporarily alleviates the emotional burden on herself, attributing the challenges to external factors. This allows her to manage her stress by externalizing the perceived sources of difficulty.

9. Conversion, transferring psychological reactions into physical symptoms. For example, an unmarried female teacher is experiencing high levels of stress due to increased workload and job pressure. Instead of expressing her emotional distress directly, she starts experiencing physical symptoms like headaches and fatigue. This conversion of psychological reactions into physical symptoms is a way for her to cope with the emotional challenges she is facing at work without directly addressing the underlying stressors.

10. Displacement, emotional reactions to one person that are redirected toward another. For example, a teacher encounters frustration and emotional stress during a challenging interaction with a colleague at work. Instead of expressing these emotions directly to the colleague, she redirects her emotional reactions toward a friend or family member. This displacement allows her to release and manage her emotions by expressing them in a safer or more comfortable context, avoiding direct confrontation in the initial situation.

Referring back to the preceding discussion, it is exposed that the conflict between work demands and family responsibilities can generate significant pressure. Subsequently, individuals experiencing such conflicts can utilize coping strategies to cope with the conflict and maintain the balance between work and family. Regardless of extensive research has investigated work-family conflict among married women, there is a paucity of studies examining this conflict among unmarried female teachers. This study

aims to investigate the emergence of work-family conflict in the lives of unmarried female teachers, particularly the primary sources of conflict they face. Additionally, the research will identify coping strategies utilized by unmarried female teachers to manage the work-family conflict.

METHOD

Qualitative method is adopted as approach for this research. This method used to explore into and comprehend the significance individuals or groups attribute to a social or human issue (Creswell & Creswell, 2018). This approach is suitable for the research topic that will examine work-family conflict and coping strategies among a group of unmarried female teachers. Moreover, qualitative allow the researcher to investigate the research without being influenced by pre-established conditions enables the gathering of open, in-depth, and detailed data. This method generates rich and detailed information from a small and specific sample, but it reduces the possibility of generalization (Hasibuan, 2014; Asbari et al., 2020).

In this study, the author employs a phenomenological research design. Phenomenological research is a design of inquiry derived from philosophy and psychology, wherein the researcher narrates the actual experiences of individuals regarding a phenomenon as recounted by the participants. This portrayal results in capturing the essence of the experiences shared by various individuals who have encountered the phenomenon. This design is deeply rooted in philosophy and commonly includes the process of conducting interviews (Creswell & Creswell, 2018; Giorgi, 2009; Moustakas, 1994). Phenomenological studies aim to describe the common meaning derived from various individuals' experiences related to a concept or phenomenon. Therefore, the primary goal of phenomenology in this study is to reduce individual experiences of work-family conflict and coping strategies into a description of the essence or universal core (Creswell, 2012).

Respondents

To obtain the respondents, the researcher uses purposive sampling to adjust the research purposes because this sampling builds participants that fulfill specific needs (Cohen et al., 2020). This study explores the work-family conflict and coping strategies experienced by unmarried female teachers. The participants include four main informants who work as teachers in private elementary school. Furthermore, qualitative research does not prioritize the number of participants. The adequacy of participant selection depends on its appropriateness and the intricate nature of the diverse social phenomena under investigation (Zaqi, 2018). In conlusion, the participants was determined based on the consideration of the researcher who believed that this technique obtained a representative and effective sample.

Instruments

Following the recommendation of Creswell and Creswell (2018), the researcher selected interviews as the suitable instrument for the phenomenological design. Creswell highlights that the process of conducting interviews is commonly an appropriate method for this design. In this phase, unmarried female teachers were interviewed as the data source to gather the necessary information. By employing open-ended questions during the interviews (Creswell, 2012), the researcher aimed to obtain comprehensive data about

the experiences of unmarried female teachers concerning work-family conflict and their utilization of coping strategies to deal with the conflict.

Procedures

The established procedure serves as a foundation for advancing research in the realm of assigning specific research methods and techniques to individual components of the research process stages within management and quality sciences. The careful selection of appropriate methods and research techniques contributes to providing more effective answers to research questions (Dźwigoł, 2020)

Adhering to the research process, Dźwigoł has developed a procedure for conducting scientific research, which includes five stages:

- Selection of a Research Subject: Defining the object of interest for the researcher.
- Character of the Carried-out Research: Precisely defining the type, character, and nature of the research being conducted.
- Research Transparency: Stating the method chosen to achieve the predefined aim of the research.
- Selection of Research Study Execution: Drawing conclusions based on methods and techniques outlined in the source literature. Determining the fundamental types of researchers' involvement in the research process and subsequently selecting methods and techniques that align with the specified conditions.
- Determining the Size of the Researched Sample: Addressing the accessibility of the sample under evaluation. The methods and techniques employed in research processes often hinge on the sample size, with some designed for smaller populations and others for larger ones.

In this study, the researcher interest to find out work-conflict and coping strategies utilized by unmarried female teacher to solve the conflict by adopting qualitative approach and phenomenological research design as method. The character of research limited to unmarried female teacher. The data taken from interview results from four unmarried female teacher in private school as participants.

Data Analysis

Data analysis involves transforming collected information into meaningful insights. Various methods, including modeling, are utilized to identify trends, relationships, and draw conclusions, contributing to the decision-making process (Start, 2006; Taherdoost, 2020). According to Creswell (Creswell, 2007), data analysis in qualitative reserach involves the preparation and organization of data, such as textual data from transcripts. This includes the reduction of data into themes through coding and condensing of codes. Ultimately, the findings are presented through figures, tables, or discussions.

Data analysis involves the collection of data, data reduction, data presentation, drawing conclusions and verification (Rijali, 2018). Collection is the initial stage involves gathering data from various sources relevant to the research objectives. Data can be collected through surveys, interviews, observations, or other sources. This study use interviews to collect the data. Then the next step is to refine or organize the data for further elaboration by reducing the data. This may involve organizing data, removing irrelevant data, or grouping data into specific categories. The result of interview must answer the research questions related to the work-family conflict and the coping strategies used by unmarried female teacher. Irrelevant data will be removed in this stage. Afterwards, the reduced data is then presented visually or descriptively. This may involve creating graphs, tables, or narrative summaries to aid in further understanding. Here, the researcher

presents the data descriptively involves narrative summaries from the interviews answer. Based on the data analysis, conclusions are drawn. This involves identifying patterns or trends emerging from the data and making inferences or generalizations based on these findings. The final step is to verify the results of the analysis, ensuring the validity of the findings and reviewing the analysis process to ensure its integrity.

FINDINGS AND DISCUSSION

Here is the finding of the interview results with four unmarried female teachers as the informants regarding work-family conflict and their coping strategies. Before presenting the findings, it should be noted that the interviewed teachers will not be mentioned by their real names but will be referred to using initials, namely AR, AN, T, and S. Additional information about the participants during the interview is explained below:

AR (25 years old) : First child of 3 siblings; First daughter; Homeroom teacher; Worked for 2 years

AN (25 years old) : Second child of 2 siblings; Youngest daughter; Homeroom teacher; Worked for 1 year

T (22 years old) : Second child of 3 siblings; First daughter; Subject teacher; Worked for 2 years

S (21 years old) : First child of 2 siblings; First daughter; Subject teacher; Worked for 1 year

Work-Family Conflict in The Lives of Unmarried Female Teachers

From the result of interview, the varied responses indicate that individuals experience work-family conflict in diverse ways. AN and AR's perspectives highlight a directional influence from work to family, emphasizing the importance of understanding work-related stressors and challenges. On the other hand, S and T's balanced views underscore the interconnectedness of work and family dynamics, emphasizing the need for interventions that address both domains. Therefore, it can be inferred that the work role creates more friction with the family role for unmarried female teachers. This contrasts with the experience of married female teachers, where family roles pose more challenges to work roles rather than work roles causing friction in family roles (Gupta et al., 2021).

The primary influence of the work role on female teachers may be attributed to research indicating that women teachers exhibit strong commitment to their profession, valuing it significantly and identifying strongly with the role of a teacher in their identity. The interview results revealed that all eight female teachers were highly dedicated to their work, often keeping school-related thoughts in mind even during their supposed "free" time at home or during vacations (Atteh et al., 2020). The analysis suggests that the influence of work and family on each other is subjective and can vary among individuals. Recognizing the bidirectional nature of work-family conflict is crucial for developing effective strategies to mitigate its negative consequences. The responses highlight the complexity of these dynamics and emphasize the need for tailored interventions that consider individual experiences and perceptions. The following is the detail of explanation:

Time-Based Conflict

From the interview, AR's experience highlights the strain emanating from extended school hours, disrupting the conventional 9-to-5 schedule. The conflict revolves around insufficient time for familial responsibilities, leading to heightened stress, fatigue, and a

diminished quality of family life. Then, AN underscores the diminishing quality time spent with family, attributing it to the demands of her commitments. The struggle lies in striking a balance between fulfilling familial obligations and engaging in activities that contribute to personal joy and well-being. T's answer unveils a distinctive blend of household responsibilities and school commitments. While time may not be a pronounced factor, the conflict arises when academic obligations encroach upon her ability to fulfill familial duties, creating tension and a sense of being overwhelmed. S illuminates the challenges posed by an intensive work schedule, leaving minimal time for family-related activities. The conflict intensifies during weekends when work commitments clash with familial expectations, impacting family bonding and participation in shared events.

The findings underscore the profound impact of time-based conflicts within the realm of work-family dynamics. Each narrative reveals a unique blend of stress, fatigue, and strained familial relationships stemming from the intricate interplay between professional or academic commitments and family responsibilities. All participants express challenges related to time, either due to extended work or school hours. The conflict is not only about fulfilling specific tasks but also about the quality time available for family interactions. Participants mention feeling pressured, fatigued, and stressed due to the demands of their roles, which aligns with the negative consequences associated with work-family conflict in the theoretical framework.

Strain-Based Conflict

From the result of interview, is was found that AR has conflict with school policies and personal identity. AR navigates strain due to school policies extending into personal life, particularly dress codes on holidays. This external imposition clashes with personal preferences and family traditions, causing discomfort. Besides AR's narrative suggests that strain-based conflict influences personal identity, as external expectations challenge individual expressions, resulting in emotional stress.

Next, AN has Struggle with communication expectations with family. AN experiences strain due to the 24/7 expectation to respond to messages from both school and family. This constant connectivity contributes to stress and negative emotions. The continuous communication demands affect the quality of face-to-face interactions with family, leading to frustration and strained relationships.

Further, T has mental pressure and family dynamics. T faces mental pressure as conflicting expectations arise from family urging her to work for well-being while work adds an additional layer of stress. T highlights the interconnectedness of family dynamics, suggesting that family expectations and attitudes contribute significantly to her overall stress.

And the last, Emotional Toll of Forced Career Shift as strain-based conflict of S. S's narrative unveils the emotional strain arising from familial expectations to abandon education for work. The desire to cry reflects the emotional toll of feeling compelled to change career paths. S grapples with the emotional strain of conflicting expectations between pursuing personal goals and meeting familial demands, leading to internal conflict.

The research findings highlight the intricate dynamics of strain-based work-family conflict among unmarried female teachers. The narratives depict the emotional toll and challenges arising from continuous communication expectations, conflicting family and work pressures, and external impositions impacting personal identity.

Behaviour-Based Conflict

The result of AR's interview answer show emotional adjustment at home and school. AR highlights the stark difference in expressing emotions, particularly anger, at home and school. The expected graceful expression of anger at school conflicts with the more unrestrained expression allowed at home. AR shares her initial struggle in adapting to the shift in behavior required at school, emphasizing the emotional weight of the adjustment process.

AN has transformation in behavior dynamics. AN notes a change in her behavior dynamics, becoming more reserved and less cheerful, particularly towards her parents. The multitude of demands and conflicting behavior expectations contribute to AN's increased tendency to anger and heightened sensitivity.

Then, T has Struggle with Religious Teacher Expectations. T elucidates the specific expectations for teachers of religious subjects (TTQ) that demand a righteous and modest appearance, contrasting sharply with her natural behavior at home. T hints at the challenge of adapting her behavior to the contrasting expectations between being a TTQ teacher at school and expressing herself authentically in familial settings. T's admission of not being herself suggests a deeper struggle with authenticity, indicating potential challenges in aligning personal identity with expected behaviors in specific roles.

Different from another participants, S has stable Behavioral Pattern. S asserts that her behavior remains consistent, suggesting a lack of significant conflict in behavior expectations between her work and family roles. The stability in behavior may indicate a smoother adaptation process or a potential absence of significant incongruences.

The research findings underscore the intricate dance individuals perform as they navigate the labyrinth of behavior-based work-family conflict. The result highlight the challenges of adapting behavior to meet divergent expectations, impacting emotional well-being and, in some instances, leading to identity struggles. These insights contribute to a deeper understanding of the complexities associated with behavior-based conflict, paving the way for future interventions aimed at fostering a more harmonious integration of work and family roles.

Coping Strategies Utilized to Manage The Work-Family Conflict
Based on the conducted interviews, the four participants tend to employ coping strategies that focus more on emotions rather than problem-solving. A more in-depth discussion will be elaborated below:

Problem-Focused Coping
The interview outcome indicates that none of the participants are able to engage in direct confrontation. In response to stress, T tends to become emotional rather than adopting direct confrontation. In her response, she mentioned, "I am unable to, as I am on the verge of tears". AR, AN and S indicate reluctance or an inability to confront problems directly. This situation may arise due to the cultural context, especially in Indonesia, a country influenced by Eastern culture. The ethical framework in this context tends to prioritize the obligation of young people to accommodate their elders, emphasizing honor and respect, even if the younger generation feels unfulfilled or dissatisfied. The cultural ethic encourages suppressing these feelings rather than expressing them openly. Additionally, there is no reciprocal expectation for older individuals to honor the younger generation in the same manner (Williams et al., 1997).

According to the interview findings, AN rejects the idea of using withdrawal as a coping strategy, emphasizing the stress-inducing nature of postponing problem resolution. AR acknowledges using withdrawal, including activities like taking a vacation

to mentally disengage. T and S admit to occasionally avoiding problems by staying in their room.

And the last, AN acknowledges seeking understanding and compromise, especially from family members. AN's willingness to compromise aligns with the problem-focused coping strategy, emphasizing cooperation for issue resolution. AR expresses a reluctance to seek understanding, preferring to manage issues internally. AR's reluctance may indicate a preference for individual problem-solving rather than seeking external cooperation. T and S do not explicitly mention compromise in their responses. However, T and S's lack of explicit mention suggests potential reliance on other coping strategies or a less pronounced use of compromise.

The research findings underscore the intricate landscape of coping mechanisms, spesifically Problem-Focused Coping within the context of work-family conflict. Participants exhibit diverse coping preferences, showcasing variations in their tendencies toward confrontation, withdrawal, and compromise. Each participant demonstrates individual variability in adopting problem-focused coping mechanisms, emphasizing that coping strategies may be influenced by personal preferences and comfort levels.

Emotion-Focused Coping
In the realm of denial, the participants, AN, S, and T, displayed a resilience to brush aside issues. Rather than dismissing concerns, they embraced a conscious effort to confront and address the persistent thoughts, showcasing a depth of self-awareness often underestimated. In contrast, AR opted for denial as a coping strategy, opting to feign normalcy and ignore any issues that may arise.

The nuances of rationalization surfaced, with AN and AR admitting occasional tendencies to justify actions. Their reflections underscore the universal human inclination to rationalize challenging situations. S and T, however, offered a nuanced perspective, emphasizing the pursuit of self-improvement over relying solely on rationalization.

Compensation, as a coping mechanism, found acknowledgment in AR, who recognized the inclination to accentuate positive qualities to counter feelings of inadequacy. AN, S, and T portrayed a tapestry of responses, revealing the internal conflicts that arise when attempting to compensate for perceived shortcomings.

Repression's role as a coping strategy varied among participants. While T acknowledged the inclination to recall negative experiences at work, S emphasized repressing unpleasant memories, specifically within the home environment. AN unveiled the complexity of handling stress by selectively recalling positive aspects, offering insight into the delicate balancing act.

Sublimation, translating stress into productive outlets, resonated with T, who turns to reading and creative activities. Similarly, S enjoys engaging in the recitation and memorization of the Al-Qur'an. However, others, including AN and AR, faced challenges in maintaining productivity during stressful times, showcasing diverse approaches to sublimation.

All participants acknowledged seeking inspiration from others as a form of coping. The experiences of AN, AR, S, and T highlighted moments when observing and emulating effective coping strategies positively influenced their approach to handling challenges, reflecting the power of shared inspiration.

Regression, reverting to childlike behaviors, found no place among the coping strategies adopted by the participants. This absence suggests a preference for more mature and conscious approaches in dealing with stress and conflicts.

While AR and AN admitted to occasional projection of blame onto others, T demonstrated a balanced perspective, acknowledging both self and external attributions. S's uncertainty about her tendencies towards projection emphasizes the nuanced nature of this coping mechanism.

Conversion, translating emotional distress into physical symptoms, emerged as a less prevalent coping strategy. AN's admission of frequent illnesses attributed to school-related stress contrasted with AR, S, and T, who did not identify with this form of coping.

Displacement, redirecting emotions from one context to another, revealed divergent patterns. AN and T acknowledged practicing displacement, showcasing the interconnectedness of their personal and professional lives. In contrast, AR and S expressed minimal engagement in this coping mechanism, highlighting the uniqueness of individual responses.

CONCLUSIONS AND SUGGESTION

The research findings shed light on the nuanced experiences of unmarried female teachers in navigating work-family conflict and the coping strategies they employ. The participants, represented by initials AR, AN, T, and S, provided diverse perspectives that underscored the complexity of the interplay between work and family dynamics.

The study identified three dimensions of work-family conflict: time-based, strain-based, and behavior-based. Time-based conflict revealed challenges stemming from extended work hours, impacting the quality of familial interactions. Strain-based conflict encompassed external impositions, continuous communication demands, conflicting family and work pressures, and emotional tolls related to career decisions. Behavior-based conflict illuminated the struggles of adapting behavior to meet divergent expectations, affecting emotional well-being and identity.

Participants predominantly leaned towards emotion-focused coping strategies, with a notable emphasis on problem-focused coping within the cultural context. Problem-focused coping varied, with some participants expressing reluctance towards direct confrontation and others embracing compromise. Emotion-focused coping encompassed denial, rationalization, compensation, repression, sublimation, seeking inspiration from others, occasional projection of blame, and limited engagement in conversion and displacement.

The bidirectional nature of work-family conflict emphasizes the need for tailored interventions recognizing individual experiences. Time-based conflicts significantly impact stress, fatigue, and strained familial relationships, necessitating strategies that address both work and family demands. Strain-based conflicts manifest in emotional tolls and challenges, highlighting the importance of addressing external impositions and conflicting expectations. Behavior-based conflicts underscore the challenges of adapting behavior to meet divergent expectations, emphasizing the need for interventions promoting harmonious integration. Coping strategies are diverse, influenced by cultural, personal, and contextual factors, emphasizing the importance of personalized approaches.

Researcher recommend to develop workplace policies promoting work-life balance, particularly addressing extended work hours and the impact on familial responsibilities. Provide support mechanisms for teachers to navigate external impositions and conflicting family and work pressures. Cultivate a supportive organizational culture that encourages open communication and problem-solving. Recognize and validate diverse coping strategies, fostering a culture that promotes mental health and well-being.

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