

The Relationship Between Career Demands and Parenting Effectiveness Among Female Teachers in Government-Aided Secondary Schools in Kazo District, Uganda

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Abstract

This study examined the relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools in Kazo District. A cross-sectional research design was employed to collect data at a single point in time. The study involved 110 respondents, including 103 female teachers and 7 head teachers, selected through purposive and simple random sampling techniques. Data were collected using self-administered questionnaires and face-to-face interviews. Quantitative data were analyzed using descriptive statistics and Pearson's correlation coefficient to assess relationships between variables. A strong negative correlation ($r = -0.75$, $p = 0.01$) was found between career demands and parenting effectiveness, indicating that as career demands increased, parenting effectiveness decreased. The study concluded that the career demands placed on female teachers significantly hinder their ability to parent effectively, highlighting the need for supportive policies and interventions to help female educators balance their professional and family responsibilities. It was therefore recommended that the government implement measures to reduce workload and improve support systems for female teachers, that schools develop family-friendly policies such as flexible working hours and childcare support, and that further research be conducted to explore coping strategies employed by female teachers and the long-term effects of career-related stress on family dynamics.

Keywords: Relationship, Career Demands, Parenting Effectiveness, Female Teachers, Government-Aided Secondary Schools

Introduction

This study focused on career demands and parenting effectiveness among female teachers in government-aided secondary schools in Kazo District, Uganda. The choice to concentrate on female teachers is rooted in the unique challenges they face in balancing professional responsibilities with traditional domestic roles. Female teachers in these schools encounter

numerous professional obligations, such as managing large classrooms, preparing lesson plans, grading assignments, participating in extracurricular activities, and handling administrative tasks (Anne et al., 2018). These duties, compounded by limited resources and often low salaries, create significant workloads that leave little time or energy for family life. In many cultures, including Uganda, societal expectations place a disproportionate burden on women to manage household chores and childcare responsibilities.

While it is important to acknowledge that men also face career demands, the roles assigned to female teachers in Kazo District are often more complex due to societal norms that dictate their responsibilities at home. Although the emancipation movement has led to changes in gender roles, many women still find themselves expected to manage both work and home life, often with less support than their male counterparts. This disparity raises important questions about the nature of job demands and the emotional labor involved in parenting, which may be more pronounced for women.

Parenting is fundamentally a joint responsibility between men and women, and both are essential for a child's holistic development. However, in many Ugandan households, including those in Kazo District, the practical burden of parenting disproportionately falls on women, especially mothers. This is often due to cultural norms and societal expectations that assign caregiving, home management, and emotional nurturing primarily to women, regardless of their employment status (Kaluma, 2021).

Among government-aided secondary schools in Kazo District, female teachers face a unique dilemma. They are expected to fulfill the same professional roles as male teachers—including teaching large classes, managing school programs, and handling administrative responsibilities—while also being the primary caregivers at home. This dual role creates a significant conflict between career obligations and parenting effectiveness. According to the Kazo District Education Officer's Report (2022/2023), over 60% of female teachers reported frequent challenges in balancing their professional duties and parenting roles. For instance, some noted missing parent-teacher meetings at their own children's schools due to staff meetings or lesson preparations. Others reported difficulty helping children with homework or attending to emotional needs after long workdays, especially during exam or inspection periods.

A head teacher at one of the government-aided schools in the district reported cases where female staff repeatedly requested leave days to attend to sick children or urgent home duties, highlighting the conflict between their professional and domestic roles. These imbalances have consequences not only for the teachers' personal well-being but also for their children's behavior, academic support, and emotional stability. While both male and female teachers experience professional stress, women are often more affected by work-family conflict due to the additional expectations placed on them at home and in society.

Purpose of the Study

To determine the relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools in Kazo District.

Literature Review

Ayeni and Amanekwe (2018) discovered that the overwhelming workload—including lesson preparation, grading, and meetings—significantly reduced teachers' ability to be effective parents. The demands of their profession, combined with the societal expectation of fulfilling traditional domestic roles, left teachers stressed and struggling to find time for their children, thereby hindering their parenting abilities.

Bottiani et al. (2019) showed that challenges such as large class sizes and lack of resources led to higher stress levels among female teachers. These demands often forced them to work additional hours, negatively impacting their family life and parenting effectiveness. The study highlighted how many teachers sacrificed personal time to ensure their students received quality education, resulting in strained family dynamics.

Çoban (2022) found that the expectation for women to fulfill both professional and domestic duties created substantial stress, which negatively affected their parenting roles. Teachers expressed guilt and frustration about not being able to dedicate enough time to their children, which led to decreased parenting effectiveness and poor work-life balance.

Carlile (2023) revealed that workloads involving lesson planning, grading, and attending meetings along with expectations to engage in school committees left female teachers with little

time to focus on their children. As a result, many reported feeling overwhelmed, with their parenting effectiveness suffering due to stress and time constraints. The pressure to ensure students' academic success often caused fatigue and diminished emotional capacity for parenting. Teachers struggled to balance the needs of their students with their roles as parents, ultimately affecting the quality of their interactions with their children (Farmer, 2020).

The conflict between professional and personal obligations created significant stress for female teachers, which negatively impacted their parenting effectiveness. Many felt torn between their professional duties and the care needed at home, leading to emotional exhaustion and poor parenting outcomes (Atteh et al., 2020). Long working hours and the need to stay after school for additional responsibilities often caused stress and fatigue. Consequently, female teachers struggled to meet their children's emotional needs, which negatively affected their parenting effectiveness, as they had little time or energy to engage with their families.

Methodology

Research Design: This study employed a cross-sectional research design, which involved collecting data at a single point in time to examine the relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools in Kazo District. A quantitative approach was used through questionnaires. This design was suitable because it allowed for efficient data collection from a large number of participants within a short period and enabled an in-depth examination of the relationship between career responsibilities and parenting, leading to well-informed conclusions.

Target Population: The study focused on head teachers (both male and female) and teachers from government-aided secondary schools in Kazo District, with head teachers providing perspectives on career demands and parenting effectiveness among female teachers. The focus on women was justified because female teachers in Uganda typically bear a disproportionate share of domestic and parenting responsibilities alongside their professional roles, making them more vulnerable to work-family conflict than their male counterparts.

Sample Size: A total of 110 respondents participated in the study, consisting of 7 head teachers and 103 female teachers. The sample size was determined using the Morgan and Krejcie Sampling Table (1970).

Sampling Techniques: Different sampling techniques were employed to select respondents. Head teachers were selected purposively to ensure their inclusion in providing administrative perspectives, while female teachers were selected through simple random sampling to give each teacher an equal chance of participation. The distribution of the population, sample size, and sampling techniques.

Data Collection Instruments: Questionnaire: Data were collected using a self-administered questionnaire that allowed teachers to carefully consider their responses, ensuring the quality and accuracy of the data collected. The questionnaire included closed-ended questions divided into three sections to obtain relevant data in a structured manner. The relationship between the independent variable (career demands) and the dependent variable (parenting effectiveness) was determined by computing the correlation between the mean scores obtained from each variable.

Interview Guide: Interviews were conducted with head teachers to gather additional qualitative data that complemented the information from the questionnaires. The interview guide consisted of open-ended questions aligned with the study's objectives, allowing participants to provide in-depth responses and valuable insights into the impact of career demands on parenting effectiveness. The open-ended nature of the questions encouraged participants to share detailed and reflective answers, providing a deeper understanding of their experiences and perspectives.

Data Analysis: Data were analyzed using a quantitative approach. Responses from the questionnaires were organized, coded, edited, and classified according to the study's objectives. Data relevant to the third objective were entered into SPSS (Statistical Package for the Social Sciences) for analysis. Descriptive statistics such as frequency tables and mean scores were calculated to summarize the data and identify patterns. To examine the relationship between career demands and parenting effectiveness, Pearson's Correlation Coefficient was used to determine whether a statistically significant relationship existed, particularly regarding participants' career

challenges and their perceived parenting effectiveness. This analysis identified patterns and correlations that contributed to a deeper understanding of the broader impact of career demands on female teachers in Kazo District.

Results

Response Rate

The researcher distributed questionnaires to both head teachers and female teachers in the selected schools. Out of 110 questionnaires distributed, 108 were duly completed and returned, yielding an overall response rate of 98.2%. This high response rate ensured that the study had reliable and representative data for analysis.

Table 1: Frequencies, percentages and mean score for the career demands faced by female teachers in government-aided secondary schools in Kazo District

Statement	5 f(%)	4 f(%)	3 f(%)	2 f(%)	1 f(%)	Mean
Teaching requires remedial lessons	28 (27.2%)	62 (60.2%)	6 (5.8%)	4 (3.9%)	3 (2.9%)	4.05
Female Teachers are expected to supervise extracurricular activities.	5 (4.9%)	74 (71.8%)	12 (11.7%)	8 (7.8%)	4 (3.9%)	3.66
Large class sizes increase female workload.	5 (4.9%)	82 (79.6%)	8 (7.8%)	5 (4.9%)	3 (2.9%)	3.79
Female teachers often attend meetings after school.	9 (8.7%)	23 (22.3%)	14 (13.6%)	53 (51.5%)	4 (3.9%)	2.81
Female teachers receive enough support and resources to effectively carry out my teaching duties	29 (28.2%)	10 (9.7%)	52 (50.5%)	7 (6.8%)	5 (4.9%)	3.50
Female teacher's workload disrupts work-life balance.	2 (1.9%)	72 (69.9%)	14 (13.6%)	9 (8.7%)	6 (5.8%)	3.53
Female teachers feel emotionally drained by work.	34 (33.0%)	12 (11.7%)	46 (44.7%)	6 (5.8%)	5 (4.9%)	3.62
Female teachers sacrifice personal time for work.	18 (17.5%)	14 (13.6%)	12 (11.7%)	57 (55.3%)	2 (1.9%)	2.89
Female teachers feel stressed balancing work and life.	21 (20.4%)	67 (65.0%)	10 (9.7%)	3 (2.9%)	2 (1.9%)	3.99
Overall Mean						3.55

5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree

For the statement that teaching requires long hours, the majority, 62 (60.2%), agreed, while only 3 (2.9%) strongly disagreed. The mean score of 4.05 implied that respondents generally agreed that teaching requires long hours. Regarding whether female teachers are expected to supervise extracurricular activities, the majority, 74 (71.8%), agreed, while 4 (3.9%) strongly disagreed. The mean score of 3.66 indicated that respondents agreed that female teachers are expected to supervise extracurricular activities. Concerning large class sizes increasing female teachers' workload, the majority, 82 (79.6%), agreed, while 3 (2.9%) strongly disagreed. The mean score of 3.79 suggested that respondents agreed that large class sizes increase female teachers' workload. For the statement that female teachers often attend meetings after school, the majority, 53 (51.5%), disagreed, while 4 (3.9%) strongly disagreed. The mean score of 2.81 indicated that respondents generally disagreed that female teachers often attend meetings after school. Concerning female teachers lacking support and resources at work, the majority, 52 (50.5%), were undecided, while 5 (4.9%) strongly disagreed. The mean score of 3.50 implied that respondents were undecided about female teachers lacking support and resources at work.

On whether female teachers' workload disrupts work–life balance, the majority, 72 (69.9%), agreed, while only 2 (1.9%) strongly agreed. The mean score of 3.53 suggested that respondents agreed that female teachers' workload disrupts work–life balance. Regarding whether female teachers feel emotionally drained by work, the majority, 46 (44.7%), were undecided, while 5 (4.9%) strongly disagreed. The mean score of 3.62 indicated that respondents agreed that female teachers feel emotionally drained by work. For the statement that female teachers sacrifice personal time for work, the majority, 57 (55.3%), disagreed, while 2 (1.9%) strongly agreed. The mean score of 2.89 suggested that respondents disagreed that female teachers sacrifice personal time for work. For the statement that female teachers feel stressed balancing work and life, the majority, 67 (65.0%), agreed, while 2 (1.9%) strongly disagreed. The mean score of 3.99 implied that respondents agreed that female teachers feel stressed balancing work and life. The overall mean score of 3.55 indicated that, on average, respondents agreed with most of the career demand statements affecting parenting effectiveness.

The above findings align with insights gathered from interviews with head teachers, who confirmed the heavy career demands placed on female teachers. One head teacher stated, “*Female*

teachers often work well beyond the official school hours. They are not only responsible for delivering lessons but also spend extra time preparing teaching materials, marking assignments, and supervising extracurricular activities such as sports, drama, and clubs. These additional duties, combined with managing large class sizes, leave many of them physically and mentally exhausted by the end of the day.”

Another head teacher noted, “The significant workload means female teachers have very little time left for their families. Many of them struggle to be fully present at home or attend to their children’s needs due to the demands of their teaching roles. This constant balancing act between school duties and parenting responsibilities often leads to stress and feelings of guilt.”

A third head teacher added, “While meetings after school may not be very frequent, the continuous pressure from teaching responsibilities and involvement in school activities takes a toll on female teachers. The cumulative stress affects their energy levels and emotional well-being, making it difficult for them to manage both their professional and personal lives effectively.”

These findings imply that the career demands faced by female teachers not only increase their workload but also significantly challenge their ability to maintain a healthy work–life balance. Such challenges affect their emotional and physical capacity, which may ultimately impact their effectiveness as parents.

Table 2: Frequencies, percentages and mean score for the parenting effectiveness among female teachers in government-aided secondary schools in Kazo District

Statement	5 f(%)	4 f(%)	3 f(%)	2 f(%)	1 f(%)	Mean
Female teachers spend quality time with their children despite work.	29 (28.2%)	15 (14.6%)	52 (50.5%)	5 (4.9%)	2 (1.9%)	3.62
Work reduces time for female teachers’ children.	19 (18.4%)	62 (60.2%)	10 (9.7%)	8 (7.8%)	4 (3.9%)	3.82
Female teachers feel guilty for not giving their children enough time.	23 (22.3%)	52 (50.5%)	16 (15.5%)	7 (6.8%)	5 (4.9%)	3.79
Female teachers balance work and parenting well.	31 (30.1%)	57 (55.3%)	1 (1.0%)	8 (7.8%)	6 (5.8%)	3.96

Job stress affects time with female teachers' children.	1 (1.0%)	67 (65.0%)	19 (18.4%)	9 (8.7%)	7 (6.8%)	3.45
Female teachers worry about not meeting their children's needs.	25 (24.3%)	46 (44.7%)	16 (15.5%)	10 (9.7%)	6 (5.8%)	3.72
Work stress limits emotional support for their children.	13 (12.6%)	62 (60.2%)	15 (14.6%)	8 (7.8%)	5 (4.9%)	3.68
Female teachers job negatively affects their relationship with their children.	48 (46.6%)	37 (35.9%)	8 (7.8%)	6 (5.8%)	4 (3.9%)	4.16
Female teachers depend on others to help with parenting.	8 (7.8%)	12 (11.7%)	10 (9.7%)	57 (55.3%)	16 (15.5%)	2.41
Female teachers teaching positively influences their children.	16 (15.5%)	10 (9.7%)	57 (55.3%)	14 (13.6%)	6 (5.8%)	3.16
Overall Mean						3.58

5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree

For the statement that female teachers spend quality time with their children despite work, the majority, 52 (50.5%), were undecided, while only 2 (1.9%) strongly disagreed. The mean score of 3.62 indicated that respondents generally agreed that female teachers spend quality time with their children despite work. Regarding whether work reduces time for female teachers' children, the majority, 62 (60.2%), agreed, while 4 (3.9%) strongly disagreed. The mean score of 3.82 suggested that respondents agreed that work reduces time for female teachers' children. Concerning whether female teachers feel guilty for not giving their children enough time, the majority, 52 (50.5%), agreed, while 5 (4.9%) strongly disagreed. The mean score of 3.79 indicated agreement that female teachers feel guilty for not giving their children enough time. For the statement that female teachers balance work and parenting well, the majority, 57 (55.3%), agreed, while only 1 (1.0%) was undecided. The mean score of 3.96 suggested that respondents agreed that female teachers balance work and parenting effectively.

On whether job stress affects time with their children, the majority, 67 (65.0%), agreed, while 1 (1.0%) strongly agreed. The mean score of 3.45 implied that respondents were somewhat undecided about job stress affecting time with their children. Regarding whether female teachers worry about not meeting their children's needs, the majority, 46 (44.7%), agreed, while 6 (5.8%) strongly disagreed. The mean score of 3.72 indicated that respondents agreed that female teachers worry about not meeting their children's needs. For the statement that work stress limits emotional

support for their children, the majority, 62 (60.2%), agreed, while 5 (4.9%) strongly disagreed. The mean score of 3.68 suggested that respondents agreed that work stress limits emotional support for their children. On whether female teachers' jobs negatively affect their relationship with their children, the majority, 48 (46.6%), strongly agreed, while 4 (3.9%) strongly disagreed. The mean score of 4.16 indicated agreement that their job negatively affects their relationship with their children.

Regarding whether female teachers depend on others to help with parenting, the majority, 57 (55.3%), disagreed, while 8 (7.8%) strongly agreed. The mean score of 2.41 implied that respondents generally disagreed that female teachers depend on others for parenting. For the statement that female teachers' teaching positively influences their children, the majority, 57 (55.3%), were undecided, while 6 (5.8%) strongly disagreed. The mean score of 3.16 suggested respondents were undecided about the positive influence of teaching on their children.

The overall mean score of 3.58 indicated that, on average, respondents agreed with most statements regarding parenting effectiveness in relation to career demands. The above findings align with insights from interviews conducted with head teachers, which highlighted the challenges female teachers face in balancing work and parenting. One head teacher stated, *"Many female teachers genuinely want to spend quality time with their children and recognize the importance of being present in their lives. However, the long working hours, lesson preparations, marking, and supervising extracurricular activities often leave them exhausted by the time they get home. This fatigue limits their ability to engage fully with their children, affecting both the amount and quality of time they can dedicate to parenting."*

Another head teacher noted, *"The constant pressure and heavy workload from their teaching responsibilities create a lot of stress for female teachers. This stress doesn't just stay at work; it follows them home, making it difficult to be emotionally available and supportive to their children. Many express feelings of guilt and frustration because they want to provide more emotional support but feel overwhelmed by their career demands."*

A third head teacher added, *"Despite these challenges, female teachers often do not seek help from others when it comes to parenting. They tend to take on these responsibilities alone,*

motivated by a strong sense of duty and the desire to be good role models. Their teaching profession also influences their parenting, as they try to instill similar values of discipline and education in their children. Yet, balancing these roles without adequate support can be quite stressful.”

These findings imply that although female teachers strive to be effective parents, career demands significantly affect the quantity and quality of time they spend with their children. The emotional strain and workload from teaching impact their ability to provide consistent support, which may influence their overall parenting effectiveness. These results underscore the need for strategies to support female teachers in managing work–life balance to enhance both their professional and family roles.

Table 3: Pearson correlation coefficient for the relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools

		Correlations	
		Career Demands	Parenting effectiveness
Career demands	Pearson Correlation	1	-0.75
	Sig. (2-tailed)		0.01
	N	103	103
Parenting effectiveness	Pearson Correlation	-0.75	1
	Sig. (2-tailed)	0.01	
	N	103	103

**. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation analysis revealed a strong negative relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools, with a correlation coefficient of -0.75. This relationship was statistically significant at the 0.05 level ($p = 0.01$), indicating that as career demands increased, parenting effectiveness significantly decreased.

Discussion

The study revealed a strong negative and statistically significant relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools in Kazo District ($r = -0.75$, $p = 0.01$). This indicates that as career demands

increased, parenting effectiveness significantly decreased, leading to the rejection of the null hypothesis of no significant relationship. This finding aligns with Ayeni and Amanekwe (2018), who found that an overwhelming workload including lesson preparation, grading, and meetings significantly reduced teachers' ability to be effective parents. Their study highlighted that the dual pressure of professional responsibilities and societal expectations for women to fulfill domestic roles resulted in heightened stress and less time for children, ultimately hindering parenting effectiveness.

Similarly, Bottiani et al. (2019) showed that challenges such as large class sizes and inadequate resources elevated stress levels among female teachers. These career demands often compelled teachers to work extra hours, which interfered with family life and compromised parenting effectiveness. Their findings are consistent with the current study, demonstrating how professional pressures force female teachers to sacrifice personal and family time, thereby straining family dynamics. In line with these findings, Çoban (2022) found that the dual expectation for women to manage both professional and domestic duties generated significant stress that adversely affected their parenting roles. Teachers reported feelings of guilt and frustration due to insufficient time for their children, which aligns with the present study's observations of reduced parenting effectiveness and poor work–life balance among female teachers.

This is further supported by Carlile (2023), who revealed that the cumulative workload of lesson planning, grading, meetings, and committee responsibilities left female teachers with minimal time and energy for parenting. Carlile's findings align with those of Farmer (2020), who noted that the stress associated with meeting academic performance expectations often caused fatigue and diminished emotional capacity to engage with children. This body of research confirms that the professional demands placed on female teachers create a conflict that adversely affects their ability to nurture and support their children effectively. Moreover, Atteh et al. (2020) emphasized that the conflict between professional and personal obligations produces significant emotional exhaustion among female teachers, negatively impacting parenting outcomes. Their study highlighted that long working hours and additional school duties contribute to stress and

fatigue, limiting teachers' ability to meet their children's emotional needs—a conclusion consistent with the findings in Kazo District.

In contrast to some research suggesting that support systems might buffer these effects, the current study indicates that female teachers in Kazo District face substantial challenges with limited support, intensifying the negative impact of career demands on parenting. Overall, the findings underscore the critical need for interventions and policies aimed at alleviating excessive career demands on female teachers to enhance their parenting effectiveness and well-being.

Conclusion

The study established a strong and significant negative relationship between career demands and parenting effectiveness among female teachers in government-aided secondary schools in Kazo District. Higher career demands were associated with a notable decrease in parenting effectiveness.

Recommendations

The government should prioritize policies that reduce excessive career demands on female teachers by improving teacher staffing levels and ensuring manageable workloads.

Policymakers should develop and enforce regulations that limit workload intensity and promote supportive working conditions for female teachers.

Head teachers should monitor and manage the workload of female teachers to prevent burnout and minimize negative impacts on parenting.

Female teachers are encouraged to seek balance by setting boundaries between work and home life, utilizing available support systems, and engaging in stress management practices.

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