WORK-FAMILY CONFLICT AND BURNOUT AMONG LECTURERS OF PUBLIC SECTOR COLLEGES

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ABSTRACT

The aim of the current study was to investigate the relationship between work-family conflict and burnout among the lecturers of Govt. Colleges. Work-family Conflict Scale (Carlson, Kacmar, & Williams, 2000) and Maslach Burnout Inventory (Maslach & Jackson, 1986) were administered on the present sample. A purposive sample of lecturers (N = 200) including male (n = 100) and female (n = 100) was selected from different colleges of Faisalabad Division. Age range of the sample was 26-60 years (M = 41.20). Pearson correlation was applied to study the relationship among study variables. The findings of the study indicate that Work-family conflict has significant positive correlation with emotional exhaustion, depersonalization, personal accomplishment, and burnout. Time-based conflict, strain-based conflict, and behavior-based conflict exhibited significant positive correlation with emotional exhaustion, depersonalization of others, reduced personal accomplishment, and overall burnout. Finally, practical implications are discussed.
Keywords: work-family conflict, burnout

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INTRODUCTION

The most important roles of life are work and family for working class. More and more men and women are suffering from the conflicts of these domains in the developed as well as in the underdeveloped countries. Maintaining balance between the demands and responsibilities on the work and family roles for men and women is a hard task. Work-family conflict and family-work conflict are experienced by both the sexes, when demands for one role interfere with participation and performance of the other. Juggling work and family roles along with challenging demands direct to a conflict, this may spillover from work to family or from family to work. The issue of work-family conflict has established an increased research concentration in the West (Adams & Jex, 1999; Buhler & Land, 2004; Carlson, Kacmar & Williams, 1998; Dodd & Jacobs, 2003) but in the educational sector of Pakistan, it is in the initial stage where a little work has been done so far.

In general, there is a concept that people who work in human services and health care occupations experience immense amounts of emotional and interpersonal stress. Burnout is mostly reported in care-giving and service occupations (teachers, doctors, nurses, police department, etc.), in which the core of the job is the relationship between the provider and the recipient. Burnout has been viewed as a form of job stress, linked with such concepts as job satisfaction, organizational commitment, and turnover (Maslach, Schaufeli & Leiter, 2001). It is reported that people who experienced burnout may also exercise a negative impact on their colleagues, causing greater personal conflict and by disrupting job tasks. There is also some evidence that burnout has negative spillover effect on the domestic life of the people (Burke & Greenglass, 2001). Like other professionals, teachers also experience more burnout even the most passionate teachers have reported this phenomena, which have negative consequences on the overall well-beings (Algoe, Haidt, & Gable, 2008).

Most of the research on work-family conflict and its relationship with burnout has been completed in the West (Cano-Garcia et al., 2004; Downey, Hemenover & Rappoport, 2000; Kim-Wan, 1991; Kokkins, 2005) showing a relationship with the all dimensions of work-family conflict with burnout. In the near past, initiative has been taken in the sub-continent by the researchers to study the phenomenon of work-family conflict and its relation with burnout (Haque & Sohail, 1997; Sahu & Misra, 2004) but the educational sector is still not considered. The educated and qualified young generation in Pakistan is now

adopting the teaching profession rapidly. Thus the issue of work-family conflict and burnout is gaining much attention in the educational sector of Pakistan.

Frone (2003) is of the opinion that work-family conflict is becoming a burning issue in the field of research. Different studies are identifying the core issues of work-family conflict in the shape of theoretical framework. Many researchers believe that the issues of work-family conflict are multi-dimensional and multi-purpose. The stressful situation interacts with work and home. This condition creates positive and negative outcomes. Researchers are investigating the effects of family life and work life on each other to find out the causes of job stress and family dysfunction (Aryee, Srinivas & Tan, 2005). Yang, Chen, Choi and Zou (2000) illustrate that work-family conflict is connected with many demographic variables like gender, marital status, age and education.

Greenhaus and Beutell (1985) illustrate that work-family conflict comprised of three dimensions including behavior-based, strain-based and time-based conflict. Different researches have been trying to identify these conflicts under various consequences (Edwards & Rothbard, 2000; Netemeyer, Boles & McMurrian, 1996). Time-based conflict takes place when utilization of limited resources in one direction result in reducing the amount of these resources in the other dimension when an individual tries to accomplish the multiple tasks (Edwards & Rothbard, 2000; Greenhaus & Powell, 2003). Too many demands from one role reduce the performance of an individual in other role by generating strain in the shape of dissatisfaction, tension, anxiety, and fatigue (Edwards & Rothbard, 2000). Strain-based conflict involves running down of personal resources because of physical and psychological strain, which are necessary for role performance (Edwards & Rothbard, 2000). Individuals spend much of their time to overcome the unpleasant experiences of painful and dissatisfying role domains (Rothbard & Edwards, 2003). Therefore, competing time demands can produce both strain-based as well as time-based conflict. Although these two conflicts have different approaches and share a number of sources within the family and work domains (Greenhaus & Beutell, 1985). Behavior-based conflict occurs when similar behaviors are opted in the work and family setting. If any worker has hostility, aggressiveness and assertive behavior that is necessary for accomplishment of said targets in organizational setting, these are totally inappropriate in family environment (Edwards & Rothbard, 2000; Greenhaus & Beutell, 1985).

Freduenberger (1974) introduced the term burnout as negative psychological feelings that result in frustration, fatigue, and decrease energy level of an individual. Maslach and Jackson (1981) claimed that psychophysical fall down leads to burn out and create negative attitude, emotional and physical exhaustion, tiredness and anxiety. Farber (1991) explained Burnout that it is an individual's reactions to high levels of stress, which may force him or her to work harder or to become care-less towards the duties. In the present situation in Pakistan, more and more women are entering in the work force as doctor, business executive, lecturer etc. (Pakistan Economic Survey, 2009-2010). Working women face more stress because of the workload as compared to the men. Women who take up professional careers have a wide range of stresses. They are the super women, home worker, mother, and wife (Najam &Yousaf, 1993).

For a long time educational psychologists have been interested in the importance of teaching career (Naheed, Rehman & Shah, 2000). In Pakistan, teaching is considered as one of the most stressful professions due to a number of reasons including their pay structure, general status, and working conditions. Hassan (1978) found that despite these hurdles, there are also positive aspects of this profession like honor and dignity in society. In spite of all this, Pakistani teachers are facing a lot of problems and challenges in their professional and domestic life e.g. low salaries, unsuitable working conditions, physical and mental fatigue, extra workload, sexual harassment especially to female, and some domestic problems. Different studies reveal that teaching is one of the most stressful occupations (Ahghar, 2008; Alkhadher & Al-Naser, 2006; Betoret, 2006).

In the same way, Leiter and Durop (1996) authenticated the innermost role of work-family conflict in the reduced accomplishment and depersonalization and over all burnout. In addition, they established mutual relationships between emotional exhaustion and work–family interference. Esson (2004) described the burnout and its three sub types as direct and indirect outcomes of work-family conflict. Ali (2006) examined and highlighted that there is a positive correlation between work-family conflict and burnout. Work-family conflict envisaged the burnout significantly. Wang, Liu, Wang, and Wang (2012), conducted a study on female doctors and illustrated that work-family conflict significantly positively correlated with the subscales of burnout (i.e. emotional exhaustion, depersonalization and reduced personal accomplishment). Many studies investigated gender differences in work family conflict and burnout

(i.e. Hochschild, 1989; Robinson & Godbey, 1997; Shelton & John, 1996). Robinson and Godbey (1997) found that employed women generally face more demands (from paid work, child care, and housework) than employed men and therefore exhibit more burnout. Women is made up by housework; when men and women differ on number of hours devoted to housework, suppleness of the activity, and the challenging this results in experiencing more burnout by women.

The educated, qualified young teachers in Pakistan are now experiencing many work related stressors like work family conflict which consequences in burnout in government colleges. Thus the issue of burnout is gaining much concern. Burnout should be recognized as a psychological problem leading to emotional exhaustion, depersonalization of others and reduced personal accomplishment, which require from side to side awareness and consideration (Hafza, 2011; Abbasi, 2011). Till this time a few efforts have been made analytically to study the relationship of Work-family conflict and burnout. So the present research has been planned to understand the association of work-family conflict and burnout among the lecturers of Govt. Colleges. Based on the thorough review of the past literature, following hypotheses are formulated:

1. There exists a positive relationship between work-family conflict and burnout.
2. Time-based conflict, Strain-based conflict and Behavior-based conflict are positively related with emotional exhaustion, depersonalization and personal accomplishment the subscales of burnout.
3. Female lecturers exhibit more work-family conflict as compared to male lecturers.
4. Female lecturers display more burnout as compared to their male counterparts.

METHOD

Participants

The sample of this study consisted of lecturers ($N = 200$) including male, ($n = 100$) and female ($n = 100$) lecturers of different colleges in Faisalabad division. In Demographic information form gender, age and experience were included. Age range include 26-60 years ($M = 41.20$). Job experience of participants include 2-38 years with mean ($M = 15.42$). Purposive sampling technique was applied for collecting information.

Measures

Work-Family Conflict Scale

Work-Family Conflict Scale was developed by Carlson, Kacmar and Williams (2000). The scale consists of eighteen items. The scale measures three forms of work-family conflict. Time-based conflict takes place when time demands of one role to interfere participation in the other roles. Strain-based conflict occurs when the stress symptoms produced in one role intrudes into the other role. Behavior-based conflict involves the type of behaviors, which are functional in one role but are dysfunctional in the other role. The response option ranged from 1 (very infrequently) to 5 (very frequently). Alpha reliability of the scale in the present study is .88, which indicates that it is a reliable scale for assessing work-family conflict among lecturers.

Maslach Burnout Inventory

Maslach Burnout Inventory was developed by Maslach and Jackson (1986). This inventory consists of twenty-two items having three sub-scales. Emotional exhaustion subsclae has nine items. These items are characterized by a loss of trust, spirit, and loss of feeling. Depersonalization of others subscale has five items characterized by negative shift overtime in response to the other. Reduced personal accomplishment subscale has eight items characterized by a loss of sense of efficacy on the job. Alpha reliability of the scale in this study is .75, which indicates that it is a reliable scale for evaluating burnout among lecturers.

Procedure

The data were collected from different colleges of Faisalabad division including Govt. Post Graduate College Jhang (Male & Female), Govt. College Toba Take Sing (Male & Female), Govt. College Gojra (Male & Female), Govt. Science College Faisalabad, Govt. College Samanabad, Faisalabad, and Govt. College for Women, Faisalabad. The participants were approached with the consent of the principals of the colleges. Informed consent was also obtained from the participants.

Statistical Analysis

The present study was sought to examine the relationship between work-family conflict and burnout among the lecturers of government colleges. Descriptive statistics and Alpha reliability coefficients were computed for all study variables. Pearson Correlation was applied to study the relationship between variables. Furthermore, *t*-test was applied to investigate the mean differences on work-family conflict and burnout.

RESULTS

Table 1 shows mean standard deviation, alpha reliability coefficients and Pearson correlation between time-based conflict, strain-based conflict, behavior-based conflict, work family conflict, emotional exhaustion, depersonalization of others, reduced personal accomplishment, and burnout.

Table 1
Descriptive statistics, Alpha reliability coefficients and zero-order correlation among study variables (N = 200)

Study variables	*M*	*SD*	α	2	3	4	5	6	7	8
1.Time-based conflict	15.33	4.36	.80	.61*	.39*	.33*	.19*	.13*	.27*	.39*
2.Strain-based conflict	14.79	4.58	.81	-	.53*	.40*	.29*	.21*	.38*	.32*
3.Behavior-based conflict	15.29	4.12	.74		-	.32*	.19*	.16*	.28*	.26*
4.Work family conflict	45.42	10.74	.88			-	.43*	.28*	.21*	.38*
5.Emotional exhaustion	18.90	7.23	.60				-	.59*	.43*	.41*
6.Depersonalization	12.61	4.35	.37					-	.54*	.51*
7.Personal accomplishment	23.82	5.85	.38						-	.43*
8.Burnout	55.33	14.42	.75							-

*p < .01

Table 1 shows that the variables have good internal consistency except depersonalization and personal accomplishment which have low internal

consistency. Table 1 shows significant correlation among three types of conflicts, that are time-based, strain-based and behavior-based conflict. Further, significant correlation of work family conflict and its subscales was found with emotional exhaustion, depersonalization of others, and reduced accomplishment as well as burnout.

Table 2
Mean, standard deviation and t-values for male and female lecturers on Work-family Conflict Scale and Maslach Burnout Inventory (N = 200)

Study variables	Male (n = 100)		Female (n = 100)		t (198)	p	95%CI		Cohen's d
	M	SD	M	SD			LL	UL	
Work family conflict	44.17	10.63	46.34	11.26	1.108	.007	6.27	1.77	.19
Burnout	54.26	13.70	60.75	14.72	2.559	.012	5.29	0.69	.45

Table 2 shows mean differences between male and female lecturers on Work-family Conflict Scale and Maslach Burnout Inventory. The results indicated that female lecturers significantly scored high on work-family conflict as compared to the male lecturers. The results also indicated that female lecturers significantly scored high on burnout as compared to male lecturers.

DISCUSSION

The present study aimed to investigate the relationship between work-family conflict and burnout among lecturers of Faisalabad division. The study also examined the gender differences in work-family conflict and burnout. Findings are in line with the prior research. The hypothesis "there exist a positive relationship between Work-family conflict and Burnout" was supported in the present study. The results show that there is significant positive correlation between these two variables. The current findings are consistent with the past research (Pines, Aronson & Kafry, 1981). The second hypothesis that "time-based conflict is positively related with emotional exhaustion, depersonalization, and personal accomplishment", was supported in the present investigation. The results are in line with the past research by Kim-Wan (1991) indicating association of time-based conflict with burnout and its dimensions. The second hypothesis also stated that "strain-based conflict is positively related to emotional

exhaustion, depersonalization, and personal accomplishment" and it was also in line with the prior research (Demirel, Guler, Tokatmis, Ozdemir & Sezer, 2005). Similarly the hypothesis that "behavior-based conflict is positively related to emotional exhaustion, depersonalization, and personal accomplishment" is also consistent with the study of Posig and Kickul (2004). MacCall (2000) also described the positive correlation among the subscales of work-family conflict with burnout and its dimensions.

The third hypothesis "female lecturers will exhibit more work-family conflict as compared to male lecturers" was supported by the prior empirical evidence (Jick & Mitz, 1985). Generally, women are mostly involved in domestic activities. Due to employment it becomes very complicated for them to keep up a balance between their work and family roles. Hall (1972) found that inter-role conflict is higher for employed women than for men because women are more likely to practice work and family roles at the same time. The increasing labor force and excessive job participation rates of women have changed women's role. However the relationship between work and family is different for both the men and women. The female involvement in the family responsibilities influences their job duties. That is why women may show signs of higher level of work-family conflict than men do (Tenbrunsel, Brett, Maoz, Stroh & Reilly, 1995). Grzywacz et al. (2008) found that women faced more work-family conflict as compare with the males. They also explained the association between the poor health of the females and the work-family conflict. The fourth hypothesis "female lecturers display more burnout as compared to their male counterparts" was also supported in the present study. The findings are in line with the prior research (Gursel, Sunbul & Sari, 2002).

The present research appears with some limitations. The data was collected only from different male and female colleges of the Faisalabad Division. It can be extended to a nationwide study in the future research. In the present study, self-report measures were used to collect the information from participants that may lead to single-source bias and social desirability issues. The present study was limited to gender differences; other demographic aspects must be included in the future research. Beside all these limitations, the current research is pretty insightful in understanding the association between work-family conflict and burnout. Investigating the role of gender in work-family conflict and burnout raises the importance of the study.

Implications

Education sector must be given much attention in Pakistan. Satisfied teacher can teach effectively to the students and educational system can flourish. Some considerations must be taken into account in this regard. It must be tried to control or lower down the rate of work-family conflict and burnout among the lecturers. It needs maximum attention and care. Officials should promote the institutional environment and provide the basic facilities to the teaching community, because this community plays an important role in building of the nation. There should be day care centers in female institutions for kids. Besides this, relaxing time table should be available for married teachers so that mother teachers could pay their full attention to their duties. It should be focused on this point that in our educational system the intrinsic and extrinsic motives regarding to teacher's wellbeing must be given full protocol. Working hour, refresher courses, medical facilities, and accommodation problems must be addressed. These factors can promote the psychophysical health, working efficiency and self-efficacy among the teachers as well as the educational system. These factors will ultimately reduce the work-family conflict that would result in trimming down the burnout among the lecturers of the government colleges.

Conclusion

The present study aimed at investigating the relationship between work-family conflict and burnout among the lecturers of Govt. Colleges. All the hypotheses were supported in the current research. Results revealed positive relationship between study variables. Gender differences revealed that female lecturers exhibited more work-family conflict and burnout as compared with male lecturers.

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