Work-Family Conflict, Job Stress and Job Satisfaction among teachers

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Abstract
A research was undertaken to explore the work-family conflict faced by teachers of Lahore College for Women University, a public sector University. A Survey based Cross Sectional Research Design was used for the study. The data was obtained through different scales namely Work-Family Conflict Scale by Kopelman, Greenhaus and Connolly (1983), Job Stress Scale by Parker and Decotlis (1983), Job Satisfaction Scale by Schriesheim and Tsu l (1980) and a demographic sheet were administered. Descriptive and Inferential Statistics was applied on data of 300 female University teachers. The SPSS version 20 was employed for data analysis. The major findings of the study revealed that Work-Family Conflict and Job Stress seem to be negatively related. Regression Analysis further added that the level of Job Satisfaction is influenced by the variables of Work-Family Conflict and Job Stress of University female teachers. The demographic variables of Age and Income showed negative correlations with Job Satisfaction while Experience showed a positive relationship. Results also showed that Job Satisfaction among teachers having less job experience (1-5 years) is significantly different from teachers having more (5 years and more) experience. Implications that can be made from this study could be that in order to make employees satisfied with their jobs in academic environment; there is a strong need for a stress free environment in all departments of the university.

Keywords: Work-Family Conflict, Job Satisfaction, University teachers.

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INTRODUCTION

The discipline of Health Psychology as well as the discipline of Educational Psychology has special interest in the research conducted on work-family conflict and job stress of teachers. We know that teachers play a significant role in the intellectual, emotional, and social grooming of the students. In America both scientists and teachers are considered to be very important persons (VIPs), while in Japan the police needs special permission to arrest a teacher, it is true that in Korea a teacher has status equal to a minister of state and the teacher is permitted to avail all facilities that a minister of state, so many young people join the teaching profession in order to satisfy their passion for helping students to develop their social and moral values on one hand and on the other hand to contribute positively to the development of a society where the majority of the people can grow and have a sense of accomplishment (Latham, 1998). It was observed by Jones (2002) that teachers have a unique trait and universal ability to make positive differences in the lives of young people. The majority of teachers view their profession as most rewarding when compared with Medicine and Engineering because we all know that teachers influence and touch humans in their personality development. The researcher was in this area as she has been working in Lahore College for Women University. The urgent need for conducting research in the given area is currently a very important one and secondly as Higher Education Commission (HEC) has upgraded many public sector colleges into public sector universities on one hand and on the other hand HEC is establishing new universities in Pakistan. It has been further observed, which is certainly a positive indicator that majority of young educated and married women are joining the world of work and the profession of teaching seems to be more popular among women thus it can be said that work and family conflict can be an important source of job stress.

The Occupational Role Stress (ORS) is a basic concept of Human Resource Management (HRM) which define the construct of Role, as a collection of responsibilities assigned to the
bearer of a particular role. The role theory further adds that roles can be professional, social as well as domestic in terms of responsibilities. It was researched by Greenhaus and Beutell (1985) that job stress is experienced when there is simultaneous, constant and continuous increase in the demands of both work roles and family roles (domestic) than it would be designated as Work-Family Conflict (WFC). According to Greenhaus and Beutell (1985) WFC is a form of inter-role conflict which develops when the load experienced in performance of role in one domain has a negative influence in the execution of role in the other domain. It was further mentioned that WFC hinders the actual performance of roles in the family domain.

The inter-role conflict is classified into three types, namely time-based conflict, strain-based conflict and behavior-based conflict. The most common type of inter-role conflict is the Time-based conflict which takes place when one spends time in a role from one domain (in this case, the work domain say in teaching), such that the individual is left with little or no time to spend performing roles in the other domain (in this case, the family domain, not having time to fulfill domestic responsibilities). In the second type of inter-role conflict is Strain-based conflict is present when the strain suffered in one domain (in this case, the work domain, physically tired) undesirably disturbs the fulfillment of roles in the other domain (in this case, the family domain, one is angry and irritable in moods). The third type of inter-role conflict is Behavior-based conflict is present when certain behavior may be appropriate in one domain and not the other. For example being tough and demanding more work in professional role is acceptable but not in the domestic role. Job satisfaction is the second variable of the study. According to De Nobile (2003) Job satisfaction has been defined as the extent to which a staff member has favorable or Positive feelings about his work or the work environment. Job satisfaction is the second variable of the study.

According to De Nobile (2003) Job satisfaction has been defined as the extent to which a staff member has favorable or positive feelings about his work or the work environment. In sharp
contrast to the developed nations of the world where teachers enjoy respect and good economic status the situation in Pakistan is very different teachers have to teach, perform administrative duties, conduct general election, participate in community health awareness projects, face constant pressure of bureaucratic masters, satisfy the parents, do counseling of students and the additional responsibility to inculcate the national ideology and the religious principles among students (Siddique, Malik, Abbass, 2002). These observations have also been documented by Ahsan, Abdullah, Fie, and Alam (2009) in their study on teachers own feelings and emotions towards their jobs.

The major goal of this study was to explore and estimate the level of work-family conflict and its influence on job satisfaction of public sector university teachers. It is noted that Lahore College for Women University, Lahore, is the largest public sector women university in Pakistan which has a teaching faculty of more than 500 teachers and the enrolled students exceed thirteen thousand. Job satisfaction construct relates with life satisfaction, a teacher who is satisfied with his job is going to contribute in the cognitive, social and intellectual development of his students.

HYPOTHESES

It was hypothesized that there would be relationship between the level of Work-Family Conflict and Job Satisfaction of university teachers. It was hypothesized that there was relationship between the experience of Job stress and Job satisfaction of university teachers.

METHODOLOGY

A public sector HEC recognized women university teachers of age range between 25-55 years, having one year or more teaching experience were selected for the study.

Work-Family Conflict Scale by Kopelman, Greenhaus and Connolly (1983), Job Stress Scale by Parker and Decotlis (1983), Job Satisfaction Scale by Schriesheim and Tsul (1980) and a self constructed demographic sheet were administered to the selected sample.
PROCEDURE

A written permission was taken from the Registrar of Lahore College for Women University to allow the participation of university teachers in the survey. During the collection of data, all required standard ethics of research as laid down by APA were followed. The respondents were assured that the information taken was to be used for research purpose and not for any commercial gain. The questionnaires were completed anonymously. The participants were assured confidentiality and were not under any pressure to complete the questionnaire. The respondents were thanked for participating in the research.

RESULTS

The results are shown in tabular form.

Hypothesis 1:

• It was hypothesized that there would be relationship between the level of Work-Family Conflict and Job Satisfaction of university teachers.

• To check the relationship between Work-Family Conflict and Job Satisfaction correlation coefficient was estimated.

Table 1-Correlation between Work-Family Conflict and Job Satisfaction

<table>
<thead>
<tr>
<th>Work-Family Conflict Score</th>
<th>Pearson Correlation &quot;r&quot;</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction Score</td>
<td>-.667</td>
<td>.002</td>
</tr>
</tbody>
</table>

*Correlation is significant at 0.05 level of significance
Ho: There is no correlation between the two variables.

Since the p-value i.e., .002 is smaller than 0.05, Ho is rejected. Hypothesis 1 is accepted, which means that there is a significant relationship between Work-Family conflict and Job Satisfaction. The value of Pearson Correlation is \( r = -.667 \), which shows the significant negative relationship between these two variables.

**Hypothesis 2:**

- It was hypothesized that there was relationship between the experience of Job stress and Job satisfaction of university teachers.

- To check the relationship between Job Stress and Job Satisfaction the correlation Coefficient was estimated.
Teaching is a noble profession and teachers are considered to be the builders of the nation. The number of women involved in the teaching profession is comparatively higher than men both at international and at national level. The level and mark of success for any University

**Table 2-Correlation between Job Stress and Job Satisfaction**

<table>
<thead>
<tr>
<th>Job Satisfaction Score</th>
<th>Pearson Correlation ”r”</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-.969</td>
<td>.001</td>
</tr>
</tbody>
</table>

*Correlation is significant at 0.05 level of significance

Ho: There is no correlation between the two variables.

Since the p-value i.e., .001 is smaller than 0.05, Ho is rejected. Hypothesis 2 is accepted, which means that there is a significant relationship between job stress and job satisfaction. The value of Correlation i.e., r= -.969, which shows a significant negative relationship between Job Stress and Job Satisfaction.

**DISCUSSION**

The study investigated the relationship between Work-Family Conflict (WFC), Job Stress (JS) and Job Satisfaction (JSS). According to Greenhaus and Beutell (1985) WFC is the incompatibility of demands between the work and family. This interplay between work and family directly influence and endanger the employee health and wellbeing. Keeping in mind that the construct of work-family conflict was not given importance in the past as the number of women in the workforce was small as compared to their number in workforce today. In the decades of 60's and 70's mostly the husbands were working while the wives usually stayed at home and looked after their children and managed family demands. But the decade of 80's and 90's witnessed that this trend changed significantly and now almost in all countries more and more women are entering the workforce as paid employees. Most of the researches on WFC have been carried out in USA and in the western countries. In a study carried out in India by Aryee, Srinivas and Tan (2005) clearly show that work demands significantly relate to WFC.

Teaching is a noble profession and teachers are considered to be the builders of the nation.

The number of women involved in the teaching profession is comparatively higher than men both at international and at national level. The level and mark of success for any University
depends upon the attitudes and sense of satisfaction of its teachers. In this age of high
competitive and advanced development organizations are all time concerned about retaining
their high standards of performance as well as retaining their employees by satisfying them.
According to the findings of Gautam, Mandal and Dalal (2006) Work-Family Conflict and
Job Stress are core predictors of Job Satisfaction among women University teachers.
Satisfaction of employees is very essential as it is universally observed that satisfied employees
are an asset for the organization and for the country.
The main hypothesis of the current study explored the relationship between Work-Family
Conflict and Job Satisfaction, the results revealed negative correlation. These finding are
consistent with previous findings of the researches namely by Karimiet al., (2012) who
conducted a research on 166 Iranian married female teachers to study the relationship between
work-family conflict and job satisfaction. The results of their study also showed that there was a
negative significant relationship between work-family conflict and job satisfaction. Thus by
decreasing the conflict between work and family, job satisfaction can be improved. Iran is our
neighboring country and possesses almost the same cultural characteristics as Pakistan. The
Muslim female teachers face the same difficulties as in Pakistan. In the current study (\(r= -.667,\)
p<.05), which shows negative significant relationship between the two variables. Taking the
example of another study which showed almost similar results i.e., study conducted by
Rajadhyaksha (2009) to assess the relationship between WFC and JSF. He took sample of 405
working men and women from two cities of India, Mumbai and Banglore. The results showed
negative significant relationship between WFC and JSF. Although obvious differences were
observed between the work-family conflict of men and women, the women were seen to
experience more WFC as compared to men.
The second hypothesis of the current study explored the relationship between Job Stress and Job
Satisfaction. These findings are consistent with the findings of Mansoor et al., (2011) conducted
research on 134 employees from telecom sector of Pakistan and concluded that job stress is negatively related to job satisfaction. The current study shows ($r = -.969, p<.05$) which shows negative correlation between the two variables. The present study opens new ways for the further studies in the important area of Work Family Conflict, Job Stress and Job Satisfaction in Pakistani university teachers.

CONCLUSIONS

The study added some very vital observations particularly that work family conflict is a real debatable issue as it is directly related with the teachers level of job satisfaction and continuous research in the area is need of the hour as majority of women are employed in the education department. Secondly job satisfaction is also related with life satisfaction therefore our policy makers should ensure that teachers the nation builders in order to make them more productive by reducing job stress and keeping them satisfied with their job and with life.

LIMITATIONS

The generalization of the results of the study is not possible as the sample size was small to be generalized to all other government universities and secondly the participants were taken from one institution that is Lahore College for Women University and not from other institutions of Lahore. Furthermore qualitative analysis can be carried out in order to have an in depth understanding of the experiences of teachers working in university.

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