

The Effects of Work-Family Conflict on Teachers' Job Satisfaction: A Study in the East Coast of Malaysia

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The current study investigates the effects of work on family conflict (WFC) and family to work conflict (FWC) on job satisfaction among school teachers in Terengganu, Kelantan and Pahang, Malaysia. A questionnaire survey approach was used as a method of quantitative data collection involving 487 respondents through multistage random sampling. A Structural Equation Modelling were analysed using AMOS 25 and SPSS 25 software. The findings revealed that only FWC contributes significantly to job satisfaction. The result provides insights into the type of conflicts influencing teachers' job satisfaction and contributes to the literature of work-family conflict, especially the study focusing on Eastern culture respondents.

Key words: *Family conflict (WFC), Family to work conflict (FWC), Job satisfaction, Structural equation modelling with analysis of moment structured (SEM - AMOS).*

Introduction

Equal involvement of both genders in work reflects the change in today's scenario where the traditional view that men function as the sole breadwinner while women function as family caretakers is no longer practised. Recent statistics revealed the high participation of women in the workforce at 54.1% (Department of Statistics Malaysia, 2016). Looking at the pattern of employment in Malaysia, the issue of work-family conflict inevitably contributes to employee well-being. National Family Policy also emphasises the establishment and strengthening of family institutions in which each family member can be empowered to carry out roles and responsibilities together and equitably in terms of family, economy, career and

life to improve stability, harmony and well-being (National Population and Family Development Board Malaysia, 2016). NPFDB (2016) reports that the overall score of the Malaysian Family Well-Being Index 2016 was 7.33 with a maximum score of 10.00, which is moderate. Studies also reported that job satisfaction among Malaysian was still unsatisfactory (Ibrahim et al. 2014; Md Yusof et al. 2014; Noordin et al. 2009). It indicates that work and family are critical due to the significant impact on well-being (Schultheiss, 2006).

Work-Family Conflict

Work-family conflict is defined as a form of inter-role conflict which occurs when an individual has to face incompatible role pressures from work and family (Greenhaus & Beutell, 1985 p. 77). There are two types of work-family conflict which differ according to the direction of conflict, namely work interfering with family (WIF) conflict such as completing office tasks at home, and family interfering with work (FIW) such as applying for emergency leave when the babysitter quits. The present study focuses on the bidirectional conflict between WFC and FWC, assessing global demand and behaviour time and strain-based conceptualisations of conflict (Netemeyer, Boles & McMurrian, 1996). Although numerous studies of WFC are found in the literature (e.g. Kinnunen & Mauno, 1998; Fuss, Nübling, Hasselhorn, Schwappach & Rieger, 2008), Hassan et al. (2010) found that only a few studies in Eastern cultures focused on bidirectional conflict.

Job Satisfaction

As the majority of employees spend between one and two-thirds of their waking time in the workplace (Murphy & Cooper, 2000), it is not surprising that job satisfaction contributes significantly to their overall quality of life and well-being. Rothman (2008) and Warr (2007) state that job satisfaction is one component of work-related well-being and an individual's happiness at work. Job satisfaction refers to individuals' affective reactions towards their jobs (Parasuraman & Simmers, 2001). In other words, it represents employees' positive feelings towards their job. More recently, job satisfaction has been viewed as comprising individuals' general attitudes towards their jobs and the degree to which they like their jobs (Robbins, 2003; Spector, 1997).

Work-Family Conflict and Job Satisfaction

Although there is agreement on the adverse impact of WFC on employee job satisfaction in most East Asian studies, a few studies revealed contradictory findings. For example, Aryee and Luk (1996) surveyed 207 dual-earner couples, and their results indicated that there was a non-significant correlation between WFC and career satisfaction. Similarly, a later study by Aryee et al. (1999) found that a non-significant relationship existed between WFC and job

satisfaction. Both studies were conducted involving Hong Kong employees. The inconsistencies in the findings might be due to cultural differences in the workers' perceptions of work and family matters (Aryee et al. 1999). Thus, Foley et al. (2005) stated that it is crucial to investigate WFC and FWC in non-western societies, as this will significantly enrich cross-cultural literature on work-family conflict. In summary, unbalanced work-family relationships are a severe work stressor that affects employee well-being, and therefore, requires more attention (Siu, Spector, Cooper & Lu, 2005; Spector et al. 2004).

Materials and Methods

Participants and procedure

Details of the demographic profiles of the participants are reported in Table 1. The total participants involved in this study were 487 secondary school teachers representing 22.79% (111) males and 77.21% (376) females in Terengganu, Kelantan and Pahang, Malaysia. In the initial stage of data collection, the questionnaires distributed to 600 teachers, however, due to incomplete and missing data, the number has been reduced to 487 (81.17% response rate). According to Sekaran (2003), the minimum rate of 30% responses is considered as acceptable.

Table 1: The result of respondents' demographic profiles

Demography Frequency Percentage		
<i>Gender</i>		
Male	111	22.79
Female	376	77.21
<i>Age (years)</i>		
≤ 30	19	3.90
31-40	148	30.39
41-50	212	43.53
≥ 51	108	22.18
<i>Ethnic</i>		
Malay	462	94.87
Chinese	20	4.11
Indian	5	1.03
<i>Marital status</i>		
Married	450	92.40
Single	24	4.93
Divorced	6	1.23
Widowed	7	1.44
<i>Number of children</i>		
None	50	10.27

1	39	8.01
2	57	11.70
3	86	17.66
4	97	19.92
5 and above	158	32.44
<i>Level of education</i>		
SPM	4	0.82
STPM	15	3.08
Certificate/Diploma	399	81.93
Degree	66	13.55
Masters	3	0.62
<i>Income</i>		
RM1001 - RM2999	3	0.62
RM3000 - RM4999	116	23.82
RM5000 - RM6999	249	51.13
RM7000 - RM8999	110	22.59
RM9000 and above	9	1.85
<i>Length of current services</i>		
≤ 2 Years	1	0.21
3 - 5 Years	15	3.08
6 - 8 Years	34	6.98
9 - 10 Years	52	10.68
≥ 11 Years	385	79.06

Measures

The instruments were translated from English to Malay through back to back translation (Brislin, 1970). Two independent translators well-versed in Malay and English performed the translation process and any discrepancies are resolved through discussion between translators as well as researchers.

Work-Family Conflict

Work-family conflict was measured using 10 items scale developed by Netemeyer, Boles and McMurrian (1996). Each domain contains five items. Example of items for work to family conflict (WFC) include “Things I want to do at home do not get done because of the demands my job puts on me” and family to work conflict (FWC) includes “My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime”. All items scored using a five-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) with the reliability $\alpha = .93$ and $= .94$ respectively.

High values of WFC and FWC indicates the high level of those particular domains. Confirmatory factor analysis (CFA) confirmed the scale as a two-model factor with good fit indices of $p < 0.001$, $\chi^2/df = 2.41$, RMSEA = 0.05, CFI = 0.99, PCFI = 0.63. All items also yielded acceptable factor loadings ranging from 0.72 to 0.94.

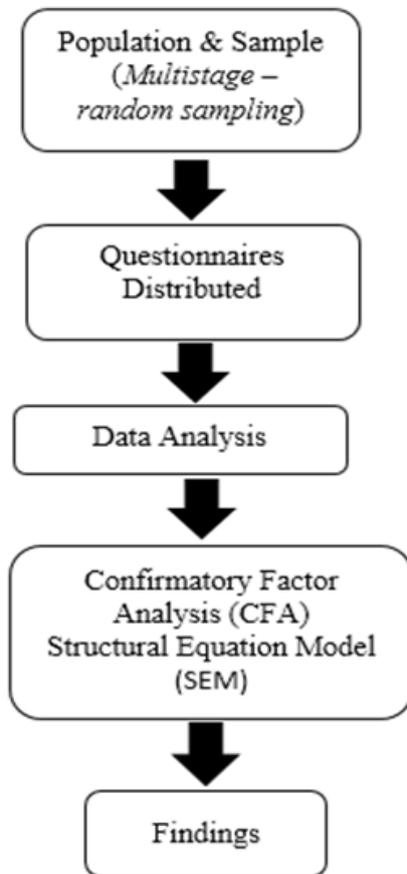
Job Satisfaction

Job satisfaction was measured using a three-item scale by Camman, Fichman, Jenkins and Klesh (1983). The three items consist of statements to which respondents indicate how satisfied (1 = strongly disagree to 7 = strongly agree) they were with their job. Example of the item is “in general, I like working here”. The result of CFA confirmed the scale as a single model factor with good fit indices of $p < 0.001$, $\chi^2/df = 2.620$, RMSEA = 0.058, CFI = 0.983, PCFI = 0.729. All items also yielded acceptable factor loading ranging from 0.82 to 0.89. All the fit indices imply that the model is consistent with the data. Confirmatory factor analysis (CFA) confirmed the work-family conflict and job satisfaction scale as a two and one model factor with good fit indices of $p < 0.001$, $\chi^2/df = 2.41$, RMSEA = 0.05, CFI = 0.99, PCFI = 0.63. All items also yielded acceptable factor loading ranging from 0.72 to 0.94.

Statistical Analysis

AMOS and SPSS 25 were used to analyse the data. Using SPSS 25, descriptive statistics, including percentage and frequency, were used to report demographic profiling while the CFA was tested using a few indicators or indices. Overall measurement fit depends on the smaller value of chi-square (χ^2), Goodness of Fit Index (GFI) and Comparative Fit Index (CFI) are higher than 0.90 and Root Mean Square Error of Approximation (RMSEA) is lower than 0.80. Details of an overview of the research methodology are shown in Figure 1.

Figure 1. Overview of research methodology



Results

Descriptive statistics

Table 2 shows descriptive statistics including mean, standard deviation and correlation matrix between the studied variables. The result indicated that the level of WFC (m=4.27, SD=1.480) slightly higher than FWC (m=3.09, SD=1.361). Job satisfaction also achieved a satisfying level (m=6.00, SD=0.674). In addition, the correlation analysis revealed a significant correlation between WFC and FWC with job satisfaction respectively ($r = -0.274$, $p < 0.01$ and $r = -0.294$, $p < 0.01$).

Table 2: Mean, Standard Deviation and Correlation of the Variables

Variable(s)	Mean	SD	WFC	FWC	JS
WFC	4.27	1.480	1.000		
FWC	3.09	1.361	-0.532**	1.000	
JS	6.00	0.674	-0.274**	-0.294**	1.000

Notes: WFC: Work to family Conflict; FWC: Family to work conflict; JS: Job satisfaction

* $p < 0.05$, ** $p < 0.01$

Inferential Statistics

After conducting the descriptive statistics, we employ inferential statistics. The structural equation modelling is used to test the hypotheses proposed in this study. For reporting the results of the analysis, Hair et al. (2013) suggested that two crucial elements should be provided, namely measurement and structural models. In the next section, we present the result of the measurement model, which consists of validity (indicator and construct), discriminant and convergence validity and reliability of measurement scale.

Measurement Model

Validity refers to how well-founded a principle inference or calculation is, and is likely to correlate correctly with the real world (Brains et al. 2011). For measuring the validity of instruments, we use face validity. Face validity is an approximation of whether a test tends to assess a given criterion; it does not guarantee that it actually tests phenomena in that domain. Measures may have high validity, but it has poor face validity when the measure does not seem to be evaluating what it is. The validity of the face is quite closely connected with the validity of the text, while the validity of content relies on a rational basis for claiming that a test assesses all areas of given criteria.

Table 3: Discriminant and convergence validity and reliability of the measurement scale

Variable	CR	AVE	MSV	MaxR(H)	FWC	WFC
Family Conflict	0.921	0.744	0.265	0.927	0.863	
Work Conflict	0.925	0.714	0.265	0.936	0.515	0.845
Job Satisfaction	0.890	0.729	0.067	0.894	-0.259	-0.139

Table 3 shows the result of discriminant and convergence validity and reliability of measurement scale. The discriminant validity tested using the square of average variance extracted (AVE). From the above table, we found that the value of square root AVE is higher for its construct (e.g. Family Conflict) when compared to other constructs (e.g. Work Satisfaction), and respectively. Further, we use AVE to measure the convergence validity of the construct. Applying the common threshold suggested by Hair et al. (2013), this study uses the cut value is higher or equal to 0.50. For those, we found that all of the constructs have AVE higher than 0.50. It means that the construct used in this study fulfils the condition of convergence. The value of AVE for the Family Conflict is 0.744, Work Conflict is 0.714 and Job Satisfaction is 0.729. After that, the reliability analysis is measured with the composite reliability. Its values are calculated by the number of items and the loading factor. The result of the reliability test showed that the value of composite reliability for Family Conflict is 0.921, Work Conflict is 0.925 and Job Satisfaction is 0.890. The value of composite reliability is higher than 0.70. It means that the constructs used in this study are reliable.

As mentioned in the previous section, in further analysis, we present the result of CFA. The result of its test would be reported separately, as detailed below,

Table 4: The result of CFA for the construct of work-family conflict (WFC)

Work Conflict			Estimate	S.E.	C.R.	P
WFC_1	<---	WFC	1.000			
WFC_2	<---	WFC	1.081	0.044	24.836	***
WFC_3	<---	WFC	1.060	0.043	24.398	***
WFC_4	<---	WFC	1.051	0.044	23.853	***
WFC_5	<---	WFC	0.818	0.045	18.016	***

Table 4 shows the item WFC_1 to WFC_5 significantly measures the construct of work-family conflict at the 0.01 or 1% level of significance. It could be detected from the critical value (C.R.) of more than 1.96 (cut-off the t_{table} value). Further, the result of CFA for the construct of family conflict is seen below:

Table 5: The result of CFA for the construct of family to work conflict (FWC)

Family Conflict			Estimate	S.E.	C.R.	P
FWC_2	<---	FWC	1.000			
FWC_3	<---	FWC	1.024	0.035	29.049	***
FWC_4	<---	FWC	1.093	0.069	15.841	***
FWC_5	<---	FWC	1.002	0.066	15.294	***

Table 5 captures that the item FWC_2 to FWC 5 significantly measures the construct of family conflict at the 0.01 or 1% level of significance. It could be detected from the critical value (C.R.) of more than 1.96 (cut-off the t_{table} value). FWC_1 has dropped from the construct due to its low loading factor value. Lastly, in the next step, we present the result of CFA for the construct of job satisfaction (refer to Table 6).

Table 6: The result of CFA for the construct of job satisfaction (JS)

Job Satisfaction			Estimate	S.E.	C.R.	P
JS_1	<---	JS	1.000			
JS_2	<---	JS	1.221	0.058	21.163	***
JS_3	<---	JS	1.049	0.048	21.815	***

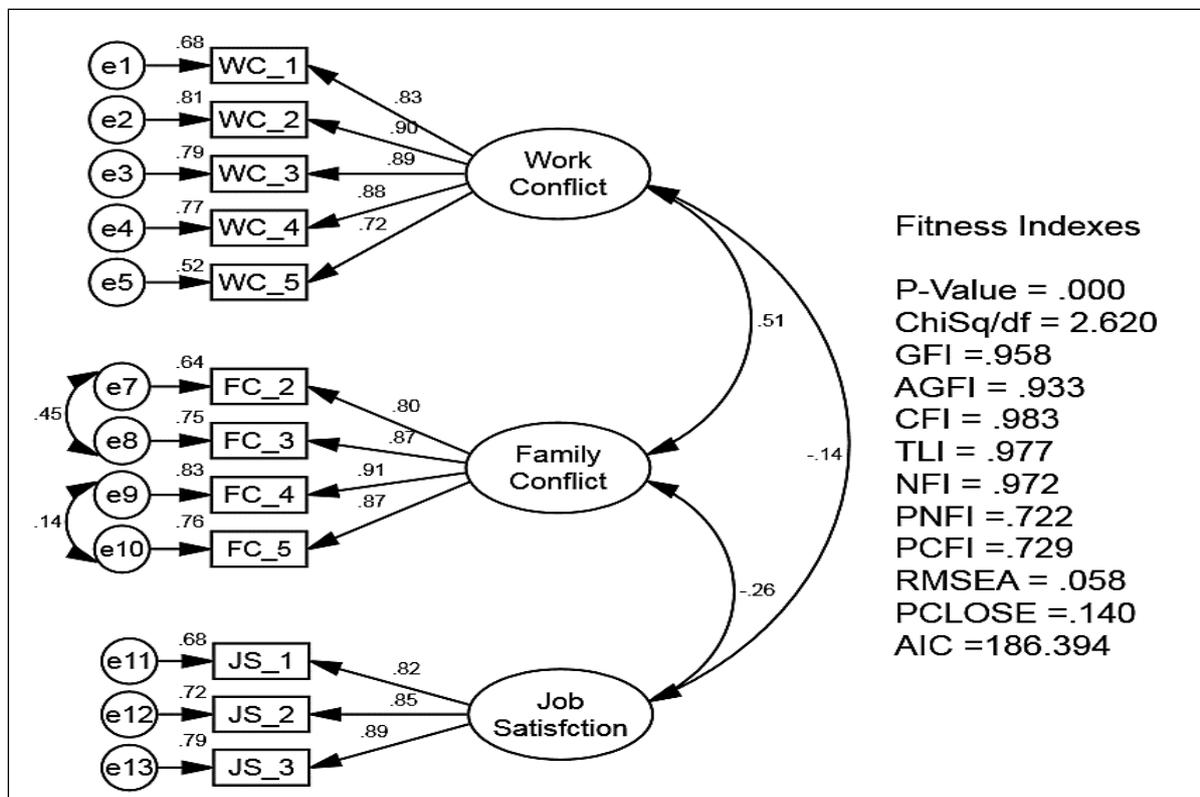
Table 6 shows that the item JS_1 to JS_3 significantly measures the construct of job satisfaction at the level of 0.01 or 1% significance. It could be detected from the critical value (C.R.) of more than 1.96 (cut-off the t_{table} value). Having conducted the test of validity and reliability, further we test the model's goodness of fit. The result of the goodness of fit can be seen in Table 7:

Table 7: Good of Fit (GoF) – Three-Factor Structure

Category	Index	Threshold	Empirical Test
Absolute Fit Indices	Chi-Square/df	< 3.00	2.620
	RMSEA	< 0.08	0.058
	GFI	> 0.95	0.958
	PCLOSE	> 0.05	0.140
Incremental Fit Indices	AGFI	> 0.80	0.933
	CFI	> 0.95	0.983
	TLI	> 0.90	0.977
	NFI	> 0.90	0.972
Parsimonious Fit Indices	PNFI	> 0.50	0.722
	PCFI	> 0.50	0.729

Table 7 displays the result of the Goodness of Fit (GoF) using the three-factor structure. From the above table, we use absolute, incremental and parsimonious fit indices to ensure the model is fit. The result of the analysis showed that all of the empirical test values are higher than the threshold value of categories. The original result in the diagram is illustrated in Figure 2:

Figure 2: Three-factor structure model after modification indices



Structural Model

After employing the measurement model, we test the structural model. In this section, we present the result of SRMR, which is similar to R square and hypotheses testing. The result of the analysis for hypotheses testing and the value of SRMR are presented below:

Table 8: Hypotheses Testing (Unstandardised Estimate)

Path		Estimate	S.E.	C.R.	P	SRMR
JS	<--- WFC	-0.004	0.029	-0.136	0.892	
JS	<--- FWC	-0.144	0.034	-4.276	***	

Notes: *p<0.05; **p<0.01; ***p< 0.001

Table 8 shows the result of hypotheses testing. From the above table, we found that the construct of work-family conflict does not significantly affect job satisfaction. The estimated value of WFC is -0.004 with a standard error of 0.029 and critical value less than 1.96 (e.g. -0.136). Also, we found that the construct of family conflict has a significant effect on job satisfaction. The estimated value of FWC is -0.144 with a standard error of 0.034 and a critical value greater than 1.96 (e.g. -4.276). It means that, by assuming an increase of 1% in family conflict, it can reduce job satisfaction as much as 0.144 or 14.4%. The square root multiple correlation (SRMR) value is 0.07. It has categorised as small. Only 7% of work-family and family conflicts explained the relationship on job satisfaction.

Figure 3: Structural relationship WFC and FWC towards job satisfaction

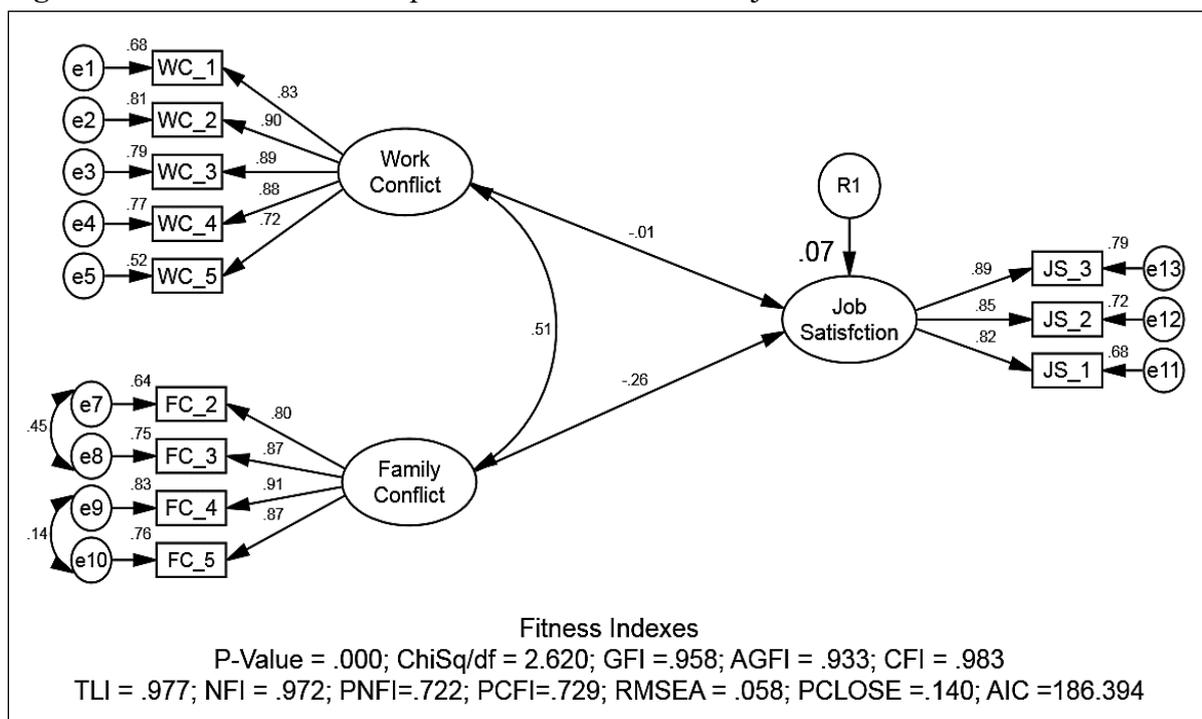


Figure 3 displays the original result in the diagram to give a clear view of the relationship between work-family and family conflict on job satisfaction. In the above figure, to ensure the data fitted with the theory, this study reported the value of the fit indexes using absolute, incremental and parsimony fit indexes. We can identify the goodness of fit indices (refer to Fitness Indexes), and this study found that all of the indicator thresholds are achieved.

Discussion

This study examined the levels, relationship and effect of WFC and FWC on job satisfaction involving 487 teachers in Terengganu, Kelantan and Pahang, East Coast of Malaysia. Corroborated with earlier studies (Jamaludin, Ibrahim & Dagang, 2018; Ibrahim, Bakar & Dagang, 2017), the current findings reported that teachers experienced a higher level of WFC compared to FWC. Unable to complete the task at work, the teachers must complete it at home, which places pressure on juggling work and family demands (Panatik & Badri, 2012). Further analysis on the correlation revealed that both WFC and FWC were significantly correlated with job satisfaction. This is supported by studies which found that higher level of WFC and FWC among teachers decreased their levels of job satisfaction (such as Ibrahim, Bakar & Dagang, 2017; Badri & Panatik, 2017).

The current findings revealed that only FWC significantly affected job satisfaction. The more teachers were involved in FWC issues, the less they would be satisfied with their job. Managing their family demands while worrying about not focusing on work matters significantly affected satisfaction with jobs. This finding was consistent with the previous study by Ibrahim, Bakar and Dagang (2017), Badri and Panatik (2017). Following role theory (Kahn et al. 1964), facing multiple roles resulted in overload among teachers which has a detrimental effect on job satisfaction. Conducting this study in Malaysia further validates the research framework and theory in the context of Eastern culture. The current study supports the notion on how engaging in different roles would deteriorate individuals' performance in another role consistent with most Western findings (e.g., Bruck, Allen & Spector, 2002; Cortese, Colombo & Ghislieri, 2010). Despite the study contributions, considerations should be given to the limitations of study including generalising the findings to all teachers in Malaysia since respondents were recruited from East Coast of Malaysia. The common method bias was another limitation found due to using self-reported data as well as cross-sectional design (Cole & Maxwell, 2009; Podsakoff, MacKenzie & Podsakoff, 2012).

Conclusions

The findings suggest that FWC has a significant effect on teachers' job satisfaction and it is hoped that school administrators will assist their employees in balancing the workload demands and provide a friendly working environment in enhancing job satisfaction. In



addition, the practices of work flexibility can reduce work-family conflict (Chang, Zhou, Wang & de Pablos Heredero, 2017). Despite study contributions, considerations should be given to the limitations of the study including generalising the findings to all teachers in Malaysia as well as the limitation of the cross-sectional study.

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