

## **Work-Family and Family-Work Conflict among Elementary School Teachers in Pakistan**

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### **Abstract**

Home life and work life are two important fields associated with each other. Work-family and family work conflict are concerned with inter-role conflict that occur when the energy, time, or behavioral demands of the work role conflicts with family or personal life roles. The roles of the individual in family and working life can sometimes result in conflicts. It was aimed in this study to investigate the work-family and family-work conflict among elementary school teachers of Sheikhpura district in Pakistan. Survey method was used for the completion of this quantitative study. Population of the study was 5,219 public elementary schools teachers of Sheikhpura district. A sample of 886 ESTs was selected through simple random sampling technique. Only 550 ESTs (males =185 and females= 385) had responded. Researchers used a self-compiled questionnaire to collect the data. The questionnaire was divided into two sub-dimensions as work-to-family conflict and family-to-work conflict. Reliability value for the sub-dimensions of work-to-family conflict ( $\alpha=.81$ ) and family-to-work conflict ( $\alpha=.87$ ) was good. Results revealed that the elementary school teachers were experiencing work-family conflict at moderate level. Elementary school teachers were experiencing more work-family conflict than the family-work conflict. A significant difference found in the level of work-family and family-work conflict between male and female elementary school teachers. It was shown that female ESTs were facing more work-to-family and family-to-work conflict than male ESTs. School administration should conduct training programs for teachers to make them aware of how to balance their responsibilities towards work and home so that they can perform effectively and efficiently in workplace.

**Key Words:** Work-family conflict, family-work conflict, teachers

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## **Introduction**

Work-family conflict (WFC) is characterized as “a pattern of inter-role confrontation in which the function pressures from work and family domains are mutually incompatible in some esteem” (Greenhaus & Beutell, 1985; Rathi & Barath, 2013). The incompatibility between family and assertions from work creates the family-to-work and work -to family conflict. Every person has a significant responsibility regarding their family and job. Boles et al. (1997) argued that responsibilities of work and family are significant to many persons. But the inter-domain clashes between family and work makes their life uncomfortable. The results are inconsistent when take it simultaneously. Voydanoff (2005) described that in a work domain, work-family conflict is a cognitive evaluation of demands and assets. Work family conflict may also a part of the other dwelling domain. According to Lin, Jin, Kiong and Fah (2016) the work which interferes family and family which disrupts work are two main headings of work-family conflict.

Over the last few decades organizational psychologists and other researchers have endeavoured to gain a better comprehension of the work-family conflict construct by examining the bi-directionality of work family conflict, different types of conflict, several reactance forms of work-family confrontation, and eventually, distinct causal forms for interpreting how conflict sways individuals. However, as the demographics of the work force and families extend to evolve, as more women extend to enter the workforce, as dual-earner families become common, and as the number of immigrants employed extends to increase, investigators have been forced to reconceptualize work-family confrontation research to handle this quickly changing world (Frone, Russell, & Cooper, 1992). In light of the present state, the need for new research to be undertaken in work-family conflict is evident. It is essential for us to realize the determinants and consequences of the assemble that persist over time and culture in order to help workers prevent and handle the discomfort that happens when work and family claims conflict. Employee’s families will gain advantage from a new gaze at the penalties of work-family conflict, as comprehending the problem is the first step in assisting families, which will prevent negative family-related outcomes of work-family conflict.

An understanding of what determines the conflict between the domains is the first step to settle their incompatibility. Researchers have recognized the causes of these inconsistent domains and have supplied interpretations for these phenomena. Tenacity starts with the individual and a self-assessment that focuses on what the individual feels is significant in life. Lasting resolution to the conflict between these domains arrives through building and maintaining good connections with others who function inside the inconsistent domains of an individual’s life (Linh, Jin, Kiong, & Fah, 2016).

Teaching is a noble profession and a very perceptive undertaking because a teacher not only imparts knowledge to his/her scholars but furthermore transmits the ideology of the territory, devout, social and lesson standards to the upcoming generations. An educator builds the territory by modifying the attitudes, rectifying the errors and evolving the personality of future generations. In our society it has been observed for the couple of decades that teachers in alignment to raise their social status and to sustain their dignity and respect, have been working very hard even in their leisure time and off days to earn more and enhance their academic and professional requirements. They are searching for admissions in M.Phil and Ph.D. Some of them have begun their own enterprise, academies, tuition centers and many other part time jobs (Ajala, 2017). This is producing forfeiting and distracting their family and work life, expanding stress, falling their personal and mental wellbeing, conceiving conflicts and ultimately affecting their approval at their work locations (Erdamar, & Demirel, 2014; Wijayati, Kautsar, & Karwanto, 2020).

It is broadly observed that incompatibilities or conflict between work and family domain has adverse effect on workers' personal and mental well-being (Kinnunen, Feldt, Geurts, & Pulkkinen, 2006; Noor, 2003). Teaching is not a well-paid profession in our country, furthermore added privileges offered to other employees of the same degree are not granted to educators. Thus school teachers look into new possibilities for off-time jobs. This leads to imbalance in their routine life and thus initiates difficulties. No one questions their surplus income, which is helpful in fulfilling their everyday desires, but causes major impairment to the creativity, uniqueness, devotion and dedication in the direction of the students and organization. It furthermore sways their domestic life in keeping relatives happy, nurturing for the young kids, parents and spouse and time expended with family and friends (Erdamar, & Demirel, 2014).

Study on the topic of work-family conflict has amplified immensely over the past few decades due to the changing workforce and workplace. The influx of women into the workforce and the associated growth of dual-income households, in addition to an increase in single-parent households, has led to a desire to better understand work-family conflict (Hammer, Kossek, Yragui, Bodner, & Hanson, 2009; Kossek & Lambert, 2005; Neal & Hammer, 2007). In the recent past, numerous researches on work family conflict have been carried out in diverse disciplines like sociology, psychology, business administration, gender investigations etc. However, a couple of researches have been conducted in the field of education. Especially, in Pakistan only few researches have been concluded in the field of education to enquire about the determinants and components of work family conflict and its effects on educators' job approval (Ahmad, 2012; Shaukat, 2017; Demirel, & Erdirençelebi, 2019). Therefore, this study is an attempt to investigate the work-family and family-work conflict among elementary school teachers in Pakistan.

### **Objectives of the Study**

Following objectives were achieved through this study:

1. To identify the level of work-family conflict among elementary school teachers in Pakistan.
2. To ascertain the level of family-work conflict among elementary school teachers in Pakistan.
3. To distinguish the level of work-family conflict among elementary school teachers in Pakistan with respect to their gender.
4. To differentiate the level of family-work conflict among elementary school teachers in Pakistan with respect to their gender.

### **Research Questions**

Current study answered the following research questions:

1. What is the level of work-family conflict among elementary school teachers in Pakistan?
2. What is the level of family-work conflict among elementary school teachers in Pakistan?
3. What is the difference in the level of work-family conflict between male and female elementary school teachers in Pakistan?
4. What is the difference in the level of family-work conflict between male and female elementary school teachers in Pakistan?

### **Research Methodology**

Survey method was used for the completion of this quantitative study. Population of the study was 5,219 public elementary schools teachers of Sheikhpura district in Pakistan. A sample of 886 ESTs was selected through simple random sampling technique. Only 550 ESTs (males =185 and females= 385) had responded. Researchers used a self-compiled questionnaire to collect the data. Spill over model (Edwards & Rothbard, 2000) and role conflict model (Erikson, Martinengo, & Hill, 2010) provided base for the development of items of questionnaire. According to the spill over model positive attitudes towards work and family affect each other which can cause conflict between them. This questionnaire was divided in to two parts. First part contained demographical information of the respondents. The second part of the questionnaire was

divided into two sub-dimensions as work-to-family conflict with 15 items and family-to-work conflict with 14 items. Validity of the instrument was ensured by the experts of the field. Pilot study was conducted on the 50 ESTs of Sheikhpura other than the sample of the study. Reliability value for the sub-dimensions of work-to-family conflict ( $\alpha=.81$ ) and family-to-work conflict ( $\alpha=.87$ ) was good. Descriptive statistics (frequency, percentage mean, standard deviation) and independent sample t-test was applied to analyze the data.

## Results

**RQ1:** What is the level of work-family conflict among elementary school teachers in Pakistan?

**Table 1**

*Summary Statistics of Work-Family Conflict among Elementary School Teachers*

Items	Mean	SD
<b>Work-to-Family Conflict</b>		
Demands of work interfere with family life.	2.65	1.4
Things at home don't get done.	2.60	1.1
Changes to plans for family	2.36	.96
Family dislikes preoccupied with work at home.	2.10	.90
Irritable at home.	2.01	1.0
Difficult to relax at home.	2.11	1.0
Have to miss family activities.	2.20	.99
Work schedule conflicts with family	2.26	.98
Put off doing things because of work-related demands.	2.33	1.2
Come home too tired.	2.15	1.1
Difficult to be ideal spouse or parent.	2.16	1.1
Emotionally drained after work.	2.03	1.0
Job produces strain.	1.98	.96
Hard duties become cause of mental disturbance	2.03	1.0
No time for enjoyment at home.	2.06	1.0
Total	33.03	15.69

Table showed the responses of elementary school teachers about their work-family conflict. The most common work-family conflict among elementary school teachers was demands of work interference with family life ( $M=2.65$ ,  $SD=1.4$ ). Most of the teachers were unable to get things done at home due to their heavy work load ( $M=2.60$ ,  $SD=1.1$ ). Majority of the respondents were changing their plans for family

( $M=2.36$ ,  $SD=.96$ ) which was one of the problems faced by teachers regarding work-family conflict. However, the least common problem faced by teachers in relation to work-family conflict was that job produces strain ( $M=1.98$ ,  $SD=.96$ ). Henceforth, it was concluded that the most common problem in relation to work-family conflict of ESTs was demands of work interfere with family life. Mainstream of ESTs was compelled to change its plans for family. They were also unable to get things done at home due to their heavy work load which was one of the causes of their mental disturbance. After performing heavy duty, they feel emotionally drained and have to miss family activities. It may be inferred that the elementary school teachers were experiencing work-family conflict at moderate level.

**RQ2:** What is the level of family-work conflict among elementary school teachers in Pakistan?

**Table 2**

*Summary Statistics of Family-Work Conflict among Elementary School Teachers*

Items	Mean	SD
<b>Family-to-Work Conflict</b>		
Demands of family interfere with work-related activities.	2.44	1.3
Put off doing things at work.	2.24	1.1
Things want at work don't get done.	2.24	1.1
Irritable at work.	2.37	1.1
Home life interferes with work responsibilities.	2.17	1.1
Family-related strain interferes with job performance.	2.24	1.2
Home life keeps away from career-related activities.	2.41	1.2
Hard to focus on work.	2.17	.99
Unsuccessful in my role at work.	2.31	1.1
Family shows no interest to work related problems	2.30	1.2
To change important work plans.	2.42	1.2
Family has no time to give suggestions in job difficulties.	2.40	1.2
Family never cares about success at job.	2.41	1.2
Family never gives assistance in dealing with work-related stress.	2.59	1.3
Total	32.71	16.29

Table presented the results regarding family-to-work conflict among elementary school teachers. The common family-work conflict among ESTs was that they were not getting any assistance from their family in dealing with work-related stress ( $M=2.59$ ,

$SD=1.3$ ). Demands of their family were interfering in their work-related activities ( $M=2.44$ ,  $SD=1.3$ ). Home life was keeping them away from career-related activities ( $M=2.41$ ,  $SD=1.2$ ) and family was never caring about their success at job ( $M=2.41$ ,  $SD=1.2$ ). Another problem within the scope of family-work conflict was that interruption of family matters was irritable at work for elementary school teachers ( $M=2.37$ ,  $SD= 1.1$ ). On the other hand, the family-work conflict as “Home life interferes with work responsibilities ( $M=2.17$ ,  $SD=1.1$ ) and hard to focus on work ( $M= 2.17$ ,  $SD=.99$ ) was at the least. Hence, it may be inferred that the major problem within the scope of family-work conflict was that the elementary school teachers were not getting any help from their family in dealing with work-related stress. They were unable to perform their work related task efficiently at their job place due the lack of support from their family. Another least problem within the scope of family-work conflict was that interruption of family matters was irritable at work for elementary school teachers due to which they were incapable to focus on their work. Elementary school teachers were experiencing more work-family conflict than the family-work conflict.

**RQ3:** What is the difference in the level of work-family conflict between male and female elementary school teachers in Pakistan?

**Table 3**

*Comparison of Work-Family Conflict between Male and Female Elementary School Teachers*

	Gender	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>P</i>
Work-Family Conflict	Male	185	29.98	6.29	548	-5.75	.000
	Female	365	34.59	9.93			

Table presented that the mean score for work-family conflict among female elementary school teachers was greater ( $M=34.59$ ,  $SD=9.93$ ) than the male elementary school teachers ( $M=29.98$ ,  $SD=6.29$ ). There was a statistically significant difference at the  $p \leq .05$  level of significance in the work-family conflict between male and female elementary school teachers  $t(548) = -5.75$ ,  $p = .000$ . Therefore, on the basis of these findings null hypothesis that there is no significant difference in the level of work-family conflict between male and female elementary school teachers in Pakistan was rejected. Hence, it was concluded that there was a difference in the level of work-family conflict between male and female elementary school teachers. Female ESTs were experiencing more work-family conflict than male ESTs.

**RQ4:** What is the difference in the level of family-work conflict between male and female elementary school teachers in Pakistan?

**Table 4**

*Comparison of Family-Work Conflict between Male and Female Elementary School Teachers*

	Gender	N	Mean	SD	df	t	P
Family-Work Conflict	Male	185	17.56	4.54	548	-2.11	.000
	Female	365	18.66	6.35			

Table depicted that the mean score for family-to-work conflict among female elementary school teachers was greater ( $M=18.66$ ,  $SD=6.35$ ) than the male elementary school teachers ( $M=17.56$ ,  $SD=4.54$ ). There was a statistically significant difference at the  $p \leq .05$  level of significance in the family-work conflict between male and female elementary school teachers  $t(548) = -2.11$ ,  $p = .000$ . Consequently, on the basis of these findings null hypothesis that there is no significant difference in the level of family-work conflict between male and female elementary school teachers in Pakistan was rejected. Henceforth, it was concluded that there was a difference in the level of family-work conflict between male and female elementary school teachers. Female ESTs were experiencing more family-work conflict than male ESTs.

### Conclusion

This study planned to investigate the work-family conflict and family-work conflict among elementary school teachers in Pakistan. It is concluded that the most common problem in relation to work-family conflict of ESTs was demands of work interfere with family life. Mainstream of ESTs was compelled to change their plans for family. They were also unable to get things done at home due to their heavy work load which was one of the causes of their mental disturbance. After performing hard duties they feel themselves emotionally drained and have to miss family activities. It may be inferred that the elementary school teachers were experiencing work-family conflict at moderate level. The major problem within the scope of family-work conflict was that the elementary school teachers were not getting any help from their family in dealing with work-related stress. They were unable to perform their work related task efficiently at their job place due the lack of support from their family. Another least problem within the scope of family-work conflict was that interruption of family matters was irritable at work for elementary school teachers due to which they were incapable to focus on their work. Elementary school teachers were experiencing more work-family conflict than the family-work conflict. It was also observed that there was a difference in the level of work-family conflict between male and female elementary school teachers. Female ESTs were experiencing more work-family conflict than male ESTs. A difference was also found in the level of family-work conflict between male and female elementary school



teachers. Female ESTs were experiencing more family-work conflict as compared to the male ESTs.

## **Discussion**

Current study proposed to investigate the work-family and family-work conflict among elementary school teachers in Sheikhpura district of Pakistan. Results of the current study disclosed that elementary school teachers were experiencing work-family conflict at moderate level. They were unable to get things done at home due to their heavy work load which was one of the causes of their mental disturbance. After performing hard duties they feel themselves emotionally drained and have to miss family activities. Elementary school teachers were experiencing more work-family conflict than the family-work conflict. Another study conducted by Erdamar and Demirel (2014) to investigate work-family, family-work conflict among teachers of province Ankara also exposed similar results to the current study. They found the moderate level of work-family and family-work conflict among teachers of province Ankara. Results of a study conducted in past also showed that the existence of work-family conflict was high than the family-work conflict which supported the findings of the present study (Ajala, 2017; Shaukat, 2017). It was also observed that there was a difference in the level of work-family conflict between male and female elementary school teachers. Female ESTs were experiencing more work-family conflict than male ESTs. A difference was also found in the level of family-work conflict between male and female elementary school teachers. Female ESTs were experiencing more family-work conflict as compared to the male ESTs. It was shown that female ESTs were facing more work-to-family and family-to-work conflict than male ESTs as it is expected that the men only have a task to earn money, but the women have to perform housework along with taking care of their children (Windebank, 2001). In many studies where the work-family and family-work conflict was investigated on the basis of gender, it was detected that women were facing more conflicts than men in family and work life (Duxburry & Higgins, 2017; Erdamar, & Demirel, 2014; Tremblay, 2004; Wijayati, Kautsar, & Karwanto, 2020). It can be said that the working females are facing more conflicts at home and at work due to their dual responsibilities.

## **Recommendations**

Following recommendations were proposed:

- School administration should conduct training programs for teachers to make them aware of how to balance their responsibilities towards work and home so that they can perform effectively and efficiently in workplace.

- School management or supervisors should provide empathetic and supportive environment to teachers. This will be helpful especially for female teachers to manage their work and home activities.
- School administration must need to implement family-friendly policies such as flexible arrangements, elder and child care, transfer services and medical facilities and other family-focused programs for teachers to reduce their stress and conflict between work and home.
- To get the deep insight regarding work-family and family work conflict among elementary school teachers, qualitative approach can be used in the context of Pakistan.

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