Archives of Occupational Health | Volume 4 | Issue 2 | April 2020 | 557-62.

Original

Investigating Work-Family Conflict Status and Its Relationship with Teachers' Demographic Features of Shahrekord: Cross-Sectional Study

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Abstract

Background: increasing the number of families with employed men and women leads to changes in families' structure during recent years that these structural changes have disrupted family and work-life balance and have caused family-work conflict. Work-family conflict is an inter-role conflict that has been created due to incompatible pressures in work and family domains. Therefore, the present study aims at investigating work-family conflict among the teachers' population of Shahrekord and its relationship with demographic features. **Methods:** the present study is descriptive-analytical research, which has been conducted among 346 teachers in Shahrekord in 2019. Carlson Work-Family Conflict Questionnaire used to measure work-family conflict in this study. SPSS v22 has analyzed collected data through Pearson correlation statistical tests, independent t-test, variance analysis, and multivariate analysis of variance. **Results:** there is a statistically meaningful relationship between conflict parameters (time, pressure, and behavior) and general conflict ($P < 0.01$). Time parameter has a more meaningful relationship with public conflict; also, there is no statistically significant relationship between demographic parameters of age, work experience, and income in different levels of conflict ($P > 0.05$). **Conclusion:** generally, the current study revealed that Shahrekord teachers had experienced work-family conflict, in which the main problem was related to the work-family conflict in a way that occupational status intervenes in family life. Also, the time factor has the most effect on the incidence of conflict that is the time which has to be assigned to a work or family field, intervenes in the necessary time for another domain. There was no meaningful relationship between work-family conflict and parameters of age, gender, marital status, work experience, and income, which have been considered in this study.

Keywords: Work-family conflict; Family-work conflict; Demographic features; Teachers

Introduction

Increasing the number of families in which both men and women are employed has increased women's participation in the labor market and finally has changed families' structure during recent years, these structural changes disrupted work and family balance which has caused the work-family conflict.[1, 2] Wide –spreading jobs

Citation: Etemadinezhad S, Zafarian L, Yazdani Charati J, Ahmadi M. **Investigating Work-Family Conflict Status and Its Relationship with Teachers' Demographic Features of Shahrekord: Cross-Sectional Study.** Archives of Occupational Health. 2020; 4(2): 557-62.
Article History: Received: 8 January 2019; Revised: 14 February 2019; Accepted: 05 May 2019

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[DOI: 10.18502/aoh.v4i2.2710]

entrance of women, has encountered many men and women with the challenge of balancing occupational and family roles. Although this has significantly made the work environment more active, it has caused people to experience work-family conflict broadly.[3] Work-family conflict happens when individuals do multiple roles; for example, they are worker, spouse, and parent simultaneously, which each of these roles requires time, energy, and commitment.[4] Work-family conflict troubles a role's requirements completion.[5] Work-family conflict is a kind of inter-role conflict that has been created due to incompatible pressures in work domains and family domains.[6, 7] Many studies identified two types of work-family conflicts: when work recognized as an intervening factor in the family (Work-Family Conflict WFC) and when family recognized as an intervening factor in work (Family-Work Conflict FWC).[6]

Carlson and his colleagues introduced six dimensions of work-family conflict. So that each of WFC and FWC parameters contains three subsets: time, pressure, and behavior. Time-based conflict happens when needed time of a work domain is incompatible with another time (for example, overtime omits family tour). The second type of pressure-based conflict occurs when the role pressure enters another role and has intervened in another role (for example, nursing a sick child influences on focusing ability on work environment). The third type of conflict is behavior-based and happens when a role's proper behavioral pattern is not suitable for another role (for example, emotional limitations in work conflicts with emotional freedom for family members).[8]

Teaching is one of the sensitive jobs in the country regarding extensiveness, and long term effects and schools are one of the major centers of educating the country's future human force.[4] Teaching is one of the essential jobs among different jobs in society, and teachers have obtained a peerless role in educating future generations of each community due to direct educational effects on families' children.[3] Therefore, it is essential to prepare suitable conditions for teachers.[4] The objective of this study has been to investigate the work-family conflict in teachers' population of Shahrekord and its relationship with demographic features.

Methods

This cross-sectional study is descriptive-analytical, which conducted from March 2018 to October 2019 on urban schools of Shahrekord. The statistical study population contained all employed teachers in these schools during this period. Having a teaching certificate, a full-time job, not suffering from mental and physical problems considering their statements, and at least one-year work experience in the present schools have been inclusion criteria for this study. Moreover, exclusion criteria from this study were: withdrawal from further cooperation and filling in the questionnaires incompletely by study participants. In this study, the sample volume considering work-family ratio (P=0.5) among the teachers and type one error level was 5%, and the confidence factor was 95% based on the following formula obtained 384 individuals.

$$n = \frac{z^2 p(1-p)}{d^2} = (\frac{(1.96)(0.5)}{0.05})^2 = 384$$

Among them, finally, the number of 346 questionnaires regarding teachers ratio in each school and inclusion and exclusion criteria has been selected and included in the study utilizing quota random sampling method and random digits table.

Data Collection Instruments

A) Organizational and Demographic Information: to collect this type of information, researcher-made information form including age, work experience gender, income status, and marital status have been used.

B) Carlson Work-Family Conflict Questionnaire: in this study to measure work-family conflict, Carlson Work-Family Conflict Questionnaire has been used.[9] Carlson Work-Family Conflict Questionnaire is an 18-item measure which is used to measure work-family conflict extremity. Items of this 18 item questionnaire divide into six three-item categories. So that the first three items are time-based work-family conflict (that is time spent to do the job which reduces time for family activates), the second three items are time-based family-work conflict (that is time spent on family activities which reduces time for job), third three items are exhaustion-based work-family conflict (that is time spent to do the job which reduces time for family activates) the fourth three items are exhaustion-based family-work conflict (that is time spent on family activities which reduces time for job), the fifth three items are behavior-based work-family conflict (that is family behaviors and norms intervening in job behaviors and norms), and the sixth three items are behavior-based family-work conflict (that is family behaviors and patterns occurring in job behaviors and patterns).[9] Motesharei and his colleagues (2014) have confirmed the

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[DOI: 10.18502/aoh.v4i2.2710]

reliability and validity. Cronbach's alpha was 0.911, and the split test was 0.924. Content validity and factor validity (confirmatory and exploratory) used to verify the validity of this instrument.[10]

Data Collection Procedure

Researchers referred to all teachers in schools during weekdays after obtaining a license from Mazandaran Medical Sciences University and representing it to Shahrekord urban schools, then explained study objectives to each individual and, after receiving oral satisfaction from them, gave them the questionnaires. The evaluation began after defining study objectives, participants' rights, and not using collected information for purposes except study objectives, and data has to be used namelessly. After giving questionnaires to the individuals, the researcher was accessible to remove any ambiguities and to answer participants' questions. Taking about one hour, questionnaires have been completed by teachers, and finally, the researcher collected them.

Data Analysis

Descriptive statistics to measure frequency, percent, mean, and standard deviation (SD) of demographic variables and conflict parameters have been used in this study. Kolmogorov-Smirnov test used to investigate variables in a normal distribution. Also, Pearson analytical statistics (to investigate relationship among dimensions of work-family conflict questionnaire), independent t-test (to compare the means of work-family conflict quantitative variables in classified groups of gender and marital status) and one way ANOVA (to compare the means of work-family conflict quantitative variables in detailed groups of age, work experience, and income) have been used in the current study. Data analyzed by SPSS v22 and *P*-value was ($P \leq 0.05$).

Results

In the current study, the number of 346 teachers has been investigated. According to table 1, the age average and work experience of teachers were 43.2(18.6) and 22.6(18.6), respectively. Also, the average of teachers' monthly income reported 2376590 tomans (SD=542232). Regarding gender and marital status, 188 individuals (54.3%) were female, 158 individuals (45.7%) were male, 331 individuals (95.9%) were married, 12 individuals (3.5%) were single, and two individuals (0.6%) were divorced.

In table 2, descriptive statistics related to the work-family conflict was brought. Table data shows that the level of work conflict with family among teachers was more than the family conflict with work. Under conflict components, the rate of work conflict with the family has been shown higher.

Pearson correlation coefficient (Table 3) shows that there is a statistically significant relationship between conflict components (time, pressure, and behavior) with the overall conflict ($P < 0.01$). The element of the time is more correlated with the whole conflict. There is also a statistically significant relationship between the element of the time and the components of the pressure and behavior ($P < 0.01$). But there was no statistically significant relationship between pressure-based conflict and behavior-based conflict ($P > 0.01$).

Table 4 shows the results of the one-way ANOVA analysis, which has been used to analyze quantitative variables. As the table implies, there is no statistically significant difference between the demographic variables of age, work experience, and income at different levels of conflict ($P > 0.05$).

Table 1. Demographic information of the participated teachers in Shahrekord city-2018 (n=346)

Variables (measurement)		Frequency	Percentage
Gender	Female	188	54.3
	Male	158	45.7
Marital status	Married	331	95.9
	Unmarried	12	3.5
	Other	2	0.6
Variables (measurement)		**Mean**	**Standard Deviation**
Age(Year)		43.2	18.6
Experience		22.6	18.6
Income (toman)		2376590	542232

Table 2. Description of the Work-family conflict components among the teachers of Shahrekord -2018 (n=346)

Variable	Work-Family Conflict	Family-Work Conflict	Without Conflict
Total Conflict	208(60.1)	91(26.3)	47(13.6)
Based on Time	170(49.1)	76(22)	100(28.9)
Based on Pressure	199(57.5)	70(20.2)	77(22.3)
Based on Behavior	122(35.3)	106(30.6)	118(34.1)

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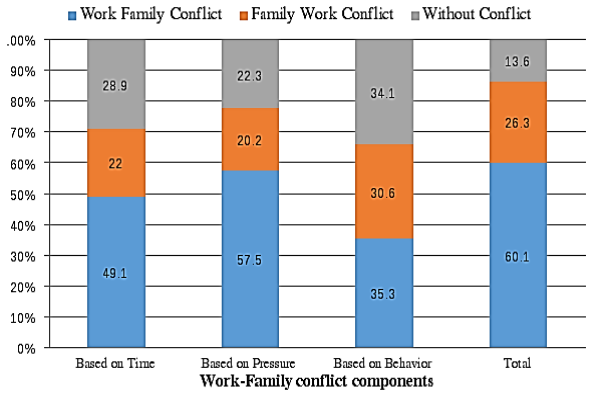

Figure 1. Description of the Work-family conflict components among the teachers of Shahrekord (n=346)

Table 3. Pearson correlation between Work-family conflict components (n=346)

Items	Total WFC	Based on Time	Based on Pressure	Based on behavior
Total WFC	-	0.722*	0.594*	0.500*
Based on Time	0.722*	-	0.175*	0.149*
Based on Pressure	0.594*	0.175*	-	-0.055*
Based on behavior	0.500*	0.149*	-0.055	-

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

Table 4. One-way analysis of variance in the studied variables with the classification of work-family-conflict status

Variable		N	Mean	S.D	*P*-Value
Age	FWC				0.719
	Without	91	42.92	7.02	
	Conflict	47	42.79	6.94	
	WFC	208	43.42	5.6	
	Total	346	43.21	6.18	
Experience	FWC				0.918
	Without	91	22	7.99	
	Conflict	47	21.7	6.43	
	WFC	208	22.16	6.75	
	Total	346	22.06	7.04	
Income	FWC				0.255
	Without	91	2451099	576.65	
	Conflict	47	2395745	475.92	
	WFC	208	2339663	538.72	
	Total	346	2376590	542.23	

According to the results of table 5 of T-Test, it was found that there was no significant relationship between work-family conflict with any gender variables and marital status ($P > 0.05$).

Table 5. Relationship between the demographic variables (gender, marital status) and the conflict

Variable	N	Mean	S.D	T	*P*-Value
Work-Family Conflict					
Male	158	1.09	0.22	-	0.830
Female	188	1.10	0.19	0.215	
Single	12	1.04	0.95	-	0.336
Married	331	1.10	0.21	0.963	

Discussion

The contradiction between work and family has been taken into consideration by fundamental changes in the family and work responsibilities and has been intensified by the arrival of women to the labor market (4) on the other hand, because teachers perform part of their duties, such as correcting examinations at home, then more exposed work-family conflict. The aim of this paper is to investigate the work-family conflict in the teachers ' population of Shahrekord city and its relationship with demographic characteristics. Data were collected using a questionnaire for the work-family conflict of Carlson and analyzed by statistical tests. The results of this study showed that the conflict with family was higher than the family conflict in work. It was also observed that the time-based conflict had the most impact on overall conflict. Another notable result was the lack of relationship between demographic variables of the studied population with work-family conflict.

According to the results of the study, the subjects reported working conflict with family more than the family conflict. Nilgon Anafarta, in his research, achieved similar results.[11] The results of Aisiyah Binti Panatik et al. study were also consistent with the results of this study.[8] According to Anafarta, the reason for this could be that individuals prefer to do their job better and sacrifice their family responsibilities.[11] The results of Pearson correlation test showed that all components of conflict are involved in the overall conflict, and the component of the time-based conflict has the highest role in the incidence of general conflict, which was done in a study conducted on teachers in Malaysia, it also showed that the time component had the most impact on the work-family conflict level.[9] The reason could be those teachers due to overtime. Because of some things like correcting the test sheets at home, therefore they spend the time of their family responsibility, and may also make teachers sacrifice

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the sleep time because of small chores like a dishwashing, home cleaning, maintenance of children,... and therefore cannot be sufficient enough in the workplace.[12]

According to the results of ANOVA and independent T-Test, the overall findings of this study showed that there was no significant relationship between work-family conflict and demographic variables (age, gender, income, and work experience) and family (marital status). Mina Beigi and colleagues also achieved results in a consistent study of these outcomes.[13] The results showed that there was no significant relationship between work-family conflict and age, Emmanuel Gamor and colleagues achieved similar results.[14] Unlike the results of Garsa Erdamar and Demirel in their study conducted on Ankara teachers, the WFC and FWC are variable based on age[12] This contradiction in the results can be because the age of the population of the study was very close and practically this The variable was considered constant. However, in this study, the relationship of age with conflict wan not significant, but the age average between the group without conflict was less.The relationship between work-family conflict with gender variables and marital status was not significant, which was consistent with the results of the study that was carried out in Iran in IRIB employees[15] A review study conducted by Christine Byron in 2005, also determined that demographic characteristics such as sex and marital status are the only weak factor for work-family conflict.[16]

Based on the results of this study, there was no significant relationship between conflict of family-work and gender, and indeed the results of Aisiyah Binti Panatik,[8] Payn et al.[17] and Hion Jang[18] study also confirm it, but hence with the results of Garsa Erdamar and Demirel in Ankara[12] and Gonzales & Lessi in Spain is different[19] which is because other effective factors on family-work conflict in this study is not considered such as the difference in the culture and lifestyle in two different geographical areas. In surveying the relationship between family-work conflict and marital status, there was no significant difference which is consistent with the results of Garsa Erdamar and Demirel[12] and Emmanuel Gamor[14] and N Dodd,[20] but contrary to these results, the research which done among Malaysia teachers showed that marital status affects family-work conflict[8] and Peter, Dalk and Leep also in their study presented opposite result of this research.[21] Also, another finding of this research was based on the lack of significant difference between the conflict of family-work and background, which was consistent with the results of Seyyed Alireza Afshani and Lida Hatefi Rad.[22]

Still, Garussi and Adineh Zad in a study on working women found different results with these findings.[23] Although the relationship between general conflict and working experience was not statistically significant, descriptive results showed that the people with more working experience reported the conflict of work with family, and the people with the least working experience had no conflict. About the relationship between the variable of income and family-work conflict, the results of data analysis also showed the lack of relationship between these two, but descriptive results showed that the people with lower income, experienced more working conflict, contrary to these results, Kristin Byron indicated that the personnel with higher income had considerable relationship with family-working conflict.[16]

Conclusion

In general, the present study showed that shahrekord teachers experienced the conflict of work-family, which was a significant problem of working conflict with the family, and that the job situation leads to interference in family life. Also, the time factor had the most impact on conflict, i.e., when it must be assigned to a work or family sphere, it will interfere with the time required for the other domain. The results showed that there was no significant relationship between demographic characteristics and work-family conflict. The difference between the results of this study with previous findings in the field of relationship or lack of relationship between demographic variables and work-family conflict in some components can be caused by the indigenous and cultural conditions of our society as well as economic conditions and lifestyle, the samples being investigated in terms of job, age, the nature of teacher occupation, being different in control variables and using various measurement instruments. As it is considered, done researches out of the country had no the same results, which is because of the mentioned reasons which it clarifies the necessity of more investigations in this area.[24]

Acknowledgments

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[DOI: 10.18502/aoh.v4i2.2710]

The writers would like to thank all the education authorities and school principals of Shahrekord for their help, especially the hardworking teachers of Shahrekord schools who participated in this research. We also sincerely thank Mazandaran University of Medical Sciences for the sponsorship of this study. It was also approved by the university ethics committee (IR.Mazums.REC.96-10195) prior to its execution.

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[DOI: 10.18502/aoh.v4i2.2710]