



## Association of Work-Family Conflict with Work Demand, Social Support and Emotional Well-Being of School Teachers

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### Abstract

This study looked at how work-family conflicts impact school teachers' workload, social support, and emotional health. In Punjab, Pakistan, female teachers at coeducational and women's schools had their levels of work-family conflict compared. Using a convenient sampling technique, this study chose a sample of female teachers from 10 women's schools and 10 coeducational schools in Punjab. From co-educational and women's schools, 700 female teachers were chosen. Demographic information regarding female teachers was gathered via a questionnaire. Using questionnaires with a five-point Likert scale, the demands of the job and societal support were assessed. Emotional health is evaluated using Goldberg's (1979) GHQ-12 (General Health Questionnaire). The findings indicated that there was a substantial amount of work-family conflict for both women and co-educational schools. Additionally, female educators at coeducational schools encountered more conflict than those in women's schools.

**Keywords:** family conflict, job demands, societal support, emotional well-being

### 1. Introduction

Every adult must find a good balance between work and personal life. When you think about these two things, you can learn a lot about how people act. Usually, these two topics have been looked into separately. These two ideas are both similar and different from each other. Most people would say that their work and their families are the most important parts of their lives (Kanter, 2006). Home and work relationships affect and are affected by each other. Work-family conflict can look like a lot of different things, but they all show (a) that it happens when a person's professional responsibilities conflict with the needs of their personal life, and (b) that it can hurt a person's success at both work and home. When a worker's responsibilities at the office clash with those at home, there is tension between the two. There is no reason to have to choose between work and personal life. Work-life conflicts, overlapping with home life, and interference all add to stress levels (Frone, Russell, & Cooper, 1992). Having children, for instance, increases the time and effort needed to care for a family, making it more challenging for women to strike a work-life balance. Societal standards, gender expectations, and pressure to perform in specific ways make it difficult for many women to strike a balance between their professional and personal lives (Gutek, Searle, & Kiepa, 1991). Family is the most important thing to women, hence both eastern and western cultures hold that males should be the major breadwinners and women should stay at home to take care of the kids. Men are expected to provide financially for their families, while women are expected to stay at home and care for their children. Since more women now contribute to household income, more households rely on two salaries (Asghar, Gull, Bashir, & Akbar, 2018). Finding a happy medium between professional and personal responsibilities is easier when both partners in a couple have secure employment. It's much more challenging and time-consuming than the typical scenario, in which a man is responsible for providing for his entire family (Greenhaus & Beutell 1985). A person's career, family dynamics, and temperament may all have a role in the degree to which they experience work-family conflict. How workplace demands contribute to family stress, the value of societal support on the job, and the impact of stress on an employee's mental health are just some of the topics that have been studied in relation to the work-family nexus. A job's demands, which can be broken down into "physical, emotional, organizational, or societal characteristics of a job that creates physiological and emotional impacts like strain," put a strain on a worker's ability to think clearly and exert their physical and mental strength" Several studies have found that working long hours, feeling overwhelmed, role conflicts, working shifts, and being tired are all major causes of stress at work. Stress makes it hard to balance work and life. Societal support at work is the most important way to solve problems between work and family (Frone, Yardley, & Markel, 1997).

#### 1.1. Objectives of the Study

This research was done with the following goals in researchers' mind:

- To find out the association of work-family conflict with work demands faced by female teachers at girls' schools and co-education schools.
- To examine the correlation of work-family conflict with societal support faced by female teachers at girls' schools and co-education schools.

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- To explore the association between work-family conflict and the emotional well-being of female teachers at girls' schools and co-education schools.

### 1.2. Hypotheses

*H1*: There is an effect between work-family conflict and work demands (work schedule, workload pressure, learning requirements) in female teachers at girls' schools.

*H2*: There is an effect between work-family conflict and work demands (work schedule, workload pressure, learning requirements) in female teachers at co-education schools.

*H3*: There is a correlation between work-family conflict and societal support (supervisor/administrator, co-worker) in female teachers at girls' schools.

### 1.3. Significance of the Study

As many as 52% of the people in Pakistan are women. More and more women are entering the workforce, and they are getting better at a lot of different things. Teaching is a great job for women because it gives them more freedom to care for their children (Ali, 1998). In the United States, there are now more women teaching than there were before. Stress levels have also gone up in tandem with this. Getting rid of this stress is very important because it hurts family life. When teachers like their jobs, they do a better job of helping schools, educational systems, and other institutions and organizations succeed. About half of the members are teachers and school administrators at the moment. Getting better results in schools depends on how this large group of people, especially female faculty members, think (Sajjadi, et al., 2011). The main goals of this study are to find out if and how societal support at work is linked to lower rates of work-family conflict and what factors in the workplace lead to work-family conflicts among female school teachers. The focus of this study is on how work-family conflicts are different for female educators who work in settings with both men and women.

## 2. Review of Literature

This detailed look at past research helps set the stage for the current investigation. In this way, it shows that the study is important. Work-family conflicts are talked about, as well as things like job requirements, societal support, and mental health that can cause or make these conflicts worse. Why did things go wrong at work and at home? If traditional ways of life become less common, it's likely that many families will have to take on a lot of responsibility. In 1999, Han and Moen talked about whether or not women should help out at home. In the societal sciences, people often talk about home and work. In the 1970s, sociologists, organization experts, and academics started to compare the personal and professional lives of employees. As more women have joined the workforce, cultural values and norms have changed. This includes new ideas about the roles of women at home and at work (Edwards, 2001). Before a lot of women started working, Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) looked at how work and family had been a problem in the past. Their results back up the idea that balancing work and family responsibilities causes more stress, tension, and, in the end, conflict within the family unit. Because of this, their study was the first to combine role theory and role strain. Role theory says that people often take on different roles in order to fit the different norms, standards, and priorities of their local communities (Biddle, 1986). "Role strain" is the stress of having to do many things at once (Hammer, Allen, & Grigsby, 1997).

### 2.1. The Problem of Work-Family Conflict

Since more women are working and more families depend on two incomes, more people than ever have to balance a lot of different responsibilities. When you have a lot going on, it's hard to find the time and energy to do everything you need to. Work-family conflicts are becoming more common in today's advanced technological culture because there are no longer clear lines between work and the rest of one's life. In fact, women help society in a lot of different ways. Because of these differences, there may be trouble between neighbours. Taking care of loved ones is important, but doing so may hold women back in their careers. Unresolved problems between work and family life happen when one person feels too busy with both (Greenhaus, & Beutell, 1985). Women have a hard time getting ahead in their careers because these big problems make them less interested in their work. Women are more likely to put their careers on hold to take care of their children or older relatives. This professional growth is the fulfilment of expectations based on cultural norms, personal beliefs, the support of one's significant other, and the support of one's employer in terms of giving emotional support and financial incentives for one's children (Silver, 1993 as cited in Ahmad & Masood, 2011). Ahmad (2011) and Masood (2012) both used quotes from Silver (1993). (2011).

### 2.2. The Conflict Between Work and Family as a Societal Problem

Work-family conflict has been looked at from the point of view of individuals, families, and businesses. Researchers have found that when people are stressed out by work and family responsibilities, their mental and physical health and overall happiness with life go down (Kossek & Ozeki, 1998). When work and personal obligations get in the way of each other, it can be stressful for everyone in the house. Last but not least, there is a link between WFC and problems like job dissatisfaction, missing work often, a growing number of burned-out workers, and thinking about leaving one's current

job. Most of this article is a review of the research on how work–family conflicts affect people and the communities where they live.

### 2.3. Work-Family Conflict's Effects on Families

Trying to balance work and family responsibilities can be stressful, and research has shown that this stress makes marriages less happy (Kossek & Ozeki, 1998). In this article, I'll talk about some of the problems that can come up when you have to take care of both your family and your job. In 1998, Kossek and Ozeki did research on how work and family life affect each other, as well as how work affects overall happiness. Participants came to the conclusion that those who said it was harder to balance work and family were less likely to be happy with their family life as a whole. In a recent study, workers, family members, and health care providers in the United States were asked about their thoughts. They came to the conclusion that everyone needs to find a balance between work and family life in order to be happy. According to the above analysis of the research, couples who have problems in their marriages because of conflicts between work and family life are less likely to be happy in their relationships. It's hard to know how this will affect each person in the house.

### 2.4. Mental Health and Work-Family Conflict

To live a long, happy, and healthy life, it's important to keep your mind in good shape. One definition of mental health says that a person is mentally healthy if they have a positive outlook on life, are able to handle the demands of daily life, have rewarding hobbies, and give back to their community in a positive way (World Health Organization, 2005, p.18). If you look at a person's levels of depression, anxiety, societal isolation, and feelings of helplessness and inadequacy, you might get an idea of their overall mental health (Goldberg & Smith, 2008). A review of the relevant literature shows that emotional health is linked to feeling alive and excited about life.

## 3. Research Methodology

### 3.1. Research Design

This part of the research, it is explained how the study was done. Part of the design are things like demographics, the sampling method, the sample size, the way data is collected, and the techniques.

### 3.2. Research Methods

This research is based on quantitative methods. And data collection was done through fixed-response questions.

### 3.3. Population

The study's targeted population is the government schools in Lahore.

### 3.4. Sampling Technique

A convenient sampling technique was used to select the teachers who were the study respondents.

### 3.5. Sample Size

The sample size of the research was 700 school teachers from government schools.

### 3.6. Instrumentation/Tools

A questionnaire was used as a tool for the purpose of data collection. The questioning was based on the theoretical framework developed from the literature to focus and bind the work.

## 4. Results

**Table 1: Female Teacher: Frequency Distribution Per School Type**

Type of schools	Frequency	%
Girls' schools	291	41.0
Co-Education schools	409	59.0
Total	700	100

Table 1 shows how many women work as teachers in each type of school. There were 291 teachers hired from schools for only girls (41.0% of the total) and 409 teachers hired from co-education schools (59 percent of the total).

**Table 2: Distribution of Female Academic Members According to Their Designations**

Designation	Frequency	%
SST	436	63.0
EST	217	31.0
PET	18	3.0
ESE	29	3.0
Total	700	100

Table 2 shows the frequency distribution of the designation of the faculty members in schools. There were 436 (63%) SSTs, 217 (31%) ESTs, 18 (3.0%) PET, and 29 (3%) ESE.

**Table 3: Inner Variance Inflation Factor Values**

Factors	Work-Family Conflict
Team work	1.115
Learning needs	1.169
Emotional well-being	1.143
Supervisor assistance	1.037
Family and work conflict	1.000
Working hours	2.138
Workload pressure	2.057

Another way to measure collinearity is with the variance inflation factor (VIF), which is the opposite of the tolerance.

$$VIF = 1/TOL$$

Tolerance values below 0.20 and VIF values above 5 in PLS-SEM indicate possible collinearity issues (Hair, Ringle, & Sarstedt, 2011).

There is not a single VIF number in the entire model set that is greater than 5. Therefore, we determine that this model does not suffer from multicollinearity.

**Table 4: Construct Reliability and Validity**

Constructs	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Team work	0.731	0.771	0.635
Learning needs	0.800	0.701	0.576
Emotional well-being	0.762	0.799	0.695
Supervisor assistance	0.854	0.860	0.727
Family and work conflict	0.805	0.818	0.526
Working hours	0.677	0.605	0.464
Workload pressure	0.749	0.803	0.616

If internal consistency reliability is to be considered good, the composite reliability needs to be more than 0.70.

Cronbach's alpha can be seen as an indicator of internal consistency that is too cautious. All of the Cronbach's alpha values in the table above are greater than 0.70, which means that all of the factors are reliable. The schedule says that less than 0.7 of the time is spent on work. It does pass the test, though, and most people think it's about right.

For the indicator to be reliable, its outer loadings as a whole must be greater than 0.70. If the reliability score for the whole table is more than 0.70, it means that all of the parts in the table are reliable. The efficiency of the work schedule is less than 0.7. But with a reliability of 0.5, it's good enough.

**Table 5: Difference between Work-Family Conflicts on the Basis of the Nature of Employment**

Type of Schools	Nature of Employment	N	Mean	SD	t	Df	Sig. (2 tailed)
Girls schools	WFC Regular	215	3.1820	.67628	0.681	288	.481
	Contract	75	3.1215	.62612			
Co-education Schools	WFC Regular	321	3.5258	.66243	0.000	407	1.000
	Contract	88	3.5258	.66347			

According to Table 5 in the appendix, there is no statistically significant difference between the average work-family conflict scores of permanent and contract employees. At the 5% level of significance, the t-values and p-values for schools with only girls and schools with both boys and girls are 0.681 and 0.000, respectively. So, it's clear that the average work-family conflict score of permanent and temporary staff at women's and co-ed institutions is not very different from each other. So, regular and contract teachers in schools for women and schools for both men and women have the same problems with balancing work and family as their male counterparts.

## 5. Conclusion

It was important to find out why female school faculty members have trouble balancing work and family because this could be a sign of how happy they are in general. Most studies about how hard it is for teachers to juggle work and family

have been done at the school or college level. On a scholarly level, only a few investigations were done, and most of them were in Pakistan. The goal of the people who wrote this study was to show how hard it is for people to balance work and family responsibilities and how stress can hurt their mental health. It also tries to explain the links between work pressures and societal support, which are both known to cause tension between work and family. The results show that there is a strong link between work-family conflict and emotional well-being at both schools with only women and schools with both men and women. This link is mediated by job demands and societal support.

Teachers at both all-female and mixed-gender schools were asked about their work-family conflicts to see if there were any big differences. When compared to their peers in schools for only girls, female teachers in co-ed schools face more tension in the classroom. It was also shown that women's mental and physical health suffered when they had to deal with rigid and demanding work conditions like heavy workloads and sitting for long periods of time. It shows that work-family conflicts are more likely when professional responsibilities get in the way of personal ones.

## 6. Discussion

Findings showed that female teachers at schools for both men and women had a harder time keeping their work and personal lives in balance than their counterparts at schools for women only. Keep in mind that teachers at schools for only girls spend more time in the classroom and have more responsibilities than teachers at schools for both boys and girls. Teachers at co-ed schools and all-girls schools have the same amount of work to do, but teachers at co-ed schools are more likely to feel down and worried. Also, there isn't much difference between the support teachers get from their administration and peers at schools for both men and women and at schools for women. The study found that there was a negative link between course load and work-family tensions. However, this link was mostly gone at schools where most of the faculty were women. Work-family conflicts are strongly linked to women's learning requirements, their work hours, and the amount of work they have to do at school. The same is true for both men and women. Work and personal life stress went up for women who said they had a bad work schedule, a boss who was hard on them, or a lot of work to do. Faculty women who took part in the study were asked about interruptions, working quickly, feeling overwhelmed, and not having enough time to get everything done.

## 7. Recommendations

- Society depends on our teachers to shape our futures and the future of our country, so making sure they have a good balance between work and family life and are happy overall is important for the country's progress. Teachers' job and life satisfaction can be improved, and the problems they face can be lessened, through both individual and organizational efforts. This article gives a few suggestions.
- It's possible that supervisors (Heads of departments) give the female teachers under their care a lot of societal support through the kind of things they do. Because their work and personal lives often overlap, they may understand the problems they face at work. It would give them the tools they need to meet the demands of their jobs and lessen the bad effects of conflicts between work and family.
- Supervisors can create a family-friendly work environment by encouraging open lines of communication and using a style of leadership that takes into account problems employees face at home. Because there is a link between problems at work and at home and poor job performance, supervisors should see solving family problems as an important part of their job.
- This analysis only looked at how work and family conflicts happen in the workplace. To get a full picture, it is suggested that things related to the family also be looked at.
- Teachers may have access to things like daycare centers and flexible work hours to help them balance their work and personal lives. It is very important that the administration gives teachers the tools they need to do their jobs well.
- More research needs to be done to find out what makes teachers' personal and professional lives so stressful.

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