

## Female teachers as breadwinners of the family and their teaching performance

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**Abstract:** The main aim of this study was to examine how work-related challenges faced by female teachers who are primary earners in their families influence their teaching performance. The study involved 50 such teachers from Palimbang II District, Palimbang, Sultan Kudarat. Data was collected through questionnaires, and statistical analyses such as weighted mean, Pearson correlation coefficient (r), and t-tests were employed. The study followed a descriptive correlational survey approach. Findings revealed that respondents reported varying frequencies of encountering work-related challenges. On average, they agreed that these challenges were sometimes experienced. Regarding teaching performance, respondents were mainly rated as either excellent, very satisfactory, or satisfactory, with none rated below this level. The correlation coefficient (r) between the extent of work-related challenges and teaching performance was significant, indicating a notable influence on teaching effectiveness. In conclusion, respondents reported experiencing work-related challenges to varying degrees, which affected their teaching duties. Most demonstrated satisfactory teaching performance. The study confirmed a significant relationship between work-related challenges and teaching effectiveness.

Keywords: Female teacher, breadwinner, teaching performance

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## INTRODUCTION

There are many reasons why people choose teaching as a career. One strong motivation for many teachers is their identification with adult models, parents, and especially teachers - during their childhood. Research indicates that women are influenced by their parents slightly more than by their teachers in their decisions to become teachers. Men are influenced by their teachers more than twice as often as by their parents (Hosford, 2004).

The idea suggests, further, that parents encourage their daughters to become teachers more than their sons. Perhaps this is due to the wider range of professional choices that have been available for men in the past and the traditional view that teaching is a respected occupation for women but does not hold similar status for men (Howsam et, al, 2006). Although job opportunities for women have increased recently, females still made up 68 percent of the public school teaching force in 1988. More than 80 percent of the elementary teachers and 45 percent of the secondary teachers were females. Moreover, these percentages have not changed much since the mid -1960s.

In the place where the researcher had been teaching for several years such situations still existed where women dominated the population in the public school teaching force. Almost 90 percent of the teachers were women and it was observed that most of them were breadwinners of their families.

These situations were not only twice within the Division of Sultan Kudarat but were also true in some other school divisions such as South Cotabato Division and General Santos City. Women have increased in the profession and females still made up at least 70 percent or more of the public school teaching force.

This study was conceptualized with the idea that if teaching was a very popular choice as a career to women, and most of them became breadwinners of their families, as females, they possibly could encounter various problems in their work that may or may not affect how

they discharged their duties and responsibilities. As female breadwinners, they shouldered almost eighty percent of the financial support of their families that in doing so laid them to many difficulties. This was supported by the article "Women as Breadwinners" stating that in this situation aside from the possible financial difficulties, women may also face additional challenges in balancing house and work. Many women as stated are certainly feeling the strain of working two shifts - one at work and one at home.

Whatever problems women as breadwinners of their families could encounter, teaching always remained as a profession where, according to Eissenberg and Rudner (2000) as teachers, they should be accountable for the outcomes of instruction, whether the outcomes are positive or negative.

As teachers, their instructional tasks as emphasized by Goodland (2003) were the core of the classroom settling. Even as women. It was expected that as teachers they maintained control over instructional tasks by making decisions about what to teach, what strategies and methods were to be used, and how much students were to be allowed to interact. In order to facilitate learning according to Besonet and Desforges (2005), teachers must learn to match appropriate tasks with the student's abilities and background knowledge.

These authoritative views and ideas cited simply indicated that a student's academic achievements could be influenced by how teachers performed their duties and responsibilities in doing their instructional tasks. However, it could not be denied that teachers as human beings, who were breadwinners of their families may experienced difficulties in their lives that may affect how they discharged their instructional tasks in the classrooms. With these, a framework was designed showing the important variables considered in this study.

#### *Statement of the problem*

This study was conducted to determine whether the problem situation at work experienced by female teachers who were breadwinners of their families influenced significantly their teaching performance level in Palimbang II District, Sultan Kudarat during the school year 2009-2010. Specifically, it answered the following problems:

- 1) To what extent did female breadwinner teachers encounter problems in their work?
- 2) What were the problem situations experienced at work by breadwinner female teachers?
- 3) What was the level of their teaching performance?
- 4) Did the problems encountered by breadwinner female teachers encountered influence their teaching performance?

## LITERATURE REVIEW

### *Women as breadwinners*

According to a 2003 survey by the Bureau of Labor and Statistics, about a third of wives earn more than their husbands. Another study conducted by the Families and Work Institute, a nonpartisan research organization in New York revealed the result that, women overscale bring 43% of household income. This situation made by Galimsky (2006) the director of Families and Work Institute state that women were in a significant transition acknowledging the difficulties many women face. Further, she claimed that women inviwingly defined their roles as both emotional and economic providers. Moreover, results showed that women as breadwinners need to make the most of what they're earning. In this situation, tha authority of the institute stressed that there's a good time and a bad time to ask the boss for more money. Knowing the difference can mean success and yet it's hard to feel comfortable in that role when you're not sure what the rules are — and neither is the person you're married to. ([www.women/as/breadwinners.com](http://www.women/as/breadwinners.com))

The reason that more married couples now boast women as the primary breadwinners is because men have experienced greater job losses than women over the course of this recession, losing three-out-of-every-four jobs lost. This puts a real strain on family budgets since women typically earn only 78 cents for every dollar men earn. In the typical married-couple family where both spouses work, the wife brings home just over a third — 35.6 percent — of the family's income.

What's equally worrisome is that most families receive health insurance through the employers of their husbands. So when husbands lose their jobs, families are left struggling to find ways to pay for health insurance at the same time they are living on just a third of their prior income. These new health insurance costs can be crushing if families have to turn to the individual insurance market, where coverage is limited and expensive, or pay for continued coverage through their husbands' old insurance policies, which is possible because of federal law but is also expensive-though the American Recovery and Reinvestment Act subsidized that cost for many workers. Still, many families with an unemployed worker simply have to go without health insurance.

The job losses mounting among husbands are acute in 2009. One of the studies showed that the share of families where women hold down a job while men are unemployed jumped sharply in 2009 compared to 2007 at the peak of the last economic cycle. In the first five months of 2009, 5.4 percent of working wives had an unemployed husband at home—that is, a husband who was actively searching for work, but could not find a job compared to an average of 2.4 percent over the first five months of 2007, more than double the number of unemployed husbands in 2009. This means that there are 2.0 million working wives today with an unemployed husband.

In contrast, working husbands continue to be less likely to have an unemployed wife. In the first five months of 2009, an average of only 3.3 percent of husbands had an unemployed wife at home, up from 1.6 percent. Importantly, the difference in the shares of unemployed husbands and wives is not due to women telling the surveyor that they are "out of the labor force" rather than reporting they are out of a job, willing to work, and actively seeking employment. Figure 2 below examines non-working spouses and shows not only a sharp rise in the share of working wives who have a non-working husband but also the share of both husbands and wives who are either unavailable to work or are not looking for a job.

So far this year, 15.6 percent of working wives have a husband who is not working, up a stunning 3.5 percentage points from early 2007, when 12.1 percent of working wives had a husband who did not work. But working husbands did not see a similarly large increase in their chances of having a non-working wife. In 2007, 29.4 percent of husbands had a non-working wife, up only 0.8 percentage points to 30.2 percent in 2009.

Families with children have been hit especially hard by unemployment. Among working wives in families with a small child - under age six-at home, 5.9 percent have an unemployed husband. This is higher than among families with a working wife but with no child under age six at home, where 53 percent have an unemployed husband.

Among families with a working wife and a child under age 18, the share with an unemployed husband is 5.7 percent, compared to 5.0 percent among those with no children. This means that there are 1 million working wives with children at home, but an unemployed husband. The numbers are smaller for families with a working husband and an unemployed wife. The share with a child under age 18 is 3.2 percent-compared to 3.4 percent among those with no children.

The share of workers with an unemployed spouse is lower than the overall unemployment rate of 9.5 percent. Typically, married workers have lower unemployed rates compared to single workers and they stay unemployed for shorter periods of time. There are many reasons why this is the case, but one is that married workers may have more of an

incentive to find work as quickly as possible-if possible because there are more people relying on their earnings, compared to single workers - at least single workers without children. Of course, single mothers, who typically have higher unemployment than other workers, do have children relying on their earnings and are under similar pressures to find employment.

Especially striking in the recently released data is the sharp increase in breadwinner wives and unemployed husbands across demographic groups. Results as discussed showed that among young (ages 18 to 24) working, one-in-ten married women (9.9 percent) has an unemployed husband, up 5.5 percentage points from early 2007. Among working women without a high school degree, slightly less than one-in- 10 (8.3 percent) have an unemployed husband, up four percentage points since 2007. This share of women with unemployed husbands has increased 2.2 percentage points among wives with a college degree.

#### *Unemployment among families with a working spouse*

As families need the earnings of wives more than ever, policymakers should focus their attention on ensuring that women- including mothers-have access to good jobs with benefits that will support their families. There could not be a more important moment to pass legislation ensuring pay equity for all workers. Nor could there be a more important time to ensure that caregivers are not discriminated against by employers.

The Paycheck Fairness Act, which passed the House in January, would go a long way toward eradicating pay inequalities, but it is languishing in the Senate. The Equal Employment Opportunity Commission issued new guidelines in 2007 to help employers avoid caregiver discrimination, but more could be done to use develop this guidance to ensure that every caregiver has the same access to great jobs as other workers. These and other policy solutions to the crisis facing women breadwinners need to be acted upon swiftly.

#### More Women Becoming a Sole Breadwinners

Schiavocempo (2009) of NBC Nightly news digital correspondent shared his thoughts about more women becoming sole breadwinners. She emphasized that when Debbie Butner's husband was recently laid off from his job of 14 years, she became the sole breadwinner of the family. That's happening in more and more families across the country, as men have been hit hard by this recession. She further stated that about 78 percent of job cuts since December 2007 have gone to men, who tend to work in heavily affected industries like construction and manufacturing. Women are more likely to work in more stable industries like education and healthcare.

Because of this imbalance, she further cited women now make up more than 49 percent of the workforce. If the trend continues, they could surpass men in the workforce for the first time in U.S. history. Given the grim circumstances, it's hardly a milestone to celebrate.

Moreover, she reported that psychologically, many men have a very hard time being out of work. Men often believe that they are responsible for financially supporting the family. Being out of work can affect their self-esteem and lead to feelings of depression. Several other issues also surface when a woman suddenly becomes the sole breadwinner of the family. For one thing, women are still not paid equally for equal work, earning about 80 cents to the dollar when compared to their male counterparts.

Finally she posted, Women may also face additional challenges in balancing home and work. One study found that working women spend more time on childcare and household duties than unemployed men. Many women are certainly feeling the strain of working two shifts-one at work and one at home.

#### Women as Breadwinners and How Dual-Earner Families Cope

Nearly two of the three U.S. families consisting of a married couple with children under 18 are dual-earner families (Bureau of Labor Statistics, 1999). Fewer women than ever are

taking time out for motherhood. Two out of three prospective first-time mothers work during pregnancy, and three-fourths of them return to work within a year after giving birth. In 1940 women made up one-quarter of the labor force; by 1997 they constituted nearly half of it (Smith & Bachu, 1999).

Why do so many women work? Many factors may play a part—the rising cost of living, changes in the divorce, social security, and tax laws; changing attitudes about gender roles; availability of labor-saving household appliances; and the reduced income gap between male and female workers. Some women simply want to be gainfully employed (Jones, McGrattan, & Manuelli, 2002).

It is important in studying dual-earner couples to recognize the diversity of these families (Barnett & Hyde, 2001). Besides the more traditional pattern of a main provider (usually the man) and a secondary provider (usually the women), there are families in which both earners have high-powered careers and high earnings (like Peter Lindstrom and Ingrid Bergman). There also are many middle-class families in which one or both partners "scale back": cut on working hours or refuse overtime or turn down jobs that require excessive travel, so as to increase family time and reduce stress. (Becker & Moen, 1999; Crouter & Manke, 1994). Orra couples may make trade offs: trading a career for a job, or trading off whose work takes precedence, depending on shifts in career opportunities and family responsibilities. Wives are more likely to do the scaling back, which usually occurs during the early years of child rearing (Becker & Moen, 1999). Race, ethnicity, sexual orientation, life stage, and social class may make a difference (Barnette & Hyde, 2001). For example, a study of newlyweds in Wayne County, Michigan, found that African American couples were more egalitarian than white couples (Orbuch & Eyster, 1997).

#### *Benefits and drawbacks of a dual-earner lifestyle*

Present both opportunities and challenges. On the positive side, a second income marriages some families from poverty to middle-income status and makes others affluent. It makes women more independent and gives them a greater share of economic power, and it reduces the pressure on men to be providers; 47 percent of working wives contribute half or more of family income (Louis Harris & Associates, 1995). Less tangible benefits may include a more equal relationship between husband and wife, better health for both, greater self-esteem for the woman, and a closer relationship between a father and his children (Gilbert, 1994).

On the downside, working couples face extra demands on time and energy, conflicts between work and family, possible rivalry between spouses, and anxiety and guilt about meeting children's needs. The family is most demanding, especially for women who are employed full time, when there are young children (Milkie & Peltola, 1999; Warren & Johnson, 1995). Careers are especially demanding when a worker is getting established or being promoted. Both kinds of demands frequently occur in young adulthood. Working men and women seem equally affected by physical and psychological stress, whether due to working interfering with family life or the other way around. (Frone & Russell).

#### *Division of domestic work and effects on the marriages*

In almost all known societies, women even if they work full time—have primary responsibility for housework and child raising (Gardiner et al., 1998). However, the ways couples divide breadwinning household work, and the psychological effects of those decisions, vary.

The division of labor among dual-income couples in U.S. society is different from that in one-paycheck families. The father likely to do more housework and child care than the husband of a full-time homemaker (Almeida, Maggs, & Galambos, 1993; Demo, 1991; Parke & Burriel, 1998) and to do more monitoring of older children's activities, especially in

summer, when school is not in session (Crouter, Helms- Erikson, Upelegraff, & Mchale, 1999; Crouter & McHale, 1993).

Nevertheless, the burdens of the dual-earner lifestyle generally fall most heavily on the woman. In 1997, employed married men spent nearly one hour more on household chores and one-half hour more with their children on workdays than in 1977; yet the husbands still did only about two-thirds as much domestic work and child care as employed married women (Bond & Galinsky, 1998).

The effects of the dual-earner lifestyle on a marriage may depend largely on how husband and wife view their roles. Unequal roles are not necessarily seen as inequitable, and it may be a perception of unfairness that contributes most to marital instability. A national longitudinal survey of 3, 284 women in two-income families found greater likelihood of divorce the more hours a woman worked-if she had a nontraditional view of marital roles. Given that men generally do less household work than women, an employed woman who believes in an equal division of labor is likely to perceive as unfair the greater burden she carries in comparison with her husband; and this perception of unfairness will probably be magnified the more hours she puts in on the job, (Greenstein, 1995).

What spouses perceive as fair may depend on the size of the wife's financial contribution, whether she thinks of herself as a provider or merely as supplementing her husband's income, and the meaning and importance she had her husband place on her work (Gilbert, 1994). In nearly one in four dual-center households, the wife earns more than the husband. In such households, women may have a greater say in family financial and career decisions. When the woman is regarded as the primary breadwinner, there may be a reversal of traditional gender roles (Winkler, 1998). Whatever the actual division of labour, couples who agree on their assessment of it and enjoy a harmonious, caring involved family life are more satisfied than those who do not (Gilbert, 1994).

## METHODOLOGY

### *Research design*

This study made use of the descriptive correlational method. It is the most appropriate method of research because the main objective was to correlate the two variables investigated to the extent that the female breadwinner teachers experienced problem situations at work with their teaching performance.

There were statistical tools used to treat the data gathered to give its analysis and interpretation per subproblem. Each has its own statistical tool employed.

For subproblem number 1, weighted mean, frequency count and percentage were used. For subproblem number 2, weighted mean and rank while in subproblem number 3 were frequency count and percentage For subproblem number 4, Pearson- Product- Moment- Correlation ("r") was employed. To test the significance of the obtained "r", "t" test was applied.

### *Locale of the study and respondents*

This study was conducted in the Division of Capiz covering the public elementary school in Panay, Pontevedra, Pres. Roxas, Pilar, Maayon, Panitan, Ivisan, Sigma, Dao, Cuartero, Dumalag, Dumaraao, Sapian and Tapaz. There were 205 elementary school heads and 205 elementary school teachers in the Division of Capiz who participated in this study.

### *Research instruments*

There were two instruments used to gather the needed data. These were the Problem Situations at Work Questionnaire and the Performance Appraisal System for Teachers. The

first instrument was designed to gather data concerning the situations that cause problems at work among female breadwinner teacher teachers of their families. This instrument was adapted from the manual of values education in training teachers about their professionalism. The items found in this questionnaire described situations of conditions to which the respondents could personally experience or female teachers who were breadwinners of their families in their work.

There were 21 items that made up the second questionnaire. The last item which was the 22nd item was left blank or open to give the respondents a chance to indicate a situation in their work that caused them difficulties but were not found in the instrument.

This was a self-administering instrument where respondents were just requested to accomplish it with the agreement to collect it up after one week. Upon the agreed date, the instruments were picked up and those respondents who were absent, the help of the guidance counselors in the school were sought and they were requested to keep it to be picked by the researcher the second time she went around to gather them.

This instrument was given to three school administrators to scrutinize the items to evaluate them based on the following criteria. First, they were evaluated to determine whether the items were suitable and appropriate to the topic investigated; Second, whether the language used were grammatically correct and appropriate to the group of respondents; and Lastly, whether the instructions or directions as well as the format were clear and easy to be answered and comprehended. The basis of acceptance and rejection of each item to be a part of this instrument where the majority of the agreement per item. Two or three out of three agreed, the item was accepted. If only one agreed, then it was rejected.

Performance Appraisal Sheet for Teachers was also used as a tool to gather the teaching performance level of the respondents. This was in the form of a rating sheet which measures the extent the teachers had performed their duties and responsibilities as teachers. The researcher tried to gather the teaching performance of the respondents within two years and its average was taken to represent the needed data of the said variable investigated.

#### *Data analyses procedure*

After There were statistical tools used to treat the data gathered to give its analysis and interpretation per subproblem. Each has its own statistical tool employed. For subproblem number 1, weighted mean, frequency count and percentage were used. For subproblem number 2, weighted mean and rank while in subproblem number 3 were frequency count and percentage For subproblem number 4, Pearson- Product- Moment- Correlation ("r") was employed. To test the significance of the obtained "r", "t" test was applied.

## FINDINGS AND DISCUSSION

### *Problems Encountered by Female Breadwinner Teachers in their Work*

When looking into the extent of the problems encountered by female breadwinner teachers in their work, out of the 50 respondents, four (4) or 8 percent strongly agreed that they always had encountered problems while doing their work. It meant that all of the time while they were performing their task as teachers they experienced situations in their work which they considered as problems.

Further, it could be noted that there were 12 or 24 percent of the respondents who agreed that they often had experienced problems while doing their work. It implied that these groups of teachers had personally experienced difficult situations more of the time in their work. They often encountered difficulties in performing their task as teachers.

On the other hand, data reflected that there were 23 or 46 percent of the 50 respondents who marked that they sometimes had experienced problems in doing their task. Some of the time while they were performing their task there were some hindrances that caused difficulties in accomplishing them.

Moreover, the results revealed that 10 or 20 percent of the respondents who agreed that they seldom had experienced situations in their work that create problems in the performance of their duties and responsibilities. It meant that there were less of the time they experienced difficulties in doing of their families,

Lastly, there was only one (1) or two (2) percent of the respondents who claimed that she never had any problem encountered while doing her teaching job. It showed that there were none or no situations that happened in her work that caused a problem.

Generally, the respondents had problems but they just experienced them sometimes in their work. Most of them had often experienced problems with almost an equal number of those who seldom had experienced problems. Least number of them had always experienced difficulties but there was one who never had difficulties in doing her teaching job. These results indicated that breadwinner female teachers vary in the extent they experienced problems situations at work but they tend to have experienced them sometimes in their teaching job. It meant that they experienced problem situations at their work but they came in moderate conditions.

#### *Problem situations experienced at work by breadwinner female teachers*

Findings of this research show that the first five highest problem situations that were experienced by them were, first, they encountered situations in work where there were lack of work ethics as revealed by its mean ( $\bar{X}$ ) value obtained of 3.26. They sometimes experienced that benefits, privileges and indiscretions were very common in work. There were still observations where co-teachers gossiped, which sometimes created misunderstanding among colleagues. Sometimes as being breadwinner female teachers they became victims of these and when in fact situations happened that they were not given equal privileges compared to others. Maybe it was because as breadwinners of the family they were responsible for financially supporting their families that they became discriminated against in some social activities and additional expenses in school. As what was cited by Dr. Ira Wolfe in her book "The Perfect Labor Storm", in New York and across the country, more men had lost jobs creating the reversion roles of family breadwinner in some homes. Women became breadwinners that sometimes they even neglected their leisure time.

Data further revealed, with equal importance that breadwinner female teachers sometimes had experienced difficulties because they felt there was an unjust use of authority by their supervisor and there was unfairness and discrimination ( $\bar{X} = 3.18$ ). This happened because they felt this because as breadwinners according to Papalia, et. al (2006) there will be a feeling of strain on their parts working two shifts- one at work and one at home. Because of this situation they become disorganized and not well-kept, thus forcing the administrator to call their attention that may cause them difficulties while doing their work. These were equally felt by them more so when there were inadequate materials/books/school supplies shared to them ( $\bar{X} = 3.18$ ). These situations would really add problems to them because school supplies were really important and essential aids in teaching, especially school books. Without it, one could believe that even a classroom teacher who was not a burden as breadwinners of their families would experience the same difficulties.

Some other problem situations at work which found to be common as experienced among the respondents were related to unclear, unrealistic courses of study for subject areas on grade level ( $X = 3.16$ ). This meant that inasmuch as the work of the respondents were

related to teaching, the clear, realistic course of study for every learning area by grade level is of great importance. These things would help them make the exercise of their profession a success. These were of course the same reasons that's why these problem situations they found to be present in their job bring them difficulties in the exercise of their profession.

Generally, all the rest of the possible problem situations one could possibly encounter in one's work were all sometimes experienced by them. That these situations could bring problems in the exercise of their profession but it only happened some of the time in their place of work. It indicated that it happened among them in a few instances in their field of work. This was shown by the general average rating of 2.86.

#### *Performance of breadwinner female teachers*

When looking into the performance of breadwinner female teachers, data that six (6) or 12 percent got an excellent performance level, 41 or 82 percent were very satisfactory in their performance level; and three (3) or six (6) percent were in satisfactory level. These results indicated that all breadwinner female teachers obtained satisfactory and above performance level in their teaching performance.

These data showed that they discharged their duties and responsibilities as per required of them for the good of the service. They have done their part to the best of their abilities to carry on the teaching behaviors expected of them. Generally, they tend to be very satisfactory in their teaching performance. It implied that the majority of them were above average in discharging their duties and responsibilities as mentors of future generations.

#### *Problems encountered by breadwinner female teachers and their teaching performance*

When looking into the problems encountered by breadwinner female teachers and their teaching performance, the obtained "r" was 0.554, which indicated moderate correlation between the two variables investigated. It meant that a substantial relationship existed between them. To test its significance, "t" test was applied, at 0.05 level of significance.

Results gathered revealed that the obtained "t" value was 4.52. At 05 level, with df equals 49, the required value of significance was 2.02. The obtained "t" value of 4.52 was greater than 2.02.

This result led to the rejection of the null hypothesis formulated. It meant that there was a significant relationship between the two variables investigated. This implied that problem situations which could be encountered by teachers could significantly influence their teaching performance. This finding was supported by one study as cited by Galimsky (2006) that found out that working women may not only face additional challenges in balancing home and work but many of these women certainly felt the strain when compared to unemployed men, working women spend more time on childcare and household duties.

## **CONCLUSIONS AND RECOMMENDATION**

In the light of the findings established, the researcher found that the respondents had a varied extent of experiences about problem situations that one could encounter as breadwinners in their families. They tended to cluster on the agreement that they sometimes had encountered difficulties in doing their teaching job. All possible situations were agreed to be sometimes experienced by them as they discharged their duties and responsibilities as teachers in the profession. Majority were very satisfactory in performing their teaching jobs. Nobody was fair and poor. The extent problem situations at work were encountered by the respondents significantly could influence their teaching performance.

Based on the aforementioned findings, it is recommended that varied strategies in helping female teachers who were breadwinners of the families should be established by school administrators suited to their individual needs. Further analysis of situations most common to be experienced some of the time among the respondents should be conducted to determine the kind of programs and projects suitable to answer their needs. Through these situations specific plans of activities could be formulated appropriate to the conditions described. Courses of actions to motivate all teachers toward excellent performance should be taken to ensure quality of instructions inside each classroom. Similar studies should be conducted related to classroom behavior in teaching and self esteem of female teachers who were breadwinners of their families and their influence in their teaching performance.

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