The relation between work-family conflict, job stress, organizational commitment and job performance: A study on turkish primary teachers

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Abstract

Modern life has many problems within different dimensions and work-family conflict is one of the factors that have considerable effects. This topic is under scrutiny of many scholars to discover out the attitudes of employees' during their study life. Work-family conflict can have effects on employees' organizational commitment, job stress and job performance besides other common factors. In this setting, this research holds the aim of examining the effects of work-family conflict on job stress, organizational commitment and job performance of teachers. General findings of the research are the concrete negative effect of work-family conflict on job stress and partial effect on organizational commitment. It is also found out that job stress causes a negative effect on organizational commitment.

*Keywords:* Work-family conflict, job stress, organizational commitment, job performance

1. Introduction

Individuals' participation to work life can be defined as a milestone for the reason that a regular job besides economic benefits can afford considerable amount of the major demands of humankind such as physical and mental activity, social interaction, positive self-judgment, confidence and competition (Trevor & Enright, 1990). Quinn and Shepard (1974) stated that a job can help an individual gain social prestige, power of purchasing, peaceful home life and static social structure. Topics like employee satisfaction, work performance, organizational commitment, absenteeism and drop out of jobs take their places in the field of literature (Magnus and Viswesvaran, 2009; 213). Work-family conflict is one of these topics which came out to understand individuals' roles as a member of a household and an organization, a struggle occurs due to the endeavors of an individual to meet the obligations of both roles in a limited time (Greenhaus & Beutell, 1985; 80). This limitation of time and resources can cause increased stress, tiredness, weariness, performance loss, decrease of work satisfaction and organizational commitment because of contradictory needs of an individual (Magnus & Viswesvaran, 2005; 215-232). Many scholars underline that work-family conflict has considerable effects on especially the attitudes of employees' towards their work place and their behaviors during work time (Frone, et al., 1992; 323-335). For this reason, work-family conflict is gaining more attention of other researchers and major interest generally focuses on the attitudes of employees towards workplace and the work itself (Gutek et al., 1991; 565; Higgins & Duxbury, 1992; 390).

Within this framework, the problematical theme of this research aims to explain the effects of teachers' work-family conflict on job stress, organizational commitment and job performance by using an appropriate model. In this context, the research focuses on two major problems. The first one is to determine the effects of work-family conflict of teachers on job stress, organizational commitment and job performance. The second one is to determine the effects of job stress of teachers on their organizational commitment and job performance. The major value that differentiates this research from other similar researches is that work-family conflict, job stress, organizational commitment and job performance are examined within a holistic point of view.

2. Research Model and Hypotheses

The model (Figure 1) which is formed depending on the aims of the research proposes the effects of work-family conflict on job stress, organizational commitment and job performance. The model further proposes the effects of job stress on organizational commitment and job performance amongst teachers.
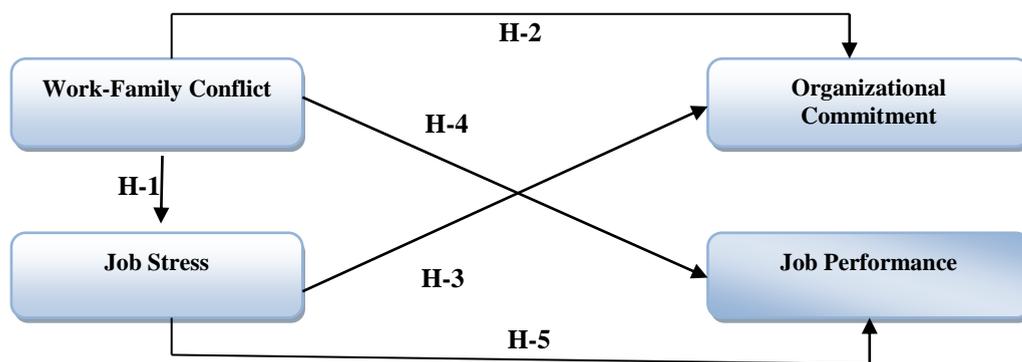
Figure 1: Research Model

2.1 Work–Family Conflict

Work-family conflict which is considered as individual's role conflict occurs when an individual has dual roles as a working father or a working mother (Dubrin, 1997). In the field of literature, work–family conflict is usually specified as ''a form of inter-role conflict in which the role pressures of the work and family domains are mutually incompatible in some respect'' (Greenhaus & Beutell, 1985; 515). The condition is generally tested within two dimensions, defined as work-family conflict and family-work conflict and these conditions are employed in the same substance. The first dimension, which is work-family conflict occurs because of the deprivation of the responsibilities of an individual when he/she cannot carry out the duties related to the household life (Frone & Cooper, 1992; 725). The second dimension, which is defined as family-work conflict occurs when an individual cannot carry out his/her duties related to work life (Voydanoff, 2005; 500). Whether the triggering factors differentiate, work-family or family-work conflict stands for the essentials related to the work and roles of the family and researches proved that there is a substantial correlation between these roles (Gutek, 1991; 565). The reasons behind work-family conflict is stated as long and unsteady working hours, overtime working, autonomy status, the size of the organization, low wages, negative attitudes of management, work relations, promotion, expectations of the family, health status, number of children, age, income, employee performance (Frone & Cooper, 1992; 726). Employees' work-family conflict differs according to some demographic factors. Researches that mainly concentrated on gender differences proved that the level of conflict amongst women is much higher than men (Lo, 2003; 380). Furthermore, various family specialties like number of children and their ages, the lack of support amongst couples in daily life, the lack of distributing the responsibilities of child care are stated to be other reasons of work-family conflict (Voydanoff, 1988; 751).

2.2 Job Stress

The source of stress, which occurs in a sort of life form can have effects on other life forms in an unexpected way (Pleck et al., 1980; 30). In other words, demands that come from both employees' work and their families can exceed the stamina of an individual which ends up with increased tension. The stress that occurs in the workplace generally happens because of attribution of the work, hierarchical situations, the relationship between colleagues and customers (Drowkin et al., 1990; 66). High level of stress can cause some negative consequences like absenteeism, industrial accidents and injuries (Sharpley et al., 1996; 84; Ganster & Schaubroeck, 1991; 240).   Recent researches underline the importance of the relation between work-family conflict and work stress (Voydanoff, 2005; Greenhaus, 2003; Frone et al., 1997). According to Greenhaus and Beutell (1985; 80) the individual's stress, tension, nuisance, anxiety and tiredness that occur because of his/her family or work itself causes some restraints to fulfil his/her other sort of duty. Some researches exist in the field of literature which state 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). As an example, positive correlations are found between stress and work-family / family-work conflict variables within different (lawyers, university students, adults with children, accountants) fields of research (Greenhaus et al., 2003; Frone et al., 1997; Wallace, 2005).

In this research, the relations between job stress and work-family conflict, which are sub dimensions of work-family conflict is under scrutiny. Likewise, Kim and Ling (2001; 210) conducted a research on the relation between work-family conflict and work-stress and they established a positive correlation between these two conditions. Netenmeyer et al. (2004) also found that work-family conflict has effects on work stress. Thus, researchers developed the following hypothesis:

H1: *"There is a positive correlation between work-family conflict and job stress."*

2.2 Organizational Commitment

Organizational commitment is accepted as one of the attitude of employees, which have positive effects on organizations (Marchiori & Henkin, 2004; 353). Porter et al. (1974; 605) defined organizational commitment as "the persuasiveness of an individual's identification with an involution in a particular organization" and further said that commitment is characterized by three factors as; (a) a belief in and acceptance of goals and values, (b) a willingness to exert effort, and (c) a strong desire to hold membership. Later, Allen and Meyer (1990) developed a three dimensioned organizational commitment model, which makes a relevant identification of organizational commitment and determines the reasons of employees' organizational commitment. According to model, the three-components captures the affective attachment, perceived costs, and perceived obligation aspects of organizational commitment. As identified by Mowday, Porter and Steers (1982; 27) affective commitment is a strong belief in the acceptance of the organizational goals and values, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization. In contrast, continuance commitment is the outcome of an individual's decision to remain with an organization because of the personal time and resources that are already devoted to the company and because of the financial costs of changing jobs (Commeiras & Fournier, 2001; 239). In addition, normative commitment is defined as "the totality of internalized normative pressures to behave in a manner which conforms to organizational goals and interests" (Wiener, 1982; 421). Allen and Meyer (1990) state that an individual who has affective commitment desires to continue his/her existence in the organization, the one who has continuance commitment believes that his/her existence is necessary and the one who has normative commitment believes that he/she has to continue his/her existence in the organization.

It is possible to find researches in the field of literature, which state that work-family conflict affects organizational commitment in a negative way (Netenmeyer et al., 1996; Fernandez et al., 1995). As an example, in a research that is conducted by Akintayo (2010; 8) with industrial workers in Nigeria, it is found that the negative

relation exists between work-family conflict and organizational commitment. Likewise, Rehman and Waheed (2012; 25) found that high level of work-family conflict causes low level of organizational commitment in their research that is done by a public and private university employee group in Pakistan. On the other hand, Namasivayam and Zhao (2007; 1220) found a low level of correlation between work-family and family-work conflict in their research conducted in hospitals in India. Depending on this, researchers developed the following hypotheses:

H2: "*There is a negative correlation between work-family conflict and organizational commitment.*"

Hypothesis within work-family conflict and three sub-dimensions of organizational commitment:

H2a: *"There is a negative correlation between work-family conflict and affective commitment."*
H2b: "*There is a negative correlation between continuance commitment and work-family conflict.*"
H2c: "*There is a negative correlation between normative commitment and work-family conflict.*"

On the other hand, there are significant behavioral relationships between job stress and organizational commitment. According to this relationship, it can be possibly mentioned that job stress, which is a consequence of heavy workload, role conflict and the lack of resources cause negative effects on organizational commitment. Previous researches that focused on stress and commitment also underline that stress reduces organizational commitment (Leong, Furnham & Cooper, 1996; 1345-1361). Thus, researchers developed the following hypothesis:

H3: *"There is a negative correlation between job stress and organizational commitment."*

Hypothesis within job-stress and three sub-dimensions of organizational commitment:

H3a: "*There is a negative correlation between job-stress and affective commitment.*"
H3b: "*There is a negative correlation between job-stress and continuance commitment.*"
H3c: *"There is a negative correlation between job-stress and normative commitment."*

2.4 Performance

Spending more time than expected whether in workplace or within the family, fulfilling the roles by will or by necessity, decreases the performance and causes conflicts between work-family roles and have negative effects on contentment of life (Karatepe & Bekteshi, 2008; 520). Frone et al. (1997; 728) stated that work-family conflict decreases performance. In their research conducted with front desk workers in Turkish Republic of North Cyprus Hotels, Karatepe and Kılıç (2007; 526) found that work-family conflict have a negative effect on work performance. Bhuiana et al. (2005; 148) stated that there is reverse and meaningful relation between employee performance and their work-family life conflict levels. Stress that is a consequence of conflict between work and family can increase productivity, but after a certain point, it can end up with a loss of performance and inner disturbance (Bacharach et al., 1991; Frone, et al., 1992). As an example, Jamal (1985; 420) and Abramis (1994; 1430) underlined that there is negative correlation between performance and stress. For this reason, researchers developed the following hypotheses:

H4: *"There is a negative correlation between work-family conflict and job performance."*
H5: *"There is a negative correlation between job-stress and job performance."*

3. Method

3.1 Sample

The survey form developed to collect data was sent to 400 primary level teachers from public schools in The South Marmara Region, Turkey. 287 (72%) questionnaires were distributed and in return, 266 (66.5%) of the questionnaires which were available, were analyzed. The selected sampling method is the easy sampling method.

3.2. Scales

Kopelman, Greenhouse and Connolly's (1983) "work-family conflict scale" consisting of twelve items was conducted on the sample of the research. Answers are collected with a 5 Likert scale as "1= strongly disagree, 5= strongly agree". To examine the participants' organizational commitment status, Meyer & Allen's (1984, 1997) "organizational commitment scale" consisting of sixteen items with 5 Likert scale as "1= strongly disagree, 5= strongly agree" is applied. To examine job stress, House and Rizzo's (1972) "job-stress scale" consisting of seven items with 5 Likert scale as "1= strongly disagree, 5= strongly agree" is applied. Employee performance is examined by applying Sigler & Pearson's (2000) 4 item "job performance scale" revised from Kirkman and Rosen (1999) with 5 Likert scale as "1= strongly disagree, 5= strongly agree".

3.3. Data analyses

SPSS 16.0 is used for statistical analysis. In the first step, according to the results of the data tables, analyses are done to determine the frequency analysis and descriptive statistics. In the second step, confirmatory factor analysis is done to test the construct validity of the scales. In the last step, multiple regressions are used to analyze the relationship among variables.

4. Findings

4.1. Descriptive Analysis of Demographic Variables

57,5 % (153) of the sample were female and 42,5 % (113) were male. 19,9 % (53) of teachers were 25 to 30 years, 32,7 % (87) were 31 to 40 years, 32,3 % (86) were 41 to 50 and the rate of 15 % (40) belongs to the group who are 51 years and older. Seniority range of participants are 2,3 % (6) 0-1 year, 15,4 % (41) 2-5 years, 13,5 % (36) 6-10 years, 39,1 % (104) 11-20 years and 29, 7 % (79) are over 21 years. The married participant amount is 72,9 % (194) and 71, 1% (189) of them has children.

4.2 Reliability Analysis

4.2.1 The Scale Reliabilities and Factor Analysis

Confirmatory factor analysis is done to test the construct validity of the scales. As a result of factor analysis, it is found that the data reflect accordance with a single dimensioned structure of work-family conflict, job stress and job performance scales. Confirmatory factor analysis reflects accordance with Allen and Meyer's three dimensioned organizational commitment scale. According to the scale, affective commitment factors' frequency range is between. .861- .880; continuance commitment factors' frequency range is between .866-.612; normative commitment factors' frequency is .845-.750.

4.2.2 The relationship between work-family conflict and job stress

Multiple regression analysis is done to determine the relations between work-family conflict and job stress, the results of the analysis are reflected in the tables below.

Table-1. Results of regression analysis between work-family conflict and job stress

Variables	β	p	Corrected R²	F
Work-family conflict	.908	.000	.459	225.908

$p < 0.01$
Depended variable: Job Stress

As a result of the multiple regression analysis reflected in Table 1, work-family conflict variable has a meaningful effect (p= 0. 000< 0, 05) on job stress. This means H1 which states "There is a positive correlation between work-family conflict and job stress" is approved. These results states that teacher's work-family conflict perception increases the job stress. Likewise, Kim and Ling (2001; 210); Netenmeyer et al. (2004) underlined that there is a positive correlation between work-family conflict and work-stress.

Table-2. Results of regression analysis between work-family conflict and affective commitment

Variables	β	p	Corrected R²	F
Work-family conflict Job-stress	-	.128	.014	2.070

p > 0.05
Depended variable: Affective commitment

According to multiple regression analysis that is demonstrated in Table 2, the equation that is formed between work-family conflict, job stress and affective commitment has no meaning depending on the significance level of F (p= 0,128 >0, 05). Work-family conflict and job stress do not have correlation with affective commitment variable and as a result of this situation H2a sub-hypothesis which states "There is a negative correlation between work-family conflict and affective commitment." and H3a sub-hypothesis which states "There is a negative correlation between job-stress and affective commitment" are rejected. However, Shaffer et al. (2001; 99-121) stated that there is a heightened positive correlation between work-family conflict and affective commitment. At the same time, Overberghe et al. (2003) have found in their survey that there is a negative correlation between job-stress and affective commitment.

Table-3 Results of multiple regression analysis between work-family conflict, job stress and continuance commitment

Variables	β	p	Corrected R²	F
Work-family conflict	-.030	.699	.165	13,415
Job-stress	-.324	.000		

p< 0,05
Depended variable: Continuance commitment

Table 3 reflects the effects of the simple multiple regression analysis, which prove the equality that is meaningful (F=13, 415, p< 0, 05). But work-family independent variable does not cause an effect on the model (p=0, 699>0, 05) and this causes rejection of H2b sub-theory which states "There is a negative correlation between work-family conflict and continuance commitment". However, Rehman and Waheed (2012; 23-26) stated that there is a significant negative relationship between work-family conflict and continuance commitment. On the other hand, job stress variable has meaningful (p=0, 000< 0, 05) effect and negative (β=-, 324) correlation between continuance commitment. Job stress variable can explain 19 % of the changes in continuance commitment variable. This means H3b sub-hypothesis which states "There is a negative correlation between job stress and continuance commitment" is approved. Likewise, Meyer et al. (2002; 20-52) found a negative relationship between job stress and continuance commitment.

Table-4. Results of multiple regression analysis between work-family conflict, job stress and normative commitment

Variables	β	p	Corrected R²	F
Work-family conflict	-,234	,004	.102	4,163
Job-stress	-,173	,034		

$p<0,05$
Depended variable: Normative commitment

According to the multiple regression analysis demonstrated in Table 4, the regression equation is meaningful (F= 4, 163; p< 0, 05). Research model's independent variables which are job stress and work-family conflict, explain the changes on normative commitment (R²= 13 %) with a low degree. Work-family conflict variable has meaningful (p=0, 004< 0, 05) and negative (β=-, 234) effect on normative commitment variable. This means H2c sub-hypothesis which states "There is a negative correlation between work-family conflict and normative commitment" is approved. Furthermore, job stress variable has meaningful (p=0, 034 < 0, 05) effect and negative (β=-, 173) correlation between affective commitment. This means, H3c sub-hypothesis which states "There is a negative correlation between job stress and normative commitment" is approved. Likewise, Rehman and Waheed (2012; 23-26) found that there is a significant negative relationship between work-family conflict and normative commitment. At the same time, Overberghe et al. (2003) stated that there is a negative relationship between job stress and normative commitment.

Table-5 Results of multiple regression analysis between work-family conflict, job stress and job performance

Variables	β	p	Corrected R²	F
Work-family conflict Job-stress		.073	.012	2.641

$p > 0.05$
Depended variable: Performance

Table 5 demonstrates the meaningless equation between work-family conflict, job stress and job performance as a result of the multiple regression analysis. This is because F value's level of significance is p= 0,07 >0,05. Work-family conflict and job stress variables don't explain the changes in job performance. For this reason, H4 which states "There is a negative correlation between work-family conflict and job performance" and H5 which states "There is a negative correlation between job stress and job performance" are rejected. However, Karatepe and Kılıç (2007); Bhuiana et al.(2005) concluded that there is a negative correlation between work-family conflict and job performance. Also, Jamal (1985); Abramis (1994) and Fiore et al. (2005) stated that there is a negative correlation between job stress and job performance.

Conclusion

By forging a new model within the research, primary level teachers' attitudes towards the relation between work-family conflict, job stress and organizational commitment are examined and striking findings came out related to teaching and its workplace. Analysis indicated that work-family conflict has effects on teachers' job stress. The findings are also compatible with other research findings (Voydanoff, 2005; Netenmeyer et al., 2004; Kim & Ling, 2001). Findings also prove that independent variables which are work-family conflict, job stress and organizational commitment have low degree effects on continuance and normative commitment, whereas no effect on affective commitment is detected. Furthermore, it is possible to obtain in other studies that work-family conflict and job stress have a strong and positive effect on three dimensions of organizational commitment which are continuance, affective and normative commitment (Rehman and Waheed, 2012; Overberghe et al., 2003; Meyer et al., 2002).

The unexpected result of the research, even if Frone et al. (1992) emphasized that the work-family conflict has considerable effects on the attitudes of employee's towards their workplace and the behaviors, it is found out that work-family conflict and job stress levels of teachers do not have meaningful effects on job performance. This finding has no relation to the previous ones (Frone et al. 1997; Bhuiana et al. 2005), that researchers considered it as an inspiration for further researches not only for themselves, but also for other researchers that is preferably conducted in a qualitative or mixed methodology to find out relevant and hidden information with the help of in-depth interviews that could be done with primary level teachers for a better understanding of the situation. Furthermore, some researchers concluded their studies with the reverse effect of stress, which is a remarkable increase in job performance (Tutena & Neidermeyer, 2004). Researchers' opinion about this finding is that teachers' efforts not to fall behind the yearly schedule that they are responsible to complete, and some central exams that their students need to pass which can possibly utilize as a measure to evaluate their teaching performances back up their personal commitment to the work, even if the existing work-family conflict that they face. Furthermore, the scale that is used to examine teachers' job performance involves answers related to personal performance assessment of employees' which probably caused to form non committal attitudes of teachers' related to their personal assessment. Another possible reason can be the gender demographic factor that is also underlined by Lo (2003), as gender differences proved that the level of conflict amongst women is much higher than men; but depending on OECD (2012) results the amount of the female teachers in primary level in Turkey is 52 %, approximately balanced with male teachers, that can start a positive interaction amongst the school personnel to comply with the negative results of work-family conflict during the education year that effects organizational climate in a positive way.

As a conclusion, it is found that work-family conflict and job stress have a considerable effect on organizational commitment of primary level teachers. It is a bit engrossing that primary level teachers are affected from work-family conflict and job stress in terms of organizational commitment without an effect on job performance and depending on the results it can be possibly mentioned that teachers' positive self-judgment level and their socio-psychological benefits, as Trevor and Enright (2000) stated, are much higher when it is compared with other professions. Researchers believe that the main reason for this finding is their personal commitment to educate future generations without getting affected by many negative events and their outstanding personal choice of profession that it turned into a dedication in time with the help of organizational goals.To honor our teachers, whose performance is continuous and to help our children to get better education, an effective supervision and management policy of school administration can help teachers to reduce work-family conflict, which would help to decrease organizational and individual problems and increase commitment and satisfaction levels.

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