



## Work-Family Conflict and Organizational Commitment: A study of University Teachers

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**Abstract:** *The purpose of this study was to see if there was an association between work-family conflict and organizational commitment in university teachers. It was a quantitative research study that used a correlational research methodology, which means that no variables were modified and were instead revealed as they were. Teachers at the University of Education Lahore were the study's subjects. Carlson's Work-Family Conflict Scale (WFCS) and Allen and Meyer's Employee Commitment Survey (ECS) were adapted with their consent. The census sampling method was used. The instrument was delivered among 336 teachers, and 216 questionnaires were returned, resulting in a 64 percent return rate. Descriptive and inferential statistics were used to analyze the data. Teachers were discovered to be dealing with work-family conflict while remaining dedicated to their organization. There was a negative association between the variables. The researcher suggests that this study be expanded using qualitative data.*

**Key Words:** Work-Family Conflict, Family Interference with Work, Work Interference with Family, Normative Commitment, Affective Commitment, Continuance Commitment, Organizational Commitment

### Introduction

Teaching is about developing future employment skills and laying the groundwork for community and civic involvement. As a result, it necessitates dedication, effort, and a balance between job and family life. Without dedicated teachers having fewer conflicts between job and home life, neither enhanced educational program nor safe higher education institutions, even the most astounding guidelines in the world gave no guarantee that our children are prepared to face the challenges of a globalized society. An effective teacher is able to teach and bring about an effective change; the fulfilment of some conditions is required. Among those are Organizational Commitment and work-family conflict, which play a fundamental role in utilizing all effort in the arena of educational institutions. Authorities that are concerned

should take note of the concept of Organizational Commitment and Work-family Conflict, their significance and position and in the field of teaching (Saki, 2009).

According to Cunanan (2006), the teaching profession requires dedication, effort, and a balance of work and home life. Nowadays, there exist more families that are dual-career than at any time as well as there are also seen some families with where single parent manages households. This makes balancing work and family commitments more difficult and bothersome than in more typical couples in which the husband works and the wife remains at home. Family and work have long been regarded as the most important domains of life. Role desires of both

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domains are not generally perfect, which makes clashes amongst work and family. Hence, it can affect both sides ([Greenhaus & Powell, 2006](#)).

Meeting the problems of balancing work and family obligations can lead to WFC ([Eby et al., 2005](#)). According to [Akintayo \(2010\)](#), having a lot of responsibilities might lead to poor performance. Work-family conflict can arise as a result of WFC, leading work to disrupt family life or family life to interfere with work. Obligations at work and in the family are clearly critical to most people; in any case, when taken together, these obligations frequently bring about clashing demands. Conflict may come forward from either side: work-to-family conflict (WFC) or family-to-work conflict (FWC) ([Stoeva, Chiu & Greenhaus, 2002](#)).

In a time of extraordinary aggressive weights, lessening assets and discerning patrons, service organizations become conscious that meeting patron satisfaction all the way through the deliverance of value services is a key to their continued existence and accomplishment ([Yavas & Babakus, 2005](#)). A lot of research accepts that distinctive part desires in work and family prompt unavoidable part clashes ([Ewin & Smith, 2003](#)). WFC may take place in both dimensions, like work may be a barrier between you and your family (WIF), while a family might be a hindrance to your work (FIW) ([Casperet et al., 2007](#)). WFC happens when employees put across issues from work to their homes. It steadily has an effect on the nature of family life. FWC happens when obligations from family intervene with a person's obligations connected with work ([O'Driscoll et al., 2004](#)). A large number of the general public everywhere throughout the globe organize these two domains to adjust their lives ([Greenhaus & Powell, 2006](#)). According to [Boles et al. \(2001\)](#), both sorts of conflict arise as a result of a person's efforts to fulfil an overabundance of expectations emanating from the family or professional domains in which they work.

According to [Huang, Hammer and Perrin \(2004\)](#), the theory of separate spheres has been supplanted with the conviction that works duties impact family life, and family matters influence execution at work. Three noteworthy wellsprings of conflict between work and family roles have been distinguished. Time-based WFC can be observed when giving time to one domain expends time expected to come up with the requirements

of the other domain. It is a contradiction of time demands amongst work and family, while strain-based WFC happens when disappointment, pressure, or exhaustion of the first one makes it tough to meet up the load of the other one. At long last, behavior based WFC arises as behavioral response in one domain is contrary with role demands in other one, and the worker can't conform behavior when crossing the domain limit ([Nicolae, 2003](#)).

Another thought which chooses the educator's advantages toward the teaching and learning atmosphere is his or her level of organizational commitment (OC). OC contains a couple of factors, for instance, the conviction and affirmation of objectives, qualities or targets of the organization, the worker's yearning to make an effort for the organization and an effective inclination to stay inside the organization. This psychological circumstance determines the affiliation between the worker and its enterprise. It empowers the person in settling the choice to keep on working in the organization ([Wieselsberger, 2004](#)). Meyer and Herscovitch (2001) consider OC as a coupling constrain, which may be known as the psychological expression which leads an employee toward the specific approach. [Zangaro \(2001\)](#) views this point of view like employees who are committed whether they energetically continue with their organization with the connection. They strive to meet organizational objectives. It is a state in which a worker feels a relationship with the specific organization, and he or she desires to keep up recruitment in the organization ([Mill, 2003](#)).

Human Capital works as an important pillar in any organization. The center has likewise moved to the employees ([Cohen, 2007](#)). They expect a basic part in the organization. They are the most excellent resource of any organization. It may be through their insertion and commitment that any organization can get the opportunity to be flourishing ([Sempene et al., 2002](#)). On account of its impact on performance, qualities of the way employees continue got a lot of consideration in workplace environments. OC extended in importance over the span of the latest couple of years ([Lok & Crawford, 2004](#)). OC is accomplished when the employees unequivocally trust in and recognize the organizational goals and qualities when they will do their most outrageous for the advantage of the organization and will stay with

the organization. It infers you have a dynamic relationship with the organization as you are running past typical obligations with the objective of adding to the flourishing of the organization (Robbins, 2005). In the event that the workers are more committed, they would likely be more advantageous, and they will similarly stay with the organization (Randeree & Chaudhry, 2012). Robbins (2005) states moreover the significance of the commitment as the condition where the workers feel a relationship with the organization and its targets. In such a state, they aspire to continue as being a part of the organization. According to Meyer and Herscovitch (2001), OC is a psychological condition that had three dimensions (i.e. affective commitment, a longing; continuance commitment, a need; normative commitment, a drive).

This research is of colossal essentialness as it clarifies what the expectations of employees in terms of work-family conflict and organizational commitment are. It will similarly build the estimation of WFC and OC contemplates in Pakistan by being a helper for present and future concerning predominant voices in their fight by holding the employees through diminishing the contentions amongst work and family life and expanding their organizational commitment. Retaining committed educators in institutions with lesser conflicts is expected to survive and be more focused in the national and universal organizational scenario.

In the era of globalization, WFC and OC got a ton of consideration in organizational research. It has been quantified and understood in a variety of ways, yet in the meantime, it remains a challenging construct. The relationship between work-family conflict and organizational commitment has not been given much consideration in organizational research in Pakistan. Many of the studies were done in developed countries. This research would view these two constructs from a Pakistani perspective.

### Objectives and Research Questions

This research study would focus on determining the existing levels as well as the relationship between the variables. In this respect, research objectives and research questions served as the guideline for the researcher to work on.

In order to render the above-given objectives operational, the following research questions were framed and tested

- What is the perception regarding WFC in university teachers?
- What is the perception regarding OC in university teachers?
- Is there any relationship between WFC and OC in university teachers?

### Significance of the Study

It is focused to signify the relationship between WFC and OC. The reason lying behind this is to point out the issues faced by university teachers. It is a gigantic issue that ought to be tended to remember the true objective to make frameworks that will offer to back to the teachers in universities. Along these lines, it is vital to really handle this issue to keep it from transforming into a genuine issue.

### Methods and Procedures

#### Research Design

A correlation research design was adopted for this research study. This research study disclosed the relationship between WFC and OC. So, the most appropriate model for data collection in this research study was the survey method. This research study focused on the teachers who were working at the University of Education in Lahore.

#### Subjects of the Study

Teachers working at the University of Education Lahore participated in the research study. 216 teachers willingly participated in this research. The participants presented the below-given structure, according to the gender, males were 127 (58.8%), and females were 89 (41.2%). According to the variable of marital status, married were 152 (70.4%) and unmarried was 64 (29.6%). According to the variable qualification, Masters were 78 (40.3%), MPhils were 91 (42.1%), and PhDs were 38 (17.6%). According to the variable age, below 29-year teachers were 63 (29.2%), between 30-39 teachers were 101 (46.8%), between 40-49 years teachers were 42 (19.4%), 50 and above teachers were 10 (4.6%). According to the variable number of children, teachers having no children were 73 (33.8%), between 1-2 were 106 (49.1), 3-4 were 33 (15.3%), and above 4 were 4 (1.9%).

**Instrument**

The instrument contained two sections. The first part contained information pertaining to demographics. The second contained two questionnaires concerning the two constructs WFC and OC. English was the language of the

instrument. Negatively framed items were reverse scored. A five-point Likert type rating scale was employed to measure WFC and OC. It ranged from strongly disagree to strongly agree. Work-family Conflict Scale (adapted after Dawn S. Carlson, 2000) assessed the sort of WFC (e.g. time based, strain-based and Behavior based).

**Table 2.** WFC Subscale Descriptions, along with the Number of Items on Each Subscale

Subscales/dimension	No. of items	$\alpha$	Number of items
Time based	6	.9	01, 07, 09, 11, 12, 17.
Strain based	6	.9	02, 06, 08, 13, 14, 15.
Behavior based	6	.8	03, 04, 05, 10, 16, 18.

OCS was developed by Allen and Meyer. It surveyed the nature of commitment in an

organization (affective, continuance and normative).

**Table 3.** OCS Subscale Descriptions, along with the Number of Items on Each Subscale

Subscales/dimension	No. of items	$\alpha$	Number of items
Affective Commitment	6	.9	02, 04, 08, 10, 12, 17.
Continuance Commitment	6	.8	01, 06, 07, 14, 16, 18.
Normative Commitment	6	.8	03, 05, 09, 11, 13, 15.

**Pilot Testing**

In order to decide the suitability of the instrument content as well as response time, pilot testing of the instrument was led with participants outside the first concentrate yet having the same qualities as of the study sample. Pilot testing of the instrument was conducted between May and June 2015. Fifty participants participated in the pilot

testing who were conveniently available. Cronbach alpha ( $\alpha$ ) was used to determine the instrument's reliability. It further revealed the reliability of data, and further tests can be applied to conclude inferences. Pilot testing did not designate any difficulty with the instrument.

**Table 4.** Alpha Reliability Coefficient of the Instrument

Construct	No. of items	Alpha reliability coefficient
WFCS	18	.9
OCS	18	.8

**Data Collection**

Data were collected using a demographic variables sheet, WFCS and OCS. Data were collected during December and January 2015. The instrument was circulated among all the teachers personally by the researcher—a questionnaire accompanied by a covering letter which informed the participants about the study purpose. Participants were assured that the survey was anonymous and voluntary. They were assured of confidentiality. The researcher was able to receive a total of 216

valid questionnaires by the data collection deadline, yielding a response rate of 64%. Permission was sought from the office of the university registrar to collect the data. Recorded authorization was conceded through an official letter.

**Data Analysis and Results**

**Overview of WFCS Sub Scales**

In order to have a comprehensive but brief view of

the variable table is presented. Frequency distribution and range, both actual and potential, is given in the table. In order to ensure the normality of data, skewness, as well as kurtosis for each factor, was also calculated. The data proved to be normally distributed, and hence the assumption came true as all the values of skewness fell within the range of -1 to +1. As indicated by table No. 5, teachers at the University of Education

observed to be facing a lower level of WFC (MPI = 2.95). Their score on total WFCS (MPI = 2.95) fall in the lower range of WFC like its sub-factors i.e., time based WIF (MPI = 2.56), time based FIW (MPI = 2.95), strain-based WIF (MPI = 2.93), strain-based FIW (MPI = 2.83), behavior based WIF (MPI = 2.92) and behavior based FIW (MPI = 2.94) respectively.

**Table 5.** Descriptive Statistics of WIF and FIW

Variable	n	M	SD	MPI	Range		Skew.	Kurtosis
					Potential	Actual		
Time Based WIF	216	7.67	2.77	2.56	3-15	3-12	.333	-.589
Time Based FIW	216	8.86	2.85	2.94	3-15	3-12	-.246	-.887
Strain Based WIF	216	8.91	1.70	2.93	3-15	3-15	-.341	.066
Strain Based FIW	216	9.68	2.88	2.83	3-15	4-12	-.369	-.988
Behavior Based WIF	216	8.98	2.29	2.92	3-15	3-12	-.369	-.271
Behavior Based FIW	216	8.97	2.27	2.94	3-15	3-12	-.396	-.597
Total WFC score	216	53.08	11.05	2.95	18-90	24-84	-.369	-.552

### Overview of OCS Sub Scales

Table No. 6 describes an ample descriptive overview of the organizational commitment and its sub-factors, which is introduced for better comprehension of the variable. Table No. 6 describes frequency distributions and range both potential and actual. It also presents skewness as well as kurtosis that indicate the normality of the data. It indicates the data to be normally

distributed. The values of skewness were all in the range of +1 to -1. Thus, the assumption of normality came true. As indicated by the mean per item (MPI = 3.35) on the total ECS score, it is evident that teachers had a higher level of organizational commitment than WFCS (MPI = 2.95). They are facing some lower level of WFC and possess an increased level of OC.

**Table 6.** Descriptive Statistics of OCS

Variable	n	M	MPI	SD	Range		Skew.	Kurtosis
					Potential	Actual		
Affective C.	216	21.96	3.50	3.16	6-30	13-30	-.308	.005
Continuance C.	216	20.48	3.41	2.83	6-30	11-26	-.142	.008
Normative C.	216	18.82	3.14	2.04	6-30	14-24	.022	-.255
Total ECS score	216	60.25	3.35	5.03	18-90	44-75	-.119	1.386

### Relationship between WFC and OC

In order to explore the association between WFC and OC, the Pearson correlation coefficient was applied. Association between WFC and OC on

overall as well as on subfactors was found statistically significant.

**Table 7.** Relationship between WFC and ECS

	<b>Affective C.</b>	<b>Continuance C.</b>	<b>Normative C.</b>	<b>OCS</b>
Time based WIF	-.184(**)	-.150(*)	-.185(**)	-.154(**)
Time based FIW	-.352(**)	-.218(**)	-.011(*)	-.102(*)
Strain based WIF	-.266(**)	-.273(**)	-.168(**)	-.240(**)
Strain based FIW	-.384(**)	-.336(**)	-.153(**)	-.169(**)
Behavior based WIF	-.152(*)	-.329(**)	-.035(*)	-.275(**)
Behavior based FIW	-.233(**)	-.337(**)	-.025(*)	-.133(*)
WFC	-.358(**)	-.361(**)	-.175(**)	-.184(**)

Note. \*\* Correlation is significant at the 0.01 level (2-tailed). \* Correlation is significant at the 0.05 level (2-tailed).

### Conclusion and Discussion

On a general level and in each of the three aspects of WFC, university teachers were found to face a lower level of WFC (time-based, strain-based and behavior based). This conflict was measured through the self-report survey on WFC. Educators felt a lower level of conflict between their work and the family lives, which might be because of the reason that they can't separate the requests of their work and family experience those records for this conflict. They feel a lower level of conflict on a general level and on the three truths of WFC, i.e. time based, strain-based and behavior based. This tension might be caused by their inability to separate their job and personal life.

In a region like Pakistan, teachers feel more attachment with their families, which seems accountable for the conflict between their work and family lives. [Turner et al. \(2014\)](#) likewise explored the presence of WFC in employees in their research. It is also investigated that family and work demands likewise add to WFC among the employees by [Gamor \(2014\)](#) and Eunice et al. (2014). Numerous researchers (Emmanuel et al. 2014; [Frone et al. 1997](#); Rehman and Waheed, 2012; Ying and Pheng, 2010) explored this wonder and reported conflict amongst work and family. Teachers' OC was measured through OCS, which investigated the fact that they have a nearly higher level of OC but a gradually lower level of WFC. Support from coworkers, team spirit, knowledge sharing, strong interpersonal connections, and collaborative evaluations are all possible factors. These findings are in line with the findings reported by researchers ([Hailemariam & Rao; 2013](#); [Shah & Marwan, 2012](#)), where instructors were observed to be committed to the associations they were working for. The fact that both the research

variables (WFC and OC) are strongly related to each other was discovered in this study. It was further discovered that WFC has a negative relationship with OC. Numerous other researches ([Akintayo, 2010](#); [Ansari, 2011](#); Parasuraman et al., 1992; Rehman & Waheed, 2012; Triandis, 1994) affirm these findings.

### Implications and Recommendations

University administration should actualize family-friendly strategies and organize adaptable arrangements in order to minimize conflicts and enhance the level of OC. To lessen the level of WFC, universities may consider giving versatile scheduling, remembering to encourage teachers to adapt to work-family integration. They ought to consider offering chances to give the instructors to post perspectives and feelings by passing on their reservations. They should plan to make accessible anxiety diminish framework to help teachers to lessen anxiety and apprehension. Consultative services should be made available to instructors where capable aides covertly listen and give the teachers chances to vent their shock and instability.

They ought to be more responsive to the professional progression programs where all teachers are given a sensible opportunity to develop their abilities. The organization ought to assume their impartial fraction in such a manner. The organization ought to perceive insightful thoughts put forth by subordinates by giving credit furtively and straightforwardly. The organization should provide opportunities for instructors to develop their skills. Higher

education, according to sound judgment, is not immune to the issue of a low degree of responsibility. As a result, strategic strategists and academic leaders must take necessary steps for the

perfect obtaining awards for making neutral occupations focal staff particularly satisfied and completely committed to getting the upsides of upgraded motivation and execution.



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