

# Effect Of Work Family Conflict On Internalizing Psychological Problems And Life Satisfaction Among Teachers

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## ABSTRACT

The present study aimed to examine the effect of work family conflict on internalizing psychological problems and life satisfaction among teachers. Data was collected by utilizing work family conflict scale, depression, anxiety and stress scale and life satisfaction scale from two hundred teachers of public and private schools and colleges of District Hazara Khyber Pakhtunkhwa. Alpha reliability was computed and results indicated that all scales have high internal consistency. Skewness and kurtosis values were also computed for all the study variables and results showed that univariate normality is not problematic.

**Keywords:** Work family conflict, stress, depression, life satisfaction

## Introduction

Balancing multiple roles can increase the interpersonal and intrapersonal conflict experienced by women and men who simultaneously maintain professional and personal responsibilities. Work and family domains are the central components in people life and this demands a great deal of time and energy spent in managing multiple responsibilities.

This creates potential problem of managing work and family role. Conceptually conflict between work and family is bi-directional. Most researchers make the distinction between what is termed work-family conflict, and what is termed family work conflict. Work family conflict occurs when there are incompatible demands between the work and family roles of an individual that makes participation in both roles more difficult. Accordingly, the conflict takes place at work – life interface conflict between work and family is important for organization and individual because it is linked to negative consequences. For example, conflict between work and family is associated with increased occupational burnout and job stress, and decreased health, organizational commitment and job performance. There are two forms of conflicts, work to family and family to work. And they are strongly correlated with each other. The more attention has been given to work family conflict. This may be because work demands are easy to purify. The boundaries and responsibilities of the work rule changes in the workplace and demography of employees have made studying the relationship between work and family more important.

Internalization is the process of consoling and embedding one's own beliefs, attitudes, and values when it comes to moral behavior. The accomplishment of this may involve the deliberate use of psychoanalytical or behavioral methods. We all experience some anxiety occasionally, but many people don't really know what it is. According to dictionary definition, anxiety can be define as a strong and unpleasant feeling of nervousness or distress in response to a feared situation, often accompanied by physiological effects such as nausea, trembling, sweating and rapid heartbeat. Stress is a complex term to define. Its simplest definition might be that it is an event or situation that forces a person to adapt to the event. Stress is the event itself and the reaction to the event within the person experiencing it. Thus stress is completely subjective. What maybe stressful to one person might be pleasant or fun for the other. The general definition of depression is a psychological disorder that affects a person's mood, physical functions and social interactions. In order to know how to treat depression in any one patient, professional must understand the root cause of it for the particular individual. Life satisfaction can be explained as a feeling of goodness and may be decided in terms of mood, satisfaction with dealings with others and with self-achievements, self-concept, and self-supposed capability to deal with everyday life (Glossary of Terms, 2003).

Various theoretical perspectives and models have been used to explain the relationship between work-family conflict and potential consequences. Prominent theories are the cross domain perspective, the matching perspective, Hobfoll's (1989, 2001) conservation of resources (COR) theory, and the effort-recovery (E-R) model (Meijman & Mulder, 1998). According to these models, WFC and FWC are mediators between work and family domains. Specifically, job stressors and job involvement antecede WFC, while family stressors and family involvement antecede FWC. Thus, WFC is assumed to originate from the work domain and WFC is assumed to originate from the family domain. Meta-analyses generally supported the antecedent side of those models (Byron, 2005; Ford,

Heinen, & Langkamer, 2007; Michel et al., 2011). Number of researches has attempted to explain the relationship between Work/family conflicts and lowered job and life satisfaction (Kossek & Ozeki, 1998; Netemeyer et al., 1996). Both work – family conflict and family-work conflict have been linked to decreased satisfaction in the particular domain in which the interference has been experienced (Adams et al., 1996). For example, work - family conflict decreases marital satisfaction while family-work conflict decreases work satisfaction. The increased interest in understanding the work-family interface stems from the demonstrated outcomes of work-family conflict on role and life satisfaction. Life satisfaction was conceptualized as deriving from satisfaction through having a good job and family life. Some prior evidence supports the relationship between work-family conflict, job and family satisfaction and life satisfaction. Several studies have found negative relationships between inter role conflict and job satisfaction. Work-family conflict was also found negatively related to family satisfaction (Pleck et al., 1980; Kopelman et al., 1983; Kopelman & Greenhaus, 1981; Jones & Butler 1980; Greenhaus & Burke 1986; Hashim & Kamil 1993; Aryee, 1992). Some research identified several variables as mediator between Work/family conflict and job satisfaction. Keiwitz (1999) investigated the role of value attainment as a mediator in the relationship between Work/family conflict and job satisfaction and life satisfaction and suggested that value attainment does function as a partial mediator of relationship between Work/family conflict and job satisfaction and life satisfaction. The results of the study implied that work family conflict is an important concern for individual and organizations alike because of its negative consequences leading to reduced job satisfaction as well as family satisfaction.

The purpose of the study was to measure and identify how work family conflict, internalizing psychological problems have effect on life satisfaction among government and private teachers. The objectives of the study were to study the effect of work family conflict on internalizing psychological problems and life-satisfaction among teachers and study of gender differences against the following hypotheses:

- 1) Work family conflict negatively correlates with life-satisfaction among teachers.
- 2) Internalizing psychological problems negatively correlate with life-satisfaction among teachers
- 3) Internalizing psychological problems positively correlate with work family conflict among teachers.
- 4) There will be significant gender differences in work family conflict, internalizing psychological problems and life-satisfaction

**Method and Sample.** Data was collected from two hundred teachers of the public and private schools and colleges of District Hazara Khyber Pakhtunkhwa. This research was based solely on questionnaires. Questionnaire can be defined as the process of acquiring more knowledge through the medium of asking question whether personal or general minus

the use of personal or intimate interaction. The main use of questionnaire is acquiring more information about the intended project and it can be used for various reasons in a research study. In the present study the researcher personally approached the participants to collect the data. Competent authorities were informed about the purpose, nature and importance of the study and written permission was obtained to collect the data from participants. Participants were informed about the nature, purpose and important of the study and written informed consent was obtained before administering the scales. The researcher effectively responded to the queries of participants before, during and after the form completion. About 15 to 25 minutes were taken by the respondent to complete the questionnaires. After the completion of the scales, the researcher checked the scales and requested the respondents to answer the question left blank either intentionally or unintentionally. The data was individually collected from the participants. In the end participants were appreciated and thanked for their valuable participation in the study.

**Instruments.** Work family conflict was measured by a scale consisting of eight items developed by Kopelman, Greenhaus and Connolly (1983), and four additional items (Appendix-B). The revised scale consisted of 12 items with a sample item being “My work takes up time I’d like to spend with my family”. Response to each item was made on a five point Likert scale with 1 (strongly disagree) and 5 (strongly agree). The reliability (coefficient alpha) of the work-family conflict scale for the current study was .91. Several participants missed the eighth item on the work-family conflict scale, “My job makes it difficult to be the kind of spouse or parent I would like to be”. Statistically output showed that the removal of this item didn’t affect the reliability. As such, item 8 was removed and the remaining 11 items were used to compute the work-family conflict composite mean used in the remainder of this research. The depression, anxiety and stress scale 21 (Lovibond & Lovibond, 1995) was used in this study to measure depression among the participants. This subscale is consisted of 7 items based on Guttman scoring pattern. The response category include 0 for strongly disagree, 1 for disagree, 2 for agree, 3 for strongly agree. The maximum score of DASS-21 is 42 in each of depression, anxiety and stress scale. All the items of the subscale are positively worded. There is no cutoff score in the scale, therefore high score indicates high depression and low scores indicates low depression. The alpha reliability of DASS-21 scale for depression and anxiety is .88. Life satisfaction scale (Diener, Emmons, Larsen & Griffin, 1985) consisted of 5 items. The scale is has 7 point Likert scale format. The response in the category ranged from 1 for strongly disagree to 7 for strongly agree. The minimum and maximum score on the scale ranged from 5 to 35. Alpha reliability of this scale is .70. The Alpha Reliability Coefficient, Pearson Correlation, Linear Regression and t-test were performed to study relationship between variables.

**Table 1** Psychometric properties of study variables (N=200)

Variable	M	SD	$\alpha$	Range		Skewness	Kurtosis
				Potential	Actual		
Depression	6.80	3.94	.74	0-21	0-17	.26	-.77
Anxiety	7.62	3.74	.65	0-21	0-18	.40	-.19
Stress	8.12	3.25	.55	0-21	1-19	.31	.06
WFC	34.91	7.79	.79	12-60	13-56	-.21	.25
LS	22.24	4.63	.55	5-35	10-35	.11	.14

WFC = Work family conflict, LS = Life Satisfaction

Table 1 shows psychometric properties of the study variable. Alpha reliability coefficient for the scales of depression and work family conflict is greater than .70 which indicates satisfactory internal consistency and scales on anxiety, stress and life satisfaction is less than .70 which indicates less satisfactory internal consistency. Skewness and kurtosis values for all scales are less than 1 which indicates that univariate normality is not problematic.

**Table 2** Pearson correlation among study variables (N=200)

Variable	1	2	3	4	5
1-Depression	-				
2-Anxiety	.61***	-			
3-Stress	.62***	.56***	-		
4-Work family conflict	.15	.24**	.23**	-	
5-Life Satisfaction	-.17*	-.03	-.07	-.51	-

\*\*\*p>.001, \*\*p>.01, \*p>.05

Table 2 shows results of Pearson correlation. Depression has significant positive correlation with anxiety ( $r = .61$ ,  $p < .001$ ) and stress ( $r = .62$ ,  $p < .001$ ) while Work family conflict has a non-significant negative correlation with life satisfaction ( $r = .51$ ). Among internalizing psychological problems depression significantly and negatively correlated with life-satisfaction ( $r = -.17$ ,  $p < .05$ ) among teachers. Internalizing psychological problems positively and significantly correlated with WFC ( $r = .24$  \*\* and  $.23$ \*\*).

**Table 3** Liner regression analysis predicting depression from work family conflict among teachers (N=200)

Variable	B	95% CI
		LL ---- UL
Constant	4.70***	[2.18, 7.22]
Work family Conflict	.06	[-.01, .13]
R <sup>2</sup>		.014

F	2.85
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\*\*p<.001

Table 3 Regression analysis is computed with work family conflict as a predictor variable and depression is outcome variable. The R<sup>2</sup> value of .014 indicates that 1.4% variance in the dependent variable can be accounted for by the predictor with F(1,178)=2.85,p>.05.)The finding indicates that work family conflict has significant positive effect on depression (B =.60, p >.50).

**Table 4**

Liner regression analysis predicting stress from work family conflict among teachers

\*\*p<.001, \*\*p<.01

Variable	B	95% CI	
		LL	UL
Constant	4.72***	[2.68,	6.75]
Work family conflict	.10**	[.04,	.15]
R <sup>2</sup>	.06		
F	11.42**		

Table 4 shows regression analysis predicting stress from work family conflict. The R<sup>2</sup> value of .60 indicates that 6% variance in the dependent variable can be accounted for by the predictor with F (1,198) = 11.42, p< .01.The finding indicates work family conflict has significant positive effect on stress (B =.10, p <.01).

**Table 5** Liner regression analysis predicting anxiety from work family conflict among teachers

Variable	B	95% CI	
		LL	UL
Constant	3.59**	[1.25,	5.93]
Work family conflict	.12**	[.05,	.18]
R <sup>2</sup>	.58		
F	12.10**		

\*p<.01

Table 5 shows regression predicting anxiety from work family conflict. R<sup>2</sup> value of .58 indicates that 58% of variance in the dependent variable can be accounted for by the predictor with F (1,198) =12.10, p<.01. The finding indicates that work family conflict has significant positive effect on anxiety (B =.12,p <.01).

**Table 6** Liner regression analysis show the effect of work family conflict on life satisfaction among government and private teachers

	95% CI
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Variable	B	LL ---- UL
Constant	23.30***	[20.32 , 26.26]
Work family conflict	-.30	[-.11, .05]
R <sup>2</sup>		.003
F		.51

p >.05

Table 6 shows regression analysis is computed with work family conflict as a predictor variable and life satisfaction as outcome variable. The R<sup>2</sup> value of .003 indicates that 0.3% of variance in the dependent variable can be accounted for by the predictor with F(1,198) =.51, p>.05. The finding indicates work family conflict has significant negative effect on life satisfaction (B = -.30, p>.05).

**Table 7** Mean, standard deviation and t values showing Gender Differences in Work Family Conflict, Internalizing Psychological Problem and Life Satisfaction

Variables	male (n=100)		female (n= 100)		t(198)	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Depression	6.71	4.1	6.88	3.8	0.3	.22	1.27	0.93	.04
Anxiety	7.57	4.13	7.67	3.35	0.194	.02*	1.15	0.94	.02
Stress	8.09	3.11	8.15	3.38	0.115	.75	0.96	0.85	.01
work family conflict	34.3	7.87	35.4 9	7.7	1.07	.87	3.35	0.98	.15
life satisfaction	22.0 6	4.84	22.4 1	4.42	0.52	.33	1.63	0.94	.07

Table 7 shows mean standard deviation and t values for male and female teachers on work family conflict, internalizing psychological problem and life satisfaction. Findings indicated significant mean differences on depression. The findings showed that gender differences among teachers are non-significant in depression, stress, work family conflict, and life satisfaction except anxiety. Female teachers significantly scored high on anxiety (M = 7.67, p<.05) as compare to male teachers (M=7.57, p <.05). The Cohen s' d value showed small size effect.

**Discussion.** The main objectives of the present study were to examine the effect of work family conflict on internalizing psychological problem and life satisfaction among teachers. Alpha reliability was computed and results indicated that all scales have high internal consistency and therefore appropriate for the study. Skewness and kurtosis values

were computed for all study variables and results showed that univariate normality is not problematic. First hypothesis “WFC negatively correlate with life-satisfaction among teachers” is supported in the present study. Work-family conflict was also found negatively related to family satisfaction (Pleck et al., 1980; Jones & Butler 1980; Aryee 1992). The results of the study implied that work family conflict is an important concern for individual and organizations alike because of its negative consequences leading to reduced job satisfaction as well as family satisfaction. Aallen et al., (2000) found different result across studies in the relationship between Work/family conflict and life satisfaction. Second hypothesis “Internalizing psychological problems negatively correlate with life-satisfaction among teachers” accepted in the current research. Poelmans (2000) examined the relationship between work stressors and mental health outcomes has been demonstrated in a whole range of work stress models and studies This implied that mental health problems will increase if work stress spills over to the family and consequently causes work-family conflict. He analyzed about work-family conflict as a mediator of the work stress. He found that WFC mediates the relationship between some work stressors and mental health. Outcomes have been demonstrated in a whole range of work stress models and studies. Third hypothesis “Internalizing psychological problems positive correlate with WFC among teachers” accepted in the current study. Likewise, Kim and Ling (2010) conducted a research on the relation between work-family conflict and work-stress and they established a positive correlation between these two conditions. Smith, Hughes, DeJoy, & Dyal, (2018) found the same results. Recent researches underline the importance of the relation between work-family conflict and work stress (Voydanoff, 2005; Greenhaus, 2003; Frone et al., 1997). The individual’s stress, tension, nuisance, anxiety and tiredness that occur because of his/her family or work itself causes some restraints to fulfill his/her other sort of duty. The results of current study showed no gender differences in experiencing depression, stress, work-family conflict and life satisfaction. Khalid, (2017) found no significant gender differences in work-family conflict. Some researches hold findings that underline positive one sided and two sided correlation between job stress and work-family life and work-family life itself (Wallace, 1999; Karatepe et al., 2005). Female workforce participation develops work and family conflicts more alarming (Powell & Greenhaus, 2010). WFC enhanced job stress (Mack & Dunn 2019).

Following limitations were observed in the present study. The information was obtained through self-report measures that may result in single source bias. It would be more appropriate in the future researches cross-rate the scale by other sources like teachers. Only scales are used to collect the information from the participants, which can result in common method variance. It would be more appropriate in the future researches to collect the data from some other qualitative sources like interview, observation etc. The sample of the present study was consisted on the government and private teachers, which limits its generalizability in other areas in Pakistan. It would be more appropriate in future to take sample from other cities of Pakistan.



**Implications.** The present study provides us an insightful understanding about work family conflict, psychological problem and life satisfaction. The present research is conduct to understand the effect of work family conflict on psychological problem and life satisfaction among teachers. Finding of present research revealed that work family conflict in teachers increase the psychological problems and decrease life satisfaction. If work family conflict will decrease then psychological problem will be reached as well do life satisfaction is increased.

**Conclusions.** The present study has identified that work family conflict positively correlate with psychological problem and life satisfaction negatively correlate with work family conflict as well as psychological problems also negatively correlate with life satisfaction. The findings of research may be helpful for teachers for the betterment of their life satisfaction and work and family conflict.

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