

A Study of Work-Family Conflict among Elementary School Teachers

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One of the fascinating subjects in research field is the work family conflict. Both work and family are important for everyone. Spending more time in family can be a challenge for work life. Every human has to attend his family and also to do some work for the fulfillment of his needs. Some time it is difficult to maintain balance between them, which is a cause of conflict. Cause the conflict may be different in each institute such as the nature of job, the working duration, the place of work, and relations with others etc. In the same way there are many demographic variables which effects on WFC such as gender, location, marital status, age, qualification, and experience etc. This study studies the exciting level of work-family clash and effects of demographic variables on work-family conflict in elementary school teachers, 300 Elementary school teachers helped as subjects. Data were analysis with Mean, t-test and ANOVA. Conflict was found in Elementary school teachers. Gender, location, and qualification were observed to be the source of variation but marital status, experience, and age had no effect on WFC in Elementary school teachers.

Key words: *Work family conflict, Work based setting, Elementary school teachers.*

Introduction

WFC is a burning issue of research now a day. WFC effects every field of life where persons have to earn their livelihood under others supervision, or have some problem in their family life. Researches pointed out a number of work-family problems among researches such as dual working conditions, job security, mental stress, physical problems, and relation with family members, coleus and others in society.

All these problems effect the performance of a person in his particular field. Specially teachers' who have an occupation of most important and value able in the world. All the progress of a nation is depending upon those outcomes which are framed by the hands of teachers. So it is quite necessary for a society to learn about their teachers' and see if they are facing any problems in their performing areas, then society and other related management should adopt such ways which are helpful to reduce these problems so that they perform their duty properly for the sake of national improvement.

Review of Related Literature

Work and family is necessary for everyone in practical life (Edwards & Rothbard 2000). Family is truly significant part of the society (Rizwan) but both family and work are at the same level of importance (Arif & Nurvita 2014). As family and work are significant, if a person compete them they create conflict (Voydanoff, 2005). WFC is a widely analyzed issue in administration and managerial sciences (Bodla & Danish, 2009). Research as it has shown negative results associated with employees' work and family lives. (Carlson, 2000). These are some of the situations which contribute to WFC (Carlson, Kacmar & Williams, 2000). Generally, outcome of WFC are, unbalanced and strict work hours, working load relations at work, extensive, less sport from organization (Amstad, & Semmer, 20011).

Role theory stated that when a person unable to maintain balance in various roles he experienced WFC. When performing performance of one role make it difficult to perform another role at that point conflict might be experienced (Stoddard & Madsen, 2007). The consequences of WFC effects both individuals as well as organizations (McKnight & George, 2007). Time, strain, and behavior are three basic problems which create conflict between work and family.

(a) A person can perform in a time only a single task properly. When time makes for him difficult to perform another role in the same time, it creates many problems for him. Some reasons of time-based conflict are working hours, the employee status (married or single), overtime, and working schedule (Greenhaus & Beutell, 1985).

(b) The next is (strain-based conflict). When performance of one role make the other role can't be performed at the same time, then the results will be conflict. There are many reasons for this such as unclear target, work load, uncooperative atmosphere, and spouse, family relationship which can cause the work family conflict (Greenhaus & Beutell, 1985).

(c) Behavior is another from the conflict. If the behavior of an individual in a workplace shifts at home. It creates conflict, because in a work site he/she acts professionally. He/she may be an officer, manger, or leader there but in home he/she is a common family member like others. The same behavior in both places can create conflict.



Purpose of the Study

To find out the existing level of WFC and the demographic issues, which may effect on WFC. For this the following research questions were designed

1. What is the existing level of WFC in Elementary school teachers?
2. Do demographic issues effects on WFC?

Research Design

A descriptive research design was used for this study.

Population and Sampling

All the Elementary school educators from district Faisalabad were Population of study. Three hundred teachers' were selected randomly as a sample out of fifteen hundred Elementary school teachers' which were total population of the study from four hundred ninety three schools. One hundred and forty six 146 (40%) teachers were males and one hundred and fifty four 154 (51%) were females and one hundred fifty 150 (50%) were from urban and 150 (50%) from rural side each. Three to four teachers were selected from each school.

Demographic Detail of the Study

The sample consisted of 146 males (48.66%) and 154 females (51.33%) teachers out of which 196 married (66%) and 104 single (34.66%) with qualifications ranged from 40 were B.A (13%) 85 Masters (28%), 32 MPhil (10.9%)and 01 PhD (.3%). Ages ranged from 107were 29 & below (36%), 30-39 were 96 (32%), 40-49 were 66 (22%) and 31 were 50&above (10%). Teachers on the basis of experience ranged out of 300, 29% of teachers had experience up to five years, 36 % had experience between 05 to 10, 17% had 10 to 15, while 18% teachers' had between 15 and above experience of teaching and on basis of location out of 300, 49% of teachers were belong to urban side and 51% were related from rural side.

Instrumentation

Information was taken from Elementary school teachers' regarding demographic variables. Carlson (2000) used this tool for her study. She is an international researcher in education field from Baylor University USA. Tool was used with her permission. There are 18 items in this scale which were divided into 6 sub scales and every sub scale consists three items.

Management of the Tool

The data were collected by the researcher personally. Tool were given to 500 Elementary school teachers' from them, 300 teachers' gave back their response. Thus the return rate was 60%.

Data Processing and Analysis

With the help of the SPSS 24 the results were calculated. Frequency and mean were used for demographic information and existing level of WFC, t test was used for the mean score of variables related with gender, location, and marital status, ANOVA was used to calculate mean score of variables' age. Qualification, and experience.

Table 1: Arrangement of Data Analysis with Objectives and Research Questions

Purposes	Research Questions	Tool	Analysis
1. To investigate the existing level of WFC in Elementary school teachers.	What is the existing level of WFC among teachers?	WFCS	Means score calculated
2. The demographic issues, which may effects on WFC variables	Do the demographic issues effects on their WFC?	WFCS	Independent sample t-test and ANOVA

Results

Research Question 1

Table 2: Existing Level of WFC mean score.

Indicators of WFC	N	Mean	Std. Deviation
WFC according to time	300	2.7256	1.00160
FWC bestowing to time	300	2.3878	.91703
WFC agreeing to strain	300	2.8844	1.02947
FWC according to strain	300	2.6767	.97206
WFC according to behavior	300	3.0156	.98017
FWC according to behavior	300	3.0389	.95318
Overall WFC	300	2.7881	.59589

Table 2 was framed to know the existing level of WFC among Elementary school teachers. Results proved that teachers' faced WFC on the basis of all indicators of WFC.

Research Question 2

What are the effects of demographic variables on WFC score in Elementary school teachers?

Gender based Evaluation of Elementary school Teachers' WFC Score

Table 2: Evaluation of Elementary school Teachers' WFC Score Gender Base

Sub scale of WFC	G	N	M	S D	t value	p value
Time based WFC	male	146	2.5616	1.03484	-2.791	.006**
	female	154	2.8810	.94641		
Time based FWC	male	146	2.3995	.95301	.216	.829
	female	154	2.3766	.88455		
Strain based WFC	male	146	2.6005	1.02282	-4.812	.000**
	female	154	3.1537	.96424		
Strain based FWC	male	146	2.6986	.98442	.380	.704
	female	154	2.6558	.96294		
Behavior based WFC	male	146	2.8379	1.06006	-3.084	.002**
	female	154	3.1840	.86826		
Behavior based FWC	male	146	2.9315	1.03496	-1.899	.057
	female	154	3.1407	.85964		
Overall WFC	male	146	2.6716	.61352	-3.354	.001**
	female	154	2.8986	.55853		

**p<0.01

Table 2 demonstrates that there was significant difference between male and female with respect to Time based WFC, Strain based WFC, Behavior based WFC, and overall WFC with p value .001. Results showed that female school teachers' faced more WFC than male staff.

Location Wise Comparison of Elementary school Teachers' WFC Score

Table 3: Comparison of Elementary School Teachers' WFC Score with Location

Sub scale of WFC	Location	N	M	S D	t value	p value
WFC on the basis of time	Urban	147	2.6576	1.03878	-1.153	.250
	Rural	153	2.7908	.96343		
FWC on the basis of time	Urban	147	2.4694	.96100	1.514	.131
	Rural	153	2.3094	.86864		
WFC on the basis of strain	Urban	147	2.6508	1.06009	-3.937	.000**
	Rural	153	3.1089	.94963		

FWC on the basis of strain	Urban	147	2.6281	.97340	-.848	.397
	Rural	153	2.7233	.97167		
WFC on the basis of behavior	Urban	147	2.8141	.96918	-3.557	.000**
	Rural	153	3.2092	.95428		
FWC on the basis of behavior	Urban	147	2.8526	.96840	-3.375	.001**
	Rural	153	3.2179	.90589		
Overall WFC	Urban	147	2.6788	.56955	-3.163	.002**
	Rural	153	2.8932	.60351		

** $p < 0.01$

Table 3 demonstrates that there was significant difference between urban and rural teachers with respect to WFC on the basis of strain, WFC on the basis of behavior, FWC on the basis of behavior, and overall WFC with p value .002. According to results urban teachers' have less WFC than rural areas' teachers.

Marital Status Wise Comparison of Elementary school Teachers' WFC Score

Table 4: Comparison of Elementary School Teachers' WFC Score with Marital Status

Sub scale of WFC	M S	N	M	S D	t value	P value
WFC on the basis of time	Married	196	2.6888	.95724	-.873	.383
	Single	104	2.7949	1.08168		
FWC on the basis of time	Married	196	2.3299	.85867	-1.429	.155
	Single	104	2.4968	1.01339		
WFC on the basis of strain	Married	196	2.8861	1.02451	.037	.970
	Single	104	2.8814	1.04372		
FWC on the basis of strain	Married	196	2.7058	.94712	.712	.477
	Single	104	2.6218	1.01982		
WFC on the basis of behavior	Married	196	3.0425	.93181	.653	.514
	Single	104	2.9647	1.06824		
FWC on the basis of behavior	Married	196	3.0782	.95935	.981	.327
	Single	104	2.9647	.94157		
Overall WFC	Married	196	2.7885	.55076	.015	.988.
	Single	104	2.7874	.67566		

Table 4 demonstrates that there was no significant difference between married and single male, female overall WFC with overall p value .988.

Qualification Wise Comparison of Elementary school Teachers' WFC Score

Table 5: Comparison of Elementary school Teachers' WFC Score with Qualification

	S S	df	M S	F	Sig.
WFC on the basis of time	25.647	5	5.129	5.498	.000**
	274.312	294	.933		
FWC on the basis of time	9.261	5	1.852	2.249	.050
	242.183	294	.824		
WFC on the basis of strain	28.079	5	5.616	5.717	.000**
	288.804	294	.982		
FWC on the basis of strain	9.116	5	1.823	1.961	.084
	273.409	294	.930		
WFC on the basis of behavior	6.044	5	1.209	1.264	.280
	281.216	294	.957		
FWC on the basis behavior	2.876	5	.575	.629	.678
	268.781	294	.914		
overall WFC	6.039	5	1.208	3.546	.004**
	100.132	294	.341		
	106.171	299			

**p<0.01

ANOVA was applied to discover the variances between mean WFC score of several qualification level groups. Table 5 point to that qualification level has no impact on all groups except for WFC on the basis of time, WFC on the basis of strain and overall work family conflict.

Experience Wise Comparison of Elementary school Teachers' WFC Score

Table 6: Comparison of Elementary school Teachers' WFC Score with Experience

Indicators	Sum of Squares	df	Mean Square	F	Sig.
WFC on the basis of time	7.491	3	2.497	2.527	.058
	292.469	296	.988		
FWC on the basis of time	11.077	3	3.692	4.547	.004**
	240.367	296	.812		
WFC on the basis of strain	5.948	3	1.983	1.887	.132
	310.935	296	1.050		
FWC on the basis of strain	5.637	3	1.879	2.009	.113
	276.889	296	.935		
WFC on the basis of behavior	1.692	3	.564	.585	.626
	285.569	296	.965		

FWC on the basis behavior	.912	3	.304	.332	.802
	270.745	296	.915		
Overall WFC	.499	3	.166	.466	.706
	105.672	296	.357		
	106.171	299			

**p<0.01

Table 6 indicates that all experience level groups are not considerably different neither on any of the sub scales nor on overall WFC level with overall p value .706 except for family work conflict.

Age Wise Comparison of Elementary school Teachers' WFC Score

Table 7: Comparison of Elementary school Teachers' WFC Score with Age

Indicators	Sum of S	df	M S	F	Sig.
WFC on the basis of time	4.484	3	1.495	1.497	.215
	295.476	296	.998		
FWC on the basis of time	2.001	3	.667	.791	.500
	249.443	296	.843		
WFC on the basis of strain	4.046	3	1.349	1.276	.283
	312.837	296	1.057		
FWC on the basis of strain	5.408	3	1.803	1.925	.126
	277.118	296	.936		
WFC on the basis of behavior	.637	3	.212	.219	.883
	286.624	296	.968		
FWC on the basis behavior	1.990	3	.663	.728	.536
	269.668	296	.911		
Overall WFC	1.028	3	.343	.965	.410
	105.143	296	.355		
	106.171	299			

Table 7 indicates that all age level groups are not considerably different neither on any of the sub scales nor on overall WFC level with overall p value .410.

Conclusion and Discussion

The basic theme of this research was that Elementary school teachers' faced WFC. The results also sport this idea that the teachers experience work family conflict. All the indicators of WFC (time, strain, and behavior) showed work family conflict. This indicates that

Elementary school teachers' have to face difficulties to maintain their role between home and work. In this saniaru they faced more problem in behavior based WFC and FWC because these two domains have more mean score from all other domain of WFC. It means that the Elementary school teachers somewhat difficult to differentiate the behavior at work and at home. It is a nature of human when he faced some problems he/she feels their effects on his/her personal life, sometime the effects of these problem remain with him for a long time. This situation creates problem for him in home and workplace.

Demographic variables wised some of the results are matched with previous research's but some are not. Which results matched with previous researches from one of them that Elementary school teachers' faced WFC. This result matched with the result of Emmanuel, Eunice & Kwaku (2014). This research also showed that gender wised female teachers faced more WFC than male teachers. The same result showed the research of Akintayo's (2010) Some more previous studies like (Anafarta, 2011; Ajaja, 2004) have also the same result that males teachers faced less problems than female teachers. A number of researchers pointed out that female have more responsibilities at home due to this they faced more conflict (Dartey-Booh, 2015).

Result showed that marital status wised there was no signification relation between marital status and WFC. Many previous studies also sport these finding such as (Elisa & Stewart, 2001; Maria, Angel, & Manuela, 2004). People live in joint family system in pakistan. All family members sport each others. So in pakistan marital status does not effect on WFC (Rehman & Weheed 2012). This situation is different in western countries where mostly people live not as a joint family system.

Location wised rural Elementary school teachers' faced more WFC than urban teachers. In rural areas school are situated in long distant areas. Teachers have to travel more in rural areas to reach their schools in less transport facilities than urban teachers. That is main cause of their conflict. Highly qualified Elementary school teachers 'such as M.Phils. or Ph.D. faced more conflict. They feel themselves unfit with this qualification in Elementary level. So they are victim of WFC. However, all qualification groups are noteworthy related with WFC expect behavior based WFC. These difference are found among M.A, and M.phil. with B.A and M.A and M.Phil. with B.Ed on time based and strain based WFC. Overall WFC scores are noteworthyly related with qualification. Some past studies also favoue in this result such as (Aminah, 2007) but same results are opposite of these finding like Eunice & Kwaku (2014).

Outcomes of the research showed no important difference between teachers' WFC score and their age groups. Experience of teachers' also showed same result that Elementary school

teachers' faced no WFC as their experience wised. Huffman, & Goh (2013) also support these findings.

Implications and Suggestions

The result of the study showed that Elementary school teachers' faced WFC. Researches also showed negative relation between WFC and employees' job satisfaction and performance. Therefore, management of the institutions and decisional authorities in the education field should do try their best to control or minimize this problem so that teaches' perform their duties properly and spend their best qualities for the progress of nation.

Administration should maintain good relations with the teachers. They should be involved teachers' in decision making and should take decision with their suggestions. In this way they can release conflict from teachers. In the same way sport from family members and society also very helpful to decreasing FWC from teachers. The work schedule should be arranged such a way that will be helpful in workplace and home equally.

Highly satisfied and faithful Elementary school teachers with fewer quantities of conflicts may successfully perform their duties at work place so forth at home. Such Elementary school teachers' become progressively more significant for their schools. Working background can be arranged by the administration of the institute for reducing the teachers' WFC.

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