

# Relationship between Work and Family Conflicts - Working With Emotional Burnout of Primary School Teachers in Shahin Dezh

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**ABSTRACT:** The aim of this research was to the study of relationship conflict work –family and family –work with emotional burnout in elementary teachers in Shahin Dezh city that has done with descriptive -correlation. The population of all teachers in Shahin Dezh city and were selected 175 people with Morgan's table as sampling by ratio stratified random method. To collect data used conflict work–family Carlson et al (2000) and emotional burn out Maslach and Jackson (1981) Questionnaires. Pearson correlation and Liner regression tests was used to analyze the data gathered and results showed that there is significance and direct relationship between Time and behavior - Based Conflict work –family with emotional burn out in elementary teachers in Shahin Dezh. There is significance and reverse relationship between Strain - Based Conflict work –family and Time, Strain and behavior - Based Conflict family -work with emotional burn out in elementary teachers in Shahin Dezh. It also showed the results of multiple linear regressions components of Strain - Based Conflict work –family and Time, Strain and behavior - Based Conflict family -work able to predicate emotional burn out in elementary teachers. In order to reduce the teacher's emotional burn out, it is suggested that workshops conflict work –family and family –work be held.

**Keywords:** Conflict Work– Family, Family Work–Emotional Burn Out.

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## INTRODUCTION

Job life and family life are two essential parts of the life of most people in the community. In fact, the secret of the success of the people in advancing their goals in these two areas of life is family and work. If a person is having difficulty in his or her career or family life, its complications will not only be overtaken by the individual, but also by organizations and at the macro level of the community. Many researches have been carried out today to investigate the factors affecting family and professional life and this is a sign of the importance and necessity of these two essential aspects of life. If couples find it difficult to balance their job and family roles, all of their individual dimensions, their lives and their work will be affected by this imbalance (Jafari, 2005). The changes in the current community have led to an increase in women's participation in men's labor market, and the growing trend of out-of-home women has led to the growth of a new type of household, called dormant families. In these types of families, women and men have a role in addition to their traditional role as spouses and parents, and this issue is more important for women, because women with a native and native role now have a new influence. At first glance, although raising the level of women's education and increasing their relative share in the labor market has led to economic independence and increased women's self-esteem. They have faced them with a phenomenon called the

conflict of work-family and work-life (Maleki et al., 2014). The incompatibility and conflict between these two domains often lead to disastrous consequences for the individual, family, organization and society (Bagherian Fazel et al., 2012). Family conflict is a kind of conflict between the role in which a person feels inconsistencies between demands for family roles and their work demands (Mahdad, 2014). And work-family conflict is a kind of friction between roles, in which the pressures deriving from the domain of work and family are in some ways opposite and incompatible (Greenhouse & Beutell, 1985). In general, family labor conflict is equally important for individuals and organizations, Because conflicts for individuals as the main source of stress have been associated with negative outcomes such as increasing the risks to the health of both parents, poor performance of parental and spousal duties, malnutrition, reducing life satisfaction and low mental health, and for organizations with a decrease in productivity, Increasing employee latency and absenteeism will be lowered by the increase in withdrawal from work and job and organizational commitment (Fatehizadeh et al., 2007).

In Vilakazi (2005), men showed a higher score in personal infertility and women in emotional analysis and depersonalization. In a research study, Salguero et al (2010) concluded that women showed a higher score than men in work-family conflict and job dissatisfaction. Green House and Beutle (1985) also conclude that women experience higher levels of conflict between family and professional roles compared to men (quoted by Rastegar Khalid, 2006).

Family-labor conflict indicates a two-way relationship between work and family life (Cinamon, 2006), which results from maladaptive pressures on family and occupational roles (Yildirim & Aycan, 2008), Greenhouse and Beutell, the work-family conflict they are divided into three types: 1) time-based conflict, 2) pressure-based conflict, and 3) behavior-based conflict (Peters et al., 2009).

**Time-based conflict:** This conflict is the outcome of multiple conquests for taking possession of time. Strain - Based Conflict: Role-produced pressure is the result of stressful family and family stressors. These stimuli in the realm of each of the occupational and familial roles create physical and psychological stresses such as stress, anxiety, fatigue, depression and anxiety and rigor, which make it difficult to fulfill expectations from another role.

**Behavior – Based conflict:** In this type of conflict, specific patterns of behavior in a certain role are incompatible with expectations of behavior in another role (Aycan, 2005).

Family-labor conflict is one of the most important conflicts that has many negative consequences, such as lack of employment, increased job turnover, reduced productivity, reduced productivity and organizational commitment, and burnout, including these consequences (Cohen & Brower, 2006; Lambert & Hogan, 2010).

Henson and Miston Hered (2007) also concluded that, firstly, these two types of conflict have many negative consequences, which are sometimes manifestly and occasionally hidden, and affects the life-span of a person's family. Secondly, these conflicts can be traced (Henson & Miston Hurd, 2007; quoted from Maleki et al., 2014).

So that reduction of emotional burnout is one of the most important achievements of these two types of conflict, especially conflict-work-family. In other words, what in this research is related to the conflict of work-family and work-family-is the emotional burnout of teachers, which is one of the main occupational issues that are seen as responses to occupational and organizational pressures among female teachers the phenomenon of emotional burnout. Burnout can be defined as a response to chronic stress and response to work or organizational pressures (Saatchi, 2014). Emotional exacerbation is a feeling of being under pressure and taking away emotional resources in person. Disposing of the person is a negative and mild response to the people who are usually the recipients of the service from one person and refers to the negative perception of the individual of his clients (Zarei Matin et al., 2012). Maslach and Jackson defined describing the Maslow Job Burnout Inventory, Maslach and Jackson as a type of burnout phenomenon that consists of three components of emotional burnout, denial of personality depersonalization, and reduced personal accomplishment. Exposure is, by definition, an overwhelming sense of fatigue and frustration caused by the emotional demands of the profession in question (Ewers & Tomic, 2003). Joshi et al (2000) have predicted that in the next 30 to 40 years, the balance between work and life will become the most important issue of work environments in the United States, and that its organizations need to have strategic plans in this area in order to be able to offset Unbalance in work and life. Given this, the structure of families in Iran is shifting from traditional to industrial, women are still expected to be spouses and mothers to play their roles in the best way, and on the other hand due to employment Out of the home, the duties and responsibilities associated with them should also be fulfilled. Controversy over home affairs is one of the challenges that can be seen and studied in Iranian families. The type of reaction of family members to emotional burnout caused by machine life and their difficulties, as well as the balance between work and other aspects of life, requires the use of appropriate strategies and effectiveness is to deal with these emotional burnouts. Outcome conflict is the balance. Conflict of family work as the most important work and family work pressure is directly related to stress and stress. The stress and tension itself affects organizational outcomes. In addition, the stress caused by the job role experienced in the workplace can be a conflict between Work and family, and on the other hand, family labor conflict can increase stress. Consequently, conflict is recognized as the main source of stress, which means that it will be the direct result of the

stress conflict (Hashemi Sheikh Shabani et al., 2011). Taking into account that teacher education and education imposes high costs on the education system. The emotional burnout of these people leads to the loss of capital and reduces productivity. Hence, identification of high-risk teachers and the use of therapeutic interventions such as training coping skills to prevent or reduce burnout are necessary (Khaleghi Nejad, 2009). This research aims at analyzing the status of work-family conflict and the family-work relationship and the relationship between the emotional burnout of primary school teachers in Shahin-e-Dagh and the question of whether the conflict between work and family-work there is a significant relationship between emotional burnout of primary school teachers in Shahin Dezh.

## MATERIALS AND METHODS

The research method is descriptive and correlational according to the purpose of the applied research and according to the nature of the research. A statistical population of all primary school teachers in Shahin Dezh was 320 people (227 males and 93 females) in 1995-2003. Using Morgan table, 175 (124 males and 51 females) Stratified random sampling was selected as a statistical sample. Two standard questionnaires were used to collect data, which are detailed in the following:

**a. Labor and Family Conflict Questionnaire:** To measure work-family conflict, a questionnaire of 18 multi-dimensional questionnaires of work-family conflict, Carlson et al (2000). This scale evaluates the six dimensions of conflict between work and family. The materials of this questionnaire are eighteen articles divided into six categories of three substances on a 5-point scale with Likert scale (totally agree to completely disagree).

The three main items are labor conflict and time-based families, three second-time family-time conflict, three working-class work-based and family-based conflict groups, three fourth-item work-family conflict, and three fifths of labor conflict. And family-based behaviors, and the three-sixth article assesses family-based work-based conflict.

Carlson et al (2000) reported the validity of the family labor conflict questionnaire in a study of 0.71. In order to investigate the construct validity of this scale, after determining the content validity, Mashraei (2010), using factor analysis, verified the factor structure of the family labor conflict, and reported its construct validity for a sample of desirable nurses. For this test, Carlson and his colleagues reported the reliability of Cronbach's alpha from 0.76 to 0.89. Also, Mozhraei (2010) in his research reported an alpha of 0.91 for this questionnaire.

In another study, Tuttle (2006) reported the rate of reliability of time-based work-family conflict-scales of 0.83 and the pressure-based work-family conflict scale of 0.87 (Toult, 2006; Indicators cited, 2010), which for the same dimensions Carlson (2000) has obtained alpha values of 0.79 and 0.87, respectively. Bazragon (2012) in order to study the construct validity, 9 items of work-family conflict in the research were from the general question that was designed for this purpose, and the validity of the construct was used and all its correlation coefficients were between 0.60 and 0.89. It is calculated. The reliability of this questionnaire by Cronbach's alpha method in this study is 0.715.

Validation was also approved by five experts. Also, the structural model of work-family conflict scale in the study has significant regression weights of more than 7.7. He has reported that it states that the factor structure of this scale is confirmed in the research (Bazrafkan, 2012).

**b. Maslach & Jackson's (1981) Emotional Burnout Questionnaire:** This questionnaire consists of 22 separate materials that measure nine emotional burnout, five personality depersonalization, and eight items of individual performance. In this study, emotional burnout issues were identified. In terms of emotional burnout, the high scores represented burnout. In this study, 9 items were used to study the emotional burnout (Ghahramani et al., 2011). The respondents' response to each questionnaire follows two types of instruction:

(A) Frequent recipe: In this method, the number of times that the feeling of burnout has been experienced in terms of triple aspects is measured. Never (0) many times a year (1) once a month (2) several times a month (3) once a week (4) several times a week (5) every day (6). B) Instructions for severity: At this rate, the intensity of the subject's feelings for each of the burnout materials includes: never (0) very small (1) low (2) moderate (3) medium to high (4) severe (5) very severe (6) (quoted from Qanbarpur, 2014).

Maslach et al (2008) reported the reliability of the burnout scores by Cronbach's alpha method for each subscale of emotional analysis (0.90), personality disposition (0.79), and individual self-esteem (0.71) From Besami et al (2014). In a research conducted by Najibi Nasab (2009) on 30 teachers, emotional burnout ( $\alpha = 0.84$ ) was obtained by  $\alpha = \alpha = \alpha = 0.75$  (Peters, 2006). Also, Ghanbarpour (2014) has reported a reliability test for the burnout questionnaire of 0.784 among primary school teachers. In this study, for reliability of questionnaires, Cronbach's alpha test was used so that the reliability for the family work-conflict questionnaire was 0.806 and for the emotional burnout was 0.861. To test the hypotheses, Pearson correlation and linear regression were used simultaneously.

**RESULTS**

Statistical indicators related to labor conflict - family and family - work and its components (based on time, pressure and behavior) and emotional burnout of primary school teachers in Shahin Dezh city are presented in the sample.

**Table 1.** Statistical indexes related to research variables in the sample.

Contradiction	N	M	MD	MDE	VR	Max.	Min.
Work - family time	175	10.22	2.920	0.221	34	12	3
Family - work time	175	9.55	3.127	0.236	12	12	3
Work - Family Power	175	9.78	2.455	0.186	12	12	3
Family - work power	175	9.97	2.678	0.202	12	12	3
Work - family behavior	175	9.68	2.788	0.211	12	11	4
Family - work behavior	175	9.88	2.388	0.181	11	12	3
Emotional burnout	175	24.86	7.109	0.537	27	34	7

There is relationship between the components of conflict of family - work and work - family (based on time, pressure and behavior) to emotional burnout of primary school teachers in Shahin Dezh.

**Table 2.** Pearson correlation results for determining the relationship between variables.

Variables	N	Cor. coeff	Sig.
Job conflict - Time-based family with emotional burnout	175	0.357	0.001
Conflict of Work - Pressure-based family with emotional burnout	175	-0.668	0.001
Work Conflict - The Family Based on Exposure Behavior	175	0.253	0.001
Family conflict - Time-based work with emotional burnout	175	-0.576	0.001
Family Conflict - Work Based on Pressure with Emotional burnout	175	-0.673	0.001
Family conflict - work based on behavior with emotional burnout	175	-0.533	0.001
Conflict of Work - Pressure-based family with emotional burnout	175	-0.668	0.001

The Pearson correlation coefficient test was used to investigate the relationship between family-labor-family conflict-based components (time-based, stress-and-behavioral) with the emotional burnout of primary school teachers in Shahin Dezh, the results of which are shown in Table 2 as seen. . There is a direct and significant relationship between work-based conflict - time-based family ( $\rho = 357$ ) and behaviors ( $\rho = 0.253$ ) with emotional burnout of primary school teachers in Shahin-e-Dagh. There is a significant and inverse relationship between labor conflict - pressure-based family ( $\rho = -0.668$ ), family conflict - time-based work ( $\rho = -0.576$ ), pressure ( $\rho = -0.673$ ) and based on The behavior ( $\rho = -0.533$ ) is associated with emotional burnout of the primary school teachers in Shahin Dezh, which results in 95% confidence in the research hypothesis.

**Table 3.** Linear Regression Estimation Forecasting of emotional burnout based on family conflict component - work and work-family.

Corr. Coe.	Coe. Deter.		Err Estim Coe deter	Watson Camera Statistics	
0.947	0.896		2.328	1.848	
Variables	Not standard coe		Standard coe	t	Sig.
	$\beta$	MD	$\beta$		
Fixed value	60.530	1.659	-	36.482	0.001
Work - Family Time	0.118	0.067	0.048	1.771	0.078
Family - Work Time	-1.185	0.063	-0.521	-18.845	0.001
Work - Pressure family	-0.361	0.114	-0.125	-3.162	0.002
Family - Working Pressure	-1.236	0.102	-0.466	-12.162	0.001
Work - family behavior	0.021	0.069	0.008	0.305	0.760
Family - Work Behavior	-1.003	0.080	-0.337	-12.610	0.001

In Table 3, the Watson camera statistics are used to calculate correlations between sentences for self-test. Because the value of this statistic is 1.848 and more than 1.5, then the assumption of the unbundling between the error sentences is rejected. Meanwhile, the correlation coefficient between two variables is 0.947 and the coefficient of determination is 89.9%. The value obtained from the determination coefficient indicates that about 89.6% of the variance of emotional burnout is explained by the independent variables in the regression model. Also, the fixed and  $\beta$  components of family conflict - time-based work, work-conflict-pressure-family, family conflict-work based on pressure and family conflict-behavior-based work was significant, But the value of  $\beta$ -work-conflict-time-family and work-conflict-family-family-based behavior-are not significant and are excluded from the regression model and according to the final model, the relation is estimated as follows. In this model family conflict - time-based work with  $X_1$ , labor conflict - pressure-based family with  $X_2$ , family conflict - pressure-based work with  $X_3$ , family conflict - work based on behavior with  $X_4$ , and dependent variable, emotional burnout with  $\bar{y}$  shown:

$$\bar{y} = \beta + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_K X_K$$

$$\bar{y} = 60.530 + (-1.185X_1) + (-0.361X_2) + (-1.236X_3) + (-1.003X_4)$$

## DISCUSSION AND CONCLUSION

The results of statistical tests showed that there is a direct and significant relationship between work-time-based conflict and time-based behavior and emotional burnout of elementary teachers in Shahin-e-Dagh. As much as work-based conflict-a time-based family-based behavior-increases, the amount of emotional burnout of teachers also increases, and vice versa. The results are logical. The results of previous research indicate that this burnout is more likely to occur in occupations where people spend a lot of working hours in close contact with other people (Shesley, 2000; Lee and Ashforth, 1993). Rastegar Khalid (2006) believes that work-family conflict is a kind of conflict between the role in which the pressure from family and work roles is irreconcilable from both sides, that is, participation in the role of work-family due to participation in the role Family or work is difficult, which is in line with the results of this research. Masoumi's results (2016) show a significant positive relationship between work-family conflict and family-work-related work with burnout, which is in line with the results of this research. Also, the results of this research are in line with the findings of Lambert and Hogan (2010), Garrosaa et al (2008), Garrosaa et al (2008), Song (2008), AhangarAnzabi et al (2016), Bagheri (2016), Heydari (2016), Mahdad et al (2015), Pakhosh (2014), Caseroni Afifoon (2013), Mohammadi Mahmmouei (2012) Elahie, (2011), Shojaei (2008).

In explaining the results, it can be stated that emotional burnout is directly related to the high levels of work-time conflict demand - the time-based family, that is, the density of work is a crucial determinant of emotional burnout. People who do not have enough time to work in order to succeed in their work may spend a lot of their emotional energy and, at the same time, try to provide their work in a satisfactory manner. So people are driven to emotional burnout. Therefore, elemental teachers who are confronted with conflicts and tensions from the workplace or family, have less time and focus for their occupational activities, and this causes their emotional burnout in the not-so-long-term period.

Also, the findings indicated a reverse and significant relationship between work-family conflict-based family, family conflict-time-based work, stress-based behavior, and emotional burnout of teachers, resulting in reduced work-family-based conflict Pressure, family conflict - time-based, stress-based and behavior-based, emotional burnout of teachers, which, according to the researcher, is logical and consistent with the findings of previous research as well as existing theories, with the exception of the role accumulation approach in the work- family, as Peters et al. (2006) believe, it can be applied to family conflicts by using strategies. - Work was done and consequently saw the reduction of emotional burnout of primary teachers. Those who fit their family duties with job duties they can better control their work schedules, as well as those who are independent in choosing methods and methods of doing things. It is better to limit the negative effects of labor pressure on their family life.

Thus, Vaidanov concludes that the positive relationship between work-role and work-family conflict must be weaker for those who have high control over those who have less control which is not consistent with the results of this study. Garrosaa (2008) has conducted a research on the relationship between stressors, work-life conflict, and job burnout among female teachers in urban schools in Kenya, and data analysis has shown that teachers clearly identify and describe stressors which lead to conflict between the family and the family, which is in line with the findings of this study.

The results of Yazdi Sharia et al (2014) indicate that working life has a negative and significant effect on emotional burnout, and experience of abusive activity has a positive and significant effect on emotional burnout.

On the basis of this, it is understood that understanding the individual's job fit and the relationship between colleagues is one of the important factors for reducing the emotional burnout of the experts and, as a result, increasing organizational productivity, and confirms the findings of this study.

The results of Cinamon et al (2007) shows that there is a significant relationship between work-family conflicts with job burnout. In this regard, Cinamon (2006) believes that the pressure generated by the role is a result of the tensions of the occupational and family. These stimuli in the realm of each occupational and familial role create physical and psychological stresses such as stress, anxiety, fatigue, depression and boredom and stiffness that are not consistent with the findings of this study.

Also, the results of the research are in line with the findings of Lambert and Hogan (2010), Garrosaa et al (2008), AhangarAnzabi et al (2016), Heydari (2016), Mahdad et al (2015), Pakhosh (2014), Caseroni Afifoon (2013), Shojaei (2008)

In explaining the results, we can point out the findings of Netemyer et al (1996), family conflict is a form of conflict within roles, at which time the total is assigned the family's responsibilities and the burnout caused by family duties disrupt job responsibilities. In another tibon, one can state that the conflict between work and the family is known as a major issue affecting both employees and employers and their families.

This conflict arises from the interference of occupational and family roles. Therefore, teachers who have family and professional roles are undoubtedly under the pressure of the demands and requirements of their various roles and have inconsistencies between these roles and to the extent Most suffer from emotional burnout. Greenhous and Beutell (1985) also argue that conflict with the family is a conflict between roles in which stresses and requirements of the workplace interfere with the function of family responsibilities, or a form of conflict between roles in which burnout the resulting work and family roles are in some ways inconsistent. This means that participation in other roles becomes more difficult.

In line with the research findings, teachers are suggested to be sensitive to emotions and self-concept so that they can overcome conflict resolution ideally. Expressing critical and constructive criticism, appreciating teachers, empathy toward their problems, supportive and friendly behaviors, enhances the work environment, which can lead to a decrease in emotional burnout of teachers. Regarding the interactive relationship between the variables considered with emotional burnout, the need for attention of the officials, school administrators and educators is necessary for these variables.

The distribution of brochures, journals, and journals in the field of family-work-family conflict-solving skills is recommended among primary teachers and specialized seminars and conferences, and it is suggested that faculty and faculty members instruct the faculty and faculty of instruction to identify the factors and tools that affect the ability Understand conflict resolution, So that they can take steps to improve the reduction of emotional burnout. Also, in order to reduce the emotional burnout of elementary teachers and the impact of the work-time-based work-life conflict, it is necessary to review the hours required for elementary teachers.

### **Conflict of Interest**

The authors declare no conflict of interest.

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