Work life conflict impact on Female's Job performance. A study of primary level female school teachers in Pakistan

Aleena Mukarram (Corresponding author)
Riphah International Univerisyt, Pakistan
E-mail: aleenakhan.74@gmail.com

Sajjad Akbar
HOD-Management Sciences
APCOMS, Pakistan
col_sajjad_akbar@yahoo.com

Zeb Jan
Dean Management Sciences
APCOMS, Pakistan
shrprofessional@gmail.com

Asiya Gul
MS, Management Sciences
APCOMS, Pakistan
asiyagul21@yahoo.com

Abstract

The study is focused on impact of work life conflict on job performance of female school teachers while keeping organization policy as a moderating variable. Data was collected from 200 female school teachers of different schools using questionnaires. Result showed that Work life conflict has a negative impact on job performance of female employees and Organization policies do not moderate this relationship. The results are analysed using Regression and other statistical tests to check that whether organization policies contribute to reduce work life pressure and stress or not. The research proved that improvement is desired in improving organization policies to enhance female teachers' performance and increase their motivation reducing work life pressure and strain.

Keywords: Work Life conflict, Job performance, Organization Policy, Education sector, Pakistan, female teachers, private schools

1. Introduction

Work related stress heavily influences various aspects of one's career and in this regard most important work related stress is work life conflict (Bedeian, Burke&Moffet, 1988).Strains due to participation and working on two roles result in work life conflict (Greenhaus&Beutell, 1985). Job and parental stresses are positively related to work family conflicts and this conflict can badly affect health. (Vinokur, Pierce & Buck, 1999). Managing work life conflict increases the commitment of employees (Siegel, Fishman, Post &Garden, 2005). Employees need to properly deal with work and family transitions and define a boundary between them because otherwise the overlap between them can result in burnout (Hall & Richter, 1989).

The education and learning drives society to the path of progression and civilization. Education sector is not explored to the extent to measure the workers satisfaction and motivation. Developed country like America has still not acknowledged the importance of learning especially the distance learning and has little rewards for the workers. (Wolcott, 1997) and same applies to Southeast Asia where the concept of female job satisfaction and work stress in education field is still not explored. The study undertaken addresses this issue of work life conflict among Pakistani female teachers to increase their level of motivation and improve their job performance.

*P*roblem *Statement*

"How Work Life Conflict can be managed to increase the Job Performance of Female employees"

Significance of the Problem

In Pakistan the participation rate of female in workforce has significantly increased in the last fifteen years. Therefore, this study will enable the organizations to retain their valuable employees' especially female employees by managing work life conflict issue.

Research Objectives

The objectives of our study are separately given as below:

1   To study and examine the reasons for work-life conflict in females

2   Identify those factors which can minimize work-life conflict in females and increase there performance

3   How the organization can better develop attractive employee policies in order to decrease work-life conflict in female?

2 Literature review

Literature relevant to impact of work life conflict on women's job performance indicates a number of variables which determine work life conflict. Some of these findings are given as follows:

Work Life Conflict

In the past twenty five year there has been a substantial increase in work due to information technology, intense work environment and a performance culture in most of the organizations expects more and more from their employees yet offers little security in return.

Work and family lives are co-dependent. Conflict is created because of certain reasons i.e. when strain produced because of performing one role makes it difficult for the person to perform another role at that time and also when specific behaviors are allocated to only one role while one has to perform two roles. Work schedules, work orientation, marriages, children and spouse employment patterns may all produce pressures to participate extensively in the work role or the family role. (Greenhaus & Beutell, 1985).The interaction between work and family conflict and Big five personality model was done and it was found that work demand, work and family support and neuroticism were found to be the most interfering variables with work life conflict (Blanch&Aluja, 2009)

Work life conflict and stress was found to be a major reason in turn over intentions (Noor & Maad, 2008). Symptoms of stress are manifested both physiologically and psychologically. Persistent stress can result in cardiovascular disease, sexual health problems, a weaker immune system and frequent headaches, stiff muscles, or backache. It can also result in poor coping skills, irritability, jumpiness, insecurity, exhaustion, and difficulty concentrating. Stress may also lead to binge eating, smoking, and alcohol consumption.

More parent employee conflict is reported from women than men because women are still supposed to be responsible for the child care. (Mallard & Lance, 1998) Women job related well being is negatively related with performance of family emotion work. (Wharton & Erickson, 1995) Home to work conflict and distress has stronger relationship among women in routine jobs (Schieman, McBrier & Gundy, 2003)

In Pakistan majority of women are employed as teacher. As it is a conservative society most of the people still

consider teaching profession as most suitable for a female. But it does not mean that this profession is free from job stressors. Power dynamics, religious and cultural norms, lack of support, poor communication and ineffective leadership are some of the barriers in conflict management. To minimize the impact of work life conflict researchers have also proposed methodologies and policies. Similarly, some of the studies done on female's work life conflict propose that there should be reduced work hour for married female teachers at their workplaces in order to reduce the impact of work life conflict and to increase the job involvement (Chang, 2002).

Job Performance

With the ongoing changes within the organizations, the performance concepts and performance requirements are also undergoing change. Female workers' participation in work force is the requirement of new age.

Level of stress experienced by female school teachers while performing their jobs remained the interest of several researchers and an extensive research work is done in this regard. It was found that female school teachers experience different types of stress during their career. The sources of stress are different. Some of the stress types are Work-related and Profession related stress. Similarly age, marital status, joint/nuclear family system and school system (government or private) also influences stress, performance level and self efficacy of female school teachers in Pakistan (Hanif, 2004). Those teachers who are freshly appointed as teachers are more enthusiastic have low stress and perform much better. On the contrary those teachers who are more experienced and are older, their motivation becomes low, performance level becomes poor and stress level increases. Married teachers experience more stress as they have increased responsibilities. Similarly, Joint family system provides more support to a female teachers thus significantly reducing stress level and elevating the performance. Government and private school teachers have different level of stress. Incentives, regularity, discipline and teaching skills provided to a private school teacher make them more equipped to deal with pressure as compare to government school teacher who are deprived of the above mentioned facilities. The finding of this research also suggests the role of our belief system in teacher stress and job performance. Teaching is interrelated to family socialization settings and educational environment. If teachers have positive belief system then they will experience less stressful situation at work. Therefore, our belief system needs to reconstruct.

The wages of teachers have fallen steadily since 1940.Similarly the working conditions of the schools are getting bad which in turn increases the turnover rate of teachers (Hanushek&Rivkin, 2007). It means that quality of teachers can largely be enhanced with the help of incentives and rewards offered to them by their respective organization.

Organization Policy

In all industrialized countries the family policies have changed significantly since 1970. Immediately after World War II the policies introduced mainly based on the male breadwinner. Since 1970 the family policies witnessed change as more and more female employees started participation in jobs (Gauthier, 2002). The female breadwinner (FBW) is a common role of a woman in current arena. It greatly impacts the familial relations, individual identities and the policies of the organization which address several issues addressing these breadwinners. Among several things identified by FBW, worry and pressure was one of the

aspects experienced by females (Meisenbach, 2009). Therefore since 1980 there has been increased focus on the well being of family. Five states of America were specifically active in proposing family oriented policies which include California, Lllinious, Connecticut ,Massachutess and New York (Wisensale, 1990). Europe has also developed different policies to support dual earning families. Both work family conflict (hours worked per week) and family work conflict (childcare responsibility) were associated with use of family friendly policies (Frye & Breaugh, 2004). Employees who are satisfied and contended with their work show more customer focus attitude. Another main factor for satisfaction is the fairness of judgment shown by the supervisors and managers regarding employee's ability and performance.

3 Methodology

The methodological approach used in this research is quantitative approach where data was collected through two different scientific methods. First was literature review which was a secondary source of information. In literature

review an in depth assessment of previous research was done, which was basically a limestone for the present research. On the other hand, primary data was collected with the help of a questionnaire. The teachers from the private schools were taken as the unit of sampling. The sampling technique used in the study to gather data is Convenience sampling. A total of 200 questionnaires were distributed among the teachers of private schools.

Hypothesis

H1: Work life conflict negatively impact on job performance.

H2: Organizational Policy moderates the relationship between work life conflict and job performance.

Variables

Our study is focused on the different variables. Job performance is the dependent variable. The independent variable is work life conflict and organizational policy is the moderating variable

4 Analysis and discussion

The results show the correlation between dependent variable (job performance) and independent variables (work life conflict). The correlation between work life conflict and job performance is -.403**. Between job performance and organization policy is .521**.The (**) means that correlation is significant at 99% confidence interval.

The regression analysis for job performance the dependent variable indicate

N=150

R Square= .162

Adjusted R Square= .155

F Value= 24.746

The value 0.162 (R square) shows that the amount of variation brought in the dependent variable by the independent variables. This shows that the change brought in dependent variable by independent variable is 16%.

It means there is a significant change brought in Job performance of female school teachers by Work life conflict which is depicted with the value of 15% which is a significant value.

The moderating regression analysis results revealed that interaction term was highly insignificant at ($p > .001$ with $\beta = -4.24$, $R^2 = .285$, $f = .584$ and $\Delta R^2 = .002$) thus rejecting the second hypothesis. This means that moderating variable i.e., organization policy do not moderates the relationship between work life conflict and job performance. Therefore H2 is rejected.

Teachers are essential for the effective functioning of education systems and for improving the quality of learning process. In Pakistan teachers share many problems. A number of factors can be underlined: high population growth rate, poverty, widespread illiteracy, deep-rooted gender inequality, persistent rural-urban gap, limited capacity and capability in matters relating to the formulation, execution and evaluation of public policy and mobilization of effective use of available resources etc.

1. Impact of Work life Conflict on Job performance of Female teachers

One of the major challenges faced by a female teacher in Pakistan is Work life conflict. Socio-cultural factors are mainly causing work life conflict among female teachers. As a result teachers' performance is low. This is evident from the finding of the study conducted. The Correlation study conducted shows that there is a negative correlation between Work life conflict and Job performance. The value (-.403**) clearly shows this aspect. Therefore the result that work life conflict is negativity associated with job performance is in favor with another study done by (Eckman, 2002).

2. Organization Policy Does Not Moderates the relationship

Organization policies do not moderate the relationship between Work life conflict and job performance. The value of Interaction term (-.424) clearly shoes that it is insignificant. This means to reduce work life conflict and to increase

job performance of female school teacher the contribution of organization policy is not that significant.

5 Conclusion

The results clearly suggest that work life conflict has a negative relationship with job performance. The moderating variable selected i.e., Organization policies do not moderate the relationship between work life conflict and job performance because there is lack of policies at schools which can give relief to the female school teachers to cope up with the issue of work life conflict or maybe there is no awareness regarding welfare policies of females. Therefore the need of the hour is that policies to minimize work life conflict should be implemented in schools to encourage more and more teachers in this profession. What is offered to teachers has a significant impact on the teaching force and the quality of teaching and in long run on high-quality education.

6 Recommendation

1. Teachers are the building block of society. They contribute a lot towards the prosperity and growth of society in particular and a country in general. Low performance of teachers need to be addressed seriously for the sake of welfare and betterment of whole society.

2. Teacher training can play a vital role in giving knowledge to the female teachers to deal with the challenges of work life conflict. Work life conflict management skills should be made a part of both pre-service and in-service training.

3. Similarly change of the social status of teachers is another area which needs to be addressed. This might be the most complicated, difficult, and hard to implement. In Pakistan, education system is still based on the traditions of British colonial rule, where social status was attached to being a civil servant not to being a teacher.

4. Teachers' salary should be enhanced and changes could be brought in the system.

5. The decision to make rewards and compensation more viable and competent is challenging for the government but it is the need of the time and is the most desired by the workers and researchers nationally as well as internationally.

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Table 1. Table 1 (Correlation Analysis)

	Work Life Conflict	Job Performance	Organization Policy
Work Life Conflict	**1**	**-.403****	**-.091**
Job Performance	**-.403****	**1**	**.521****
Organization Policy	**- .086**	**.521****	**1**

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

Regression Analysis

Table 2 (Regression Analysis)

	Beta	**T value**	**Significance**
Work Life Conflict	**-.403**	**-4.975**	**.000**

Table 3(Moderating Regression Analysis)

STEP1	BETA	R SQUARE	CHANGE IN R SQUARE
		.079	.079
Control variables			
Step 2			
Work life conflict	-.396	.284	.205
Organization Policy			
Step 3			
WL.OP	-.424	.285	.002

Value of t of the interaction term WLOP is (-.549)

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