Research Paper

EFFECT ON VOCATIONAL TEACHER JOB PERFORMANCE AS A RESULTS OF WORK FAMILY CONFLICT

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Abstract

Work Family Conflict (WFC) have affected individuals and organizations. Therefore, the aim of this paper is to examined the relationship between WFC and vocational teacher job performance. Studies on vocational teachers’ job performance as a result of WFC was never been studied. Questionnaires were distributed to vocational teachers, who is currently serving in three vocational college in the state of Selangor. The results indicated that only family interference with work was found to have a negative relationship with job performance whereas work interference with family was found not to have significant and negative relationship with job performance.

Key Terms: Job Performance, Work Family Conflict, Teachers, Vocational College, Selangor
1. Introduction

In work and organizational psychology perspective, performance of an individual has become an important issue (Akhlaq, Amjad, Mehmood, Hassan and Malik, 2010, Nart & Batur, 2013). At organizational level, performance concepts and performance requirements have undergone changes to accommodate current organizational practices (Campbell, 1990). In the educational environment, the quality of educational process and its product is often tied to teachers’ job performance. It may be in the form of work factors (Campbell, McCloy, and Oppler, 1993; Ilgens and Hollenback, 1991; Ravegad and Zilberman, 1998; Waldman and Spangler, 1989) or non work factor (Allen, Herst, Bruck, & Sutton, 2000; Frone, Yardley, & Markel, 1997; Mauno, Kinnunen & Ruokolainen, 2006). This study hopes to provide significant theoretical and practical contributions in the area of work-family conflict. Furthermore, studies focusing the profession of vocational teachers is limited, it would help bridge the gap in the literature by examining the relationship between job performance and work-family conflict in Malaysian and Asian context.

2. Literature Review

Job performance is defined as “the level of productivity of an individual employee, relative to his or her peers, on several job-related behaviours and outcomes” (Babin & Boles, 1998, p. 82). The issue of teachers’ job performance has been an important topic for Malaysian general publics. The entire education system is questionable if the performance of teachers is weak and ineffective (Akhlaq et al, 2010) which related closely to the quality of teachers (Tehseen & Noor Ul Hadi, 2015). Defining performance of teachers over the course of the years has becoming a complicated process. Teachers today are responsible to perform a diverse range of roles and responsibilities that may relate to teaching, school management, curriculum changes, educational innovations, teacher education, working with parents, and community services (Akhlaq et al, 2010). In the educational environment, the quality of educational process and its product is often tied to teachers’ job performance. Various researchers use different variables to measure teachers’ performance. Ravegad and Zilberman (1998) uses ability effort, luck and task difficulty are used as an indicator of job performance, Waldman and Spangler (1989) uses characteristics of the individual (e.g., experience, ability), outcomes (e.g., feedback, job security) and the immediate work environment, Campbell, McCloy, and Oppler (1993) uses declarative knowledge, skill and motivation and Ilgens and Hollenback (1991) uses personal competencies. Yet, researchers use non work factor that is affecting the performance of employees (Allen, Herst, Bruck, & Sutton, 2000; Frone, Yardley, & Markel, 1997; Mauno, Kinnunen & Ruokolainen, 2006).

As for WFC, it has been defined as “a form of inter-role conflict in which role pressures from work and family domains are mutually incompatible in some respect” (Greenhaus & Beutell, 1985). Most researchers know acknowledge work-family conflict is reciprocal in nature, i.e. that work can interfere with family (WIF) and family can interfere with work (FIW), resulting in a wide variety of psychological and physical outcomes for individuals (Adams et al., 1996; Allen et al., 2000; Fong & Cheung, 2013, Kelloway et al., 1999; Lieter & Durup, 1996). The reciprocal nature of the relationship suggests that if one’s work interferes with family, this may cause family issues as family obligations go unfulfilled and vice versa. Both work and family roles have differential permeability where family roles tend to be less structured and formalized and, thus,
more permeable to other role requirements (Eagle, Miles, & Icenogle, 1997; Frone, Russell, & Cooper, 1992). Generally people report greater WIF than FIW (Frone et al., 1992; Frone, Yardley, & Markel, 1997; Gutek et al., 1991; Kinnunen & Mauno, 1998). Cultural pressure placed on women to take primary responsibility for family matters seems to indicate that women may experience WFC to a greater extent than men (Lilly et al., 2006).

Studies addressing the relationship between WFC and job performance, have produced inconsistent results (Allen et al., 2000). A study done by Nart & Batur (2013) found that WFC are negatively related to job performance. Other researchers found that work-family conflict decreased performance at home and work (Adams et al., 1996; Allen et al., 2000; Frone et al., 1992; Higgins et al., 1992; Kelly & Voydanoff, 1985; Netemeyer et al., 1996). According to Warokka and Febrilia (2015), FIW conflict is associated with poor job performance. However, studies have found that WIF does not affect job performance (Karatepe & Kilic, 2007, Warokka & Febrilia, 2015). Therefore, based on the support of literature above, it could be expected that WIF and FIW is negatively related to Job Performance.

3. Research Design and Methodology

Three vocational college in Selangor were chosen from the study since the state of Selangor has the highest number of vocational college in Peninsular Malaysia. A self-administered questionnaire was used to collect the data. Questionnaires were distributed to teachers who were married, having at least one child, and their spouse is working which follows previous studies focusing on WFC (Bedeian et al., 1988; Frone et al., 1992, Razak, Omar & Yunus, 2010). Job performance was measured using a 10-item adapted from Wright, Kacmar, McMahan, and Deleeuw (1995) and work family conflict was measured using five items measuring Work-Family Conflict (Work Interference with Family) and five items measuring Family-Work Conflict (Family Interference with Work) developed by Netemeyer et al. (1996). Descriptive analysis, validity and reliability measures, correlation analysis and regression analysis were conducted.

4. Results

In this study, the numbers of female teachers were higher than those of male teachers. Of the 68 respondents, 3 respondents (4.4%) were men and 65 respondents (95.6%) were women. Majority of the respondents were in their early to mid thirties. Looking at the ethnicity for this study, Malays were represented by 63 respondents (92.6%), Chinese 4 respondents (5.9%) and Indians 1 respondents (1.5%). There were 63 respondents (92.6%) had at least a minimum degree or other qualification. There were 5 respondents (7.4%) who had master's degree or PhD or equivalent qualification. When asked about the teacher’s position, only 17 respondents (25%) holds position in their school whereas 51 respondents (75.0%) do not hold any position in their school. As for the grade, the majority of the respondents or 37 respondents (54.5%) were of grade DG41 category, 27 respondents (39.7%) were from grade DG43/44, 3 respondents (4.4%) were of grade DG47/48 category and 1 respondent (1.5%) were from grade DG51/52. When asked about the teacher’s department, only 22 respondents (32.4%) is in a technical department and the rest, 46 respondents (67.6%) is in a non technical department.

The reliability for the measurement uses were acceptable since all of them is above 0.80 (Sekaran, 2006). The Cronbach’s alpha for Work Interference with Family
was 0.90, Family Interference with Work was 0.90 and Job Performance was 0.85. Since the responses to all items to the study variables were made on a 5-point Likert scale therefore a mean score of 1.66 or less were considered as "low", mean scores between 1.67 and 3.33 were categorized "moderate; while mean scores of 3.34 or higher were termed as "high. Work interference with family (M = 3.01, SD = 0.94) and job performance (M= 3.94, SD = 0.44) was perceived highly by respondents. The mean score that was considered moderate in this study was Family Interference with work (M = 2.30, SD = 0.90).

The Pearson's correlation coefficients (r) were computed to examine the strength and direction of the relationship (Cavana, Delahaye & Sekaran, 2000). The result indicated that Work Interference with Family and Family Interference with Work was statistically significant, r = 0.57 (p < .01). The correlation between Work Interference with Family and job performance was statistically in significant, r = -.06 (p > .05) but the correlation between Family Interference with Work and job performance, r = -0.25 (p < .05) was significant. The overall results of the correlation between the Work Interference with Family exhibit no significant relationships with job performance but indicated a significant relationship between Family Interference with Work and job performance. The correlations was well below 0.90, thus, indicating no serious multicollinerity (Hair et al., 2006).

A one-step hierarchical regression was conducted to test the effect of the Work-Family Conflict effect on job performance. The result shows the results of hierarchical regression analysis between the Work-Family Conflict (Work Interference with Family and Family Interference with Work) and job performance variable. The result indicated that the two variables, Work Interference with Family and Family Interference with Work were able to explain 1.00% ($R^2$ change = 0.07, $F$-change = 2.46, p > 0.05) of the variance associated with job performance. Of the two variables, only Family Interference with Work was significantly and negatively related to the prediction of job performance. ($\beta = -0.32$, p < 0.05). Work Interference with Family did not significantly predict job performance. Hence, hypotheses 1 were partially supported.

5. Discussion

The hypothesis in this study posits that Work-Family Conflict (Work Interference with Family and Family Interference with Work) is negatively related to job performance. The hypothesis was partially supported because only family interference with work was found to have a negative relationship with job performance whereas work interference with family was found not to have significant and negative relationship with job performance. Past studies have shown inconsistent results. Frone, Yardley, and Markel (1997) found a significant relationship but Aryee (1992) found that it was related to work interference with family conflict but not to family interference with work conflict. Netemeyer et al. (1996) did not find any relationship at all for any of the conflict. In Malaysian context, job performance is an issue among teachers since numerous complaints were many teachers job performance issues were highlighted in Parents Teachers Associations (PTA) or Persatuan Ibubapa Guru (PIBG). It is plausible that the teachers feel that their family is more important than their work. Even though, they understand that their performance will directly affect the life of students, when they have to choose between their job and family, they tend to weight more towards the family. This is evident in their response where the mean value for family interference with work is moderately low (mean =2.30). When work interference with family variables was analyzed, it shows that how busy or pressing their job as a teacher would
be, it will not interfere with their family lives. If they have family issues to attend to, they will make it a priority thus it may not allow them to do their job well. Thus, this indicates that the teachers job performance will severely be affected by it.

This study adds further knowledge in the area of WFC and its effects on job performance specifically. This study also gives clear evidence that is an important issue among teachers. In particular, to the researcher's knowledge, this is the first local study that examines the issue of Work-Family Conflict among teachers in technical schools. This study allows an in depth understanding of the effect of Work-Family Conflict on the job performance of teachers at technical school. This study concurs with the role theory which predicts that multiple roles lead to role stress which in turn results in strain (Kahn et al., 1964) that is one of the causes of work-family conflict (Greenhaus & Beutell, 1985). It also concurs with Byron (2005) study, which indicated that the constructs of WIF and FIW have their roots in conflict theory where it proposes that work and family domains are incompatible due to their different norms and responsibilities (Greenhaus & Beutell, 1985). For the practical perspectives, the results of this study offer several suggestions to the schools administrators and the Ministry of Education, Malaysia. They should use the results in order to minimize work-family conflict among teachers in technical schools in Peninsular Malaysia. This research can also serve as a guide to school administrators and Malaysian Ministry of Education in planning and implementation of new human resource policies, laws, programs which are vital in promoting a healthy balanced work and family life.

6. Conclusion

This study has examined the relationship between work-family conflict and job performance among teachers at three technical schools in Selangor. It provides some empirical support to the theoretical framework that link Work-Family and job performance. The study indicated that there is a no relationship between WIF and job performance. However, job performance was found to have a negative relationship with FIW. Hence, it shows the importance for school administrators and the Ministry of Education, Malaysia to address the issue of work-family conflict among the teachers. Attempts should be made to solve it, which if not addressed will result in negative consequences. This is important for the teachers' sake but what is more important, the client that they serve which are the students, parents and society.

Several limitations of the study were identified. First, limited work outcomes were investigated. Second, this study is limited to technical teachers in 3 vocational colleges in Selangor. Finally, the findings obtained may not be generalized to other vocational teachers who work in other state across Malaysia.
Reference


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