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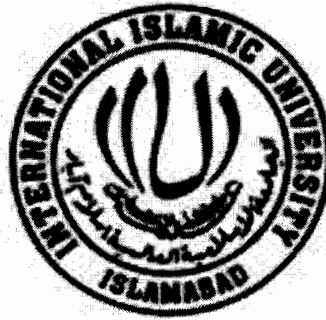
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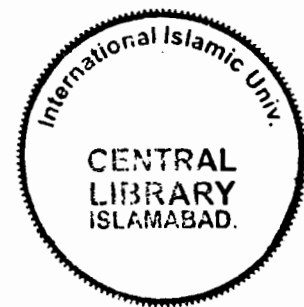
RELATIONSHIP BETWEEN WORK-FAMILY CONFLICT AND BURNOUT AMONG LECTURERS OF GOVT. COLLEGES

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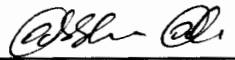
International Islamic university,

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RELATIONSHIP BETWEEN WORK-FAMILY CONFLICT AND BURNOUT AMONG LECTURERS OF GOVT COLLEGES

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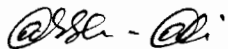# RELATIONSHIP BETWEEN WORK-FAMILY CONFLICT AND BURNOUT AMONG LECTURERS OF GOVT. COLLEGES

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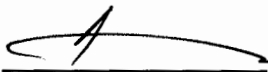
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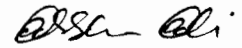
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Certified that the MS dissertation on **"Relationship between Work-Family Conflict and Burnout among Lecturers of Government Colleges"** prepared by **Ejaz Ahmed Khan** has been approved for submission to International Islamic university Islamabad.

Dr. Asghar Ali shah

Supervisor

Dedicated to

My respected parents and loving daughters Abeeha Rehman and
Rameen Fatima. May Allah sprinkle all of His blessing on them.

Ameen

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ACKNOWLEDGEMENT

ABSTRACT

The aim of the current study was to investigate the relationship between Work-family Conflict and Burnout among the lecturers of Govt. Colleges. The study also aimed to examine the gender difference. Purposive convenient sampling technique was used to select the sample. A sample of 200 hundred lecturers including male (n = 100) and female (n = 100) was selected from different colleges of Faisalabad Division. Maslach Burnout Inventory (Maslach & Jackson, 1986), Work-family Conflict Scale (Carlson, Kacmar, & Williams, 2000) and Demographic Information Sheet, were administered on the present sample. Pearson Correlation, Regression, and t- test was applied and significant results were found . Work-family Conflict has significant positive correlation with Emotional exhaustion, Depersonalization, Personal accomplishment, and Burnout. The results indicate significant positive correlation of Time-based conflict with Emotional exhaustion, Depersonalization, Personal accomplishment, and Burnout. Strain-based conflict has significant positive correlation with Emotional exhaustion, Depersonalization, Personal accomplishment, and Burnout. Behavior-based conflict has significant positive correlation with Emotional exhaustion, Depersonalization, Personal accomplishment, and Burnout. The Regression analysis indicates that Work-family conflict is an important predictor of Burnout and its types. Female lecturers showed more Work-family Conflict and Burnout as compared to male lecturers. Finally, limitations and implications were discussed.

INTRODUCTION

INTRODUCTION

[In simple words we can say that] Work-family conflict is a conflicting situation when the responsibilities of the workplace commence to hamper with family life. Work-family conflict has diverse kinds and the basis of the problem can occur from any atmosphere. Due to the major changes in the nature of families and work force the concept of Work-family conflict attained a special consideration in the social research field. Generally the role of gender has different meanings about this issue. Usually it is considered that work is for men while household tasks and home protection is related to women.

When a person fails to achieve his high aims and difficult objectives, he suffered from frustration and feelings of disappointment. This unavoidable situation brings tiredness, dissatisfaction, boredom and feelings of exhaustion. This state of emotional unhappiness known as Burnout. In other words we can define Burnout as a psychological state that badly effect emotions and attitudes of a person towards his duties. This hopelessness remains constant because an individual can not cope with this excessive job stress. The effects of job stress that result from overwork can be seen in the condition called Burnout. Employees suffering from burnout became less energetic and less interested in their jobs. They are emotionally exhausted, depressed, unconcerned, irritable, and bored. They tend to blame their work surroundings, including co-workers, and react pessimistically to the suggestions of others. The prolong period of this situation deteriorates the quality of their work gradually but not the quantity.

The term Work-family conflict and Burnout are just growing in Pakistan, where women are comparatively newcomers to the work force as compare to the men in under developed society. In fact Work-family conflict and Burnout are newly expected phenomenon in Pakistan. Employed women really need family support and sorry to say they don't get it. Professional women need unlimited support form their families in the current circumstances of Pakistan. But most of the families leave them without any psychological and physical support. This pattern of life and behavior added lot of troubles and conflicts in their lives.

People play miscellaneous roles in their routine daily lives such as a husband or a wife, a father or a mother, a principle or a teacher, manager or a worker etc. These types of different roles generate a critical situation between or among the requirements of each role. These different roles overlapped with each other creating lot of conflicts. Conflict is a predictable and obligatory part of life. People have different needs, preferences, and values in every working condition; due to this status conflict has occurred. It has been generally observed that blocked and unfinished goals cause frustration, and people who can not achieve and fulfill their important goals, feel depressed, anxious, guilty or angry. They find it complicated to enjoy their lives in their true perspective.

Any stage of life we can face the conflicts and all the human beings have to face different conflicting situations at different times. For example parent child and husband wife relations can be conflicting. Some of the situations leading to conflicts in to working settings have been observed like employee manger relations, employee-employee relations or competition among employees. Disputes or conflicts in working atmosphere are very frequent and common and are present in many occasions in different forms.

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The conflicts between work and family produce Burnout. This is important for professional, workers, organizations, institutions and individuals to come across with the negative consequences of Burnout. Because conflict between work and family domains is strongly linked with increased absenteeism, increased turnover, decreased performance, poorer physical and mental health of working class.

Nowadays social researchers have great interest in studying the mechanism of inter-role conflict and its outcomes. They also explained the causes, symptoms, consequences and some preventing methods so that professional as well as individuals can minimize the risk of this stressful situation.

Work-Family Conflict

Work-family conflict is "a form of inter role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect, that is participation in the work (family) role is made more difficult by virtue of participation in the family (work) role" (Greenhaus & Beutell, 1985). 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 frame work. Many researchers believe that the issues of Work-family conflict are multidimensional and multipurpose. The stressful situation interacts with work and home. This condition creates positive and negative outcomes. Researchers are investigating the effects of family life and wok life on each other to find out the causes of job stress and family dysfunction. For this purpose they used multidimensional analyses and various conceptual methods (Aryee, Srinivas, & Tan, 2005).

Work-family conflict is the combination of two different phases that play contradictory roles in professional and domestic areas of life and create different sort of problems e.g. poor health, family problems job dissatisfaction and marital issues. The unequal participation of work role and family role with each other produce Work-family conflict. In this imbalanced situation it is difficult to perform the duties of one role and keep in touch with the responsibilities of second role at the same time. Here are some conditions in which work-family conflict can arise.

1. When the time demands of one role gets in the way with the second role by chipping in.

2. When one role derive stress and this condition affect the second role by spoiling the quality of life.

3. When an individual's behavior is efficient and suitable in one role but is fruitless and inappropriate for the second role.

Directions of Work-family Conflict

Work-family conflict is categorized in to two forms, family to work and work to family conflict. The former is associated with the domestic maters interferes in the job duties, while the later is linked with the work involvement in the family issues (Warner, 2005). Frone (2000) described that Work-family conflict is bidirectional as family to work which means different experiences related to any family set up like the responsibility of children family interpersonal conflicts and unsupportive attitude of family members. While in work to family conflict reflect work experiences that are

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working conditions irregular and unsupportive attitudes of organizations. There is a strong correlation between these two types of interference. It has been explored that work roles are more likely to hamper with family roles.

Work-family Conflict and Family-work Conflict relationship

Generally it is assumed that these two constructs have their own importance and identification but researchers have verified that WFC and FWC are positively correlated with each other (Greenhaus & Beutell 1985). Carlson, Kacmar and Willams (2000) have also examined the significant positive relationship between Family-wok conflicts and Work-family conflict.

Factors of Work-family Conflict

There are many factors in different situations that create Work-family conflict gradually. These factors include: (a) work environment factors (b) family environment factors.

(a) Work environment factors

These factors are purely related to the working environment including extensive, unequal and hard working hours, wide-ranging traveling, work excess and other forms of job stress, interpersonal conflicts at work and with co-workers, career change, uncooperative supervisor or organization.

(b) Family environment factors

These factors take place from the home surroundings and play a key role in producing Work-family conflict. They are: young children presence at home, education for children, old age care responsibilities, interpersonal conflicts within the family unit, obstructive and uncooperative family member's attitudes.

Demographic Characteristics and Work-family Conflict

Yang, Chen, Choi and Zou (2000) theorized that the experiences of individuals are consisted with many demographic variables like gender, marital status, age and education, which play an important role in their Work-family conflict. Thompson, Beauvais and Lyness (1999) fond job-related variables such as managerial or supervisor support, job protection, and organizational demands have also remarkably impact on the level of work-family conflict experienced by an individual.

The attention was focused on Work-family conflict and was given much importance on its negative consequences as workers demand of better salaries, health care program, better working conditions, increasing rate of female workers in organizations (Aryee, Srinivas, & Tan, 2005). Frone (2003) emphasized that due to the rapid changes in working environment, people are facing much difficulties to fulfill the job and family responsibilities. Harr (2004) pointed out that the negative conclusions linked with Work–family conflict have been well investigated, and there is extensive harmony that Work–family conflict can be destructive and harmful. In recent times there have been some findings from many scholars and critics who disagree with, that working and family responsibilities not always clash (Greenhaus & Powell 2006).

Work-family conflict represents the two important areas of life and has been the subject of researchers for a long period of time. The out come of Work-family conflict is result from incompatible demands from family and work roles, which arise at the same time (Greenhaus & Beutel, 1985). Burke and Greenglass (1987) pointed out that such conflicts may take place due to clashes between intra-roles or inter-role conflicts. Repetti (1989) observed that intra-role conflict refers to mismatched role pressure occurring within a single role and that it may overflow to other areas such as when job stress affects the quality of family relations. Sibert (2006) explained that when women reduce work role involvement to fulfill the heavy demands of family, the intra-role conflict take place. When the demands and pressures of one role surrounded by the demands and pressures of other role the intra-role conflict automatically occurs. One cause of intra-role conflict is the intensity, which the family roles push in to the work roles (Pleck, 1977).

In these days the social researches has focused in investigating work family conflict phenomena. Many questions are still to be answered by the social researchers about the negative outcomes of work family conflict (Burke & Greenhaus, 1987; Voydanoff, 1987). Much work to investigate the stress and its influence on work family conflict and well being are being to be focused (Greenhaus & Parasuraman, 1986; Voydanoff, 1987).

Stress between work and family is leading to reduce the psychophysical condition and well being of the working force (Bedeian, Burke, & Moffet, 1988; Burden, & Googins, 1987; Greenhaus & Parasuraman, 1986). Quinn and Stains (1979) reported that the first research was conducted by the Michigan Quality of Employment to explore the incompatibility between the work role and family roles.

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Bacharach (1991) conducted the research and identified that conflict between working balancing conditions and family role reduce the psychophysical well being of the workers.

There are two ways of Work-family conflict. One is family interference with work (FIW) and second is work interference with family (WIF). When work demands interfere with family responsibilities the Work-family conflict creates. For example, the long hours in paid work keep away from meeting the duties or responsibilities at home, similarly family compulsions interferes with work i.e., a child illness produce poor concentration at work. These two types of conflicts have been studied largely and mainly by different group of researchers. Family sociologists and developmental psychologists investigated the effects of work on family life (Aldous, 1969; Piotrokowski, 1987), while organizational behaviorist paradigm explained the affects of family life on work duties (Cooke & Rousseau, 1984; Gutek, 1988; Herman & Gyllstrom, 1977).

Types of Work-family Conflict

Greenhaus and Beutell (1985) concluded the three types of Work-family conflict as the Behavior-based, Strain-based and Time-based conflict. Different researches have been trying to identify these conflicts under various consequences (Gutek et al, 1991; Frone et al, 1992; Williams & Alliger, 1994; Netemeyer, Boles & McMurrian, 1996; Edwards & Rothbard, 2000). Different researches have identified that these three types of Work-family conflict have incompatibility between work and family duties (Greenhaus & Beutell, 1985).

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1. Time-based Conflict

Time-based conflict considers the most widespread type of Work-family conflict. This type of conflict is based on the Scarcity Approach. According to this approach the amount of human energy is static and several roles certainly mitigate the time and energy that is available to meet all role demands. This multifaceted situation creates strain and Work-family conflict (Marks & Mac Dermid, 1996). The personal resources such as attention, time, and energy are supposed to be restricted. The utilization of these limited resources in one direction could result in reducing the amount of these resources when an individual try to accomplish the multiple tasks (Edwards & Rothbard, 2000; Greenhaus & Powell, 2003). Staines and O'Connor (1980) described that challenging demands for time is common interference between work and family domains. The results of Staines and O'Conner (1980), Greenhaus and Beutell (1985), support two forms in which Time-based conflict is visible in: (1) Physically it is not possible to satisfy time demands of one task due to time pressures involved with another task; (2) In the same time an individual who is mentally preoccupied with one role despite being physically present and try to accomplish the demands of another role.

2. Strain-based Conflict

The inter role conflict points out that too much 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 (Greenhaus & Beutell, 1985; Edwards & Rothbard, 2000). In reviewing Greenhaus and Beutell's (1985) explanation of Strain-based conflict, Edwards and Rothbard (2000) emphasized the running down of personal

resources as a result of physical and psychological strain, which are necessary for role performance. Individuals spend much of the time to overcome 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).

3. Behavior-based Conflict

Behavior-based conflict is the last type that occurred when the one behavior can not meet the expectations of one role and on the other side this type of behavior full fill the needs of other role (Greenhaus & Beutell, 1985). If any worker who has hostility, aggression and assertive behavior that is necessary for accomplishment of said targets in organizational setting, those are totally in appropriate in family environment (Greenhaus & Beutell, 1985; Edwards & Rothbard, 2000).

Theories of Work-family Conflict

Here are some theories about work-family conflict, which will helpful to understand this phenomenon in a respective and meaningful way.

Role Theory

In the beginning the role conflict theory was primarily discussed and investigated as inappropriateness between rival demands within a role or among different roles (Kahn et al. 1964). Most of the employees faced the problem of role ambiguity because they don't know about the protocol of their job. They are also doubtful about the working environment and

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their performance (Boles, Johnston, & Hair 1997). It has been found that in different work setting the issues of role conflict and role ambiguity powerfully affect the attitudes and behaviors at a large scale (Boles, Johnston, & Hair, 1997). Kahn et al, (1964) added that among the different roles of life employees and professionals might face the conflicting situations. To understand and explain the promising consequences and outcomes of inter-role conflict in an organized form the scarcity and enhancement approaches were developed.

Scarcity Approach

According to this theory people have limited amount of time, energy and concentration to fulfill the demands and responsibilities of various roles. Due to the shortage of these attributes, it is not possible to distribute the equal amount of resources for accomplishment of all roles. Goode (1960) described that role strain is the main barrier to achieving and execute the responsibilities of roles. An individual with different roles prone to decrease the level of these resource and he faces the chronic situation of role conflict and role overload. Greenhaus and Beutell (1985) assumed that this approach provide a frame work to understand the structure of work family conflict and its consequences between employees and their domestic responsibilities. Frone, Barnes, and Farrell (1994) claimed work family conflict describe stressful atmosphere that affect the employee's job and family life.

Enhancement Approach

The Enhancement Approach is the substitute approach to the Scarcity Approach. In this approach it is supposed that several roles can produce positive results. Sieber (1974)

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emphasized that employees who are occupied in different roles could gain four types of rewards derived from role accumulation, (i) role privileges, (ii) overall status and security, (iii) resources for status enhancement and role performance, (iv) development of the personality and ego satisfaction. Therefore involvement in multiple roles can have constructive results, which lead to improved functioning in other roles (Barnett & Baruch, 1985). Sieber (1974) found that sometimes the benefits of role accumulation could be overwhelming any type of stress. In this situation the result is not favorable. Researchers broadly ignored this assumption that the rewards might beat the burdens. Similarly, Marks (1977) estimated the expansion theory in response to the scarcity approach. According to this approach, that the human energy is based upon Supply–Demand circle, and the human body produced energy to carry out the several roles that people undertake. Therefore, he suggested that multiple roles could enhance resources and create additional energy. Marks (1977) emphasized that role strain is not the result of incompatible demands of different roles but by role imbalance. He also suggested that there is a difference in the significance between roles which have been performed. There will no role strain when all obligations have similarly positive or negative values. In the same way, Barnett and Hyde (2001) believed that doing various roles was not the main cause of problem, but how particular roles, their quality and combinations affect the individual performance.

Positive Spillover

There are a number of terms have been used for the Enhancement Approach to describe the constructive outcomes of work and family role involvement including Work–family positive spillover (Edwards & Rothbard, 2000), work–family enrichment (Greenhaus & Powell, 2006; Carlson et al. 2000), and work–family facilitation (Grzywacz,

2002). Besides this positive spillover approach various approaches are use to explore the phenomenon of Work-family conflict (Edwards & Rothbard, 2000; Staines & O'Conner, 1980). Positive Spillover has a great importance in the work setting where job roles and family roles support each others (Grzywacz & Marks, 2000). It is fond that skills, behaviors, and different values which are cultivated in one role may provide support to manipulate the other roles in working settings or family settings (Edwards & Rothbard, 2000). Many enhancements aspects provide the foundation to this school of thought. By taking part in various roles an individual gets many rewards and advantages like personal growth, support from the co-workers and family members, confidence on personal qualities, and maximum utilization of time and energy (Sieber, 1974)., Hanson, Hammer and Colton (2006) defined Work–family positive spillover "as the transfer of positively valence affect, skills, behaviors, and values from the originating domain to the receiving domain". There are many findings that support this hypothesis that the skills and behaviors from one role into another can influence each other; usually work into family roles (Crouter, 1984; Kohn, 1963; Pearlin & Kohn, 1966; Ruderman et al. 2002). For this reason, an individual who learns some values, skills, and positive behaviors from one role home or workplace, can demonstrate positive effects into other roles. That's why, the result of positive spillover from the working place and from the family environment has the forthcoming influence on employees' attitudes relating to work settings and home settings.

Grzywacz (2002) explained that mental health and other personal interests are positively associated with the Work–family and Family–work positive spillover. Stephens, Franks, and Atienza (1997) described the helpful and strong relationship of higher work–family positive spillover with higher psychological well-being of employees. Hammer et al.

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(2005) mentioned the relationship between reduced depressive symptoms and Work–family positive spillover from a spouse. Hanson, Hammer, and Colton (2006) found the high association between mental health and various dimensions of Work–family and Family–work positive spillover. Different outcomes of work family conflict that are directly and indirectly related to individual as well as organization, these consequences are mainly consisted of intent to leave the job, non-attendance, decreased job performance, low level of satisfaction from family and life (Barling, MacEwen, Kelloway, & Higginbottom, (1994); Goff et al., (1990); Hepburn & Barling, (1996); Kossek, (1990); Kossek & Nichol, (1992); MacEwen & Barling, (1994); Thomas & Ganster, (1995); Burke, (1988), Bedian et al., (1988); Boles, Johnston, & Hair, (1997); Higgins, Duxbury, & Irving, (1992); Kossek & Ozeki, (1998); Wiley, (1987).

There are many researchers on Work-family conflict who has adopted the principle that an individual performs various roles at the same time, which inevitably create strain (Chapman, Ingersoll-Dayton, & Neal, 1994; Frone et al., 1992; Goff, Mount, & Jamison, 1990; Hammer, Allen, & Grigsby, 1997). This idea has been suggested by role theory (Katz & Kahn, 1978) and role scarcity theory (Goode, 1960). In compare with these approaches, there are also strong evidences of f positive spillover, both from work to home and from home to work. The findings of these approaches support the enhancement hypothesis, which recommend that an individual's time, energy and personal characteristics are enough and flexible to meet the demands of work and family roles (Marks, 1977). Different roles and responsibilities present supplementary foundations to social support, increased skills, high self-esteem and better well-being. Baruch and Barnett (1987) described that women who had multiple life roles like mother, wife, doctor, teacher and

social worker, were less depressed and had higher self-esteem than women and men who had fewer life roles. The quality of these multiple roles is very important. Barnett and Hyde (2001) recognized, that the greater the quality of a person's multiple roles, the greater their self-esteem. Numerous researchers have described the importance of understanding the factors which are directly or indirectly linked with work-family conflict. It has been recognized that employees who have significant dependent care responsibilities, have a tendency to report higher levels of work-family conflict (Frone, Russell, & Cooper, 1992; Greenhaus & Beutell, 1985; Scharlach & Boyd, 1989).

Burnout

The concept of Burnout is known as the occupational stress. In human service departments and organizations most of the individuals face this type of stress. They suffer from emotional exhaustion, loss of energy, and withdrawal from work but the level of these consequences may be different in each case. Firstly, it was introduced in the mid 1970's by two American researchers. Freudenberger (1974) and Maslach (1978) independently and separately from each other described this new term extensively.

Freudenberger (1974) introduced the term Burnout for the first time and stated that Burnout is negative psychological feelings that create frustration, fatigue, and decrease energy level of an individual which occur due to the failure in realization the actual situation about the full fulfillment of his desires and wishes. Maslach and Jckson (1981) claimed that psychophysical fall down leads to burn out and create negative attitude, emotional and physical exhaustion, tiredness and anxiety. The people who face such feelings lose their control over their psychological and physical aspects in this regard

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(Shirom, 1989). Farber (1991) explained Burnout that it is an individual's reaction to high levels of stress, which may agitate him or her to do work harder or care less from the duties.

This stressful situation brings tiredness and frustration. By the out come of this condition a person becomes pessimistic, separated and then begins to feel less useful in doing his or her job. It is described that individuals with these characteristics such as self-motivated achievers, rigid perfectionists with unrealistically high standards, narcissists and workaholics face the Burnout Syndrome (Grosch & Olsen, 1994; Jevne & Williams, 1998).

Maslach and Leiter (1997) firmly believe the social and occupational environment is closely linked with Burnout rather than the people. They believe that the structure and the environment at working setting provide the initial roots to this cause. At workplace atmosphere people learn to cooperate with each other and find the methods to perform their jobs. If the workplace does not categorize the human side of work, then the risk of Burnout grows, carrying a high price with it. There are a lot of burnout definitions introduced by many researchers and scholars but the mostly agreed upon definition is the one which defined by Maslach (Maslach & Pines, 1980).

Maslach (1982) is of the view that Burnout is a state that displays most common among individual which occur due to the interaction with people. It has three aspects containing Depersonalization, Personal Accomplishment and Emotional Exhaustion. The first one display the human being is treated as object not human being. The second one shows to take a rain check level in human being that is associated with his achievement and capabilities related to his jobs and duties. The last one is associated with the characteristic that are Emotional exhaustion, decrease in energy and disappointment in individual toward

his daily life activities (Rowe, 1998). Levinson (1996) described that Burnout is a state of feeling which is experienced by the job holders who directly or indirectly involved in human services departments. Acker (1999) pointed out that Burnout is a result of negative environmental conditions rather than personal characteristics. Kohan and Mazmanian (2003) found that Burnout is a job stress condition in which the valuable resources drained, due to a constant disclosure to work related stress. It is associated with decreased capacity of performing individual's functions, physical sickness, depression, anxiety; difficulties in developing inter personal relations, increase in drug usage, absenteeism, and higher number of workers replacement, deficit in work performance, intentions of giving up and decrease in organizational commitment.

Burnout brought significant changes in organizational structure with the passage of time. These can be summarized in the form of low motivation for job, dissatisfaction, and tendency of loneliness, poor performance, insufficiency, rising physical and emotional problem (Golembiewski, Boudreau, Sun & Lou, 1998). Although many researchers dealt with Burnout as a topic of special interest, there has been a relatively consistent agreement on how it is defined. Freudenburger (1974) was the first man who laid down the foundation of what is Burnout; others have consequently added to or otherwise modified slightly his definition. It is very difficult to writhe down a universally accepted single definition of Burnout, but a number of factors are common among all the definitions (Ratliff, 1988). Burnout is a bitter psychological experience that takes place itself principally in individuals who perform diverse and difficult roles at work place and home settings. Handy (1988) described that Burnout is an individual phenomenon, but it has a clear relationship with the

organizational environment as well as with the family environment and is a negative experience faced by the human resources.

The consequences of Burnout are also generally agreed upon. Clearly the most common costs that are paid by an individual who suffers from Burnout are well identified in Maslach's definition, namely, Emotional exhaustion, Depersonalization and reduced Personal accomplishment. There are also some physical symptoms like increased anxiety, nervousness, chronic fatigue, insomnia, head aches, backaches, substance abuse, depression and changes in dietary habits (Spicuzza & De Voe, 1982). Individuals under constant pressures experience Burnout as a Syndrome (Maslach & Leither, 1997). Health professionals are experiencing anxiety, addiction, and marital adjustment problems as compared to non health professionals (Branthwaite & Ross, 1988). It is found that professionals who work in helping professions such as medicine, teaching, nursing, and policing experience more job stress (Brooking, Bolteon, Brown, & McEvoy, 1985; Maslach & Pines, 1977; Kyriacou & Sutcliffe, 1978; Blase, 1986).

In the present day situation in Pakistan more and more women are entering in the work force after training as doctor, scientist, researchers, business executive, lecturers, etc (Pakistan Economic Survey, 2009-2010). They have faced stresses in their routine lives, which the home worker does not. It is said that the work place contributes stress and dissatisfaction among the workers. Working women face more stress because of the workload as compared to the males. It is expected that due to extra role the women will be more burned out. Women who take up professional careers have a wide range of stresses. They are the super women, home worker, mother, wife and wage earner (Najam &Yousaf, 1993).

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After the early eighties, there was a rising of literature focused on Burnout. Various professions seem to have independently decided to focus the majority of their studies and literature on factors contributing to Burnout and strategies were made to prevent or minimize Burnout.

Burnout and Education

The profession of teaching especially and the people who engaged themselves in teaching process generally is the most favorite subject for study in psychology (Gage, 1963; Gould, 1934; Shahab, 1996). Educational psychologists have long been interested in the importance of teaching career (Naheed, Rehman, & Shah, 2000). The basic characteristics for teaching profession are knowledge, skills, motivation, encouragement, creativity, dedication and insight (Ball & Goddson, 1985; Hunt, 1990; Scotter, Haas, Kraft, & Schott, 1991). Dedicated and sincere teachers who are sincere to their profession did not analyze themselves as a seed machine. Teaching should not be considered as a simple profession which is imparts knowledge, but it is understand with the eyes of the students through their intelligence, behavior, needs, goals, and motivation. Teacher with their different characteristics, attitudes, and ideas make a different impact on their students (Naheed, Rehman, & Shah, 2000).

In Pakistan teaching is considered as one of the most stressful professions due to a numbers of reasons including their pay structure, general status, working conditions, school and college environment, sex, gender, age, experience, etc. Hassan (1978) found that despite of these hurdles there are also positive aspects of this profession like job satisfaction, respect and dignity in society, enrichment of well-being and self-image.

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Teaching is a highly sociable profession. Teachers are always a benefit to society. It is considered that this profession is most suitable especially for women. Through their intelligence, patience and wisdom, they shoeshine the learner's personality and enhance intellectual abilities. They are asked the creator of pleasing personality of the students. Nowadays teaching is becoming more challenging job especially in schools and colleges. Despite the fact that in this era of internet, where every student can easily get information through net, the importance of teachers cannot be denied. The only need is to trained teachers with more advance skills and they should learn how to teach students by using modern techniques.

In spite of all above said facts Pakistani teachers are facing a lot of problems and challenges in their professional and domestic life e.g. low salaries, unappealing working conditions, physical and mental fatigue, over 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). Burnout among teachers is categorizing under three dimensions; physical, mental and the reduction of professional efficiency (Schaufeli, Enzmann, & Girault, 2003).

The roles of faculty members in higher education are comprehensive. They conduct and supervise researches, publish articles, teach classes and perform other institutional duties under great pressure .The job of being a lecturer in college is demanding and challenging. College lecturers demonstrate their physical, emotional and intellectual capabilities in classrooms, for the sake of students (Cano, 1990). According to Straquadine (1990) lecturers often find themselves working well beyond 40 hours in a week and they supervise different projects, assessing the student's work. Due to over

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work and different practical experiments in laboratories create frustration and stresses among teachers, that leads different physical and mental health related problems (Vaughn, 1990; Lee, 1990). In nut shell, lecturers are vulnerable to experience bitter condition called "Burnout".

Freudenberger (1974) introduced the term Burnout to describe the inability to function effectively in one's job as an outcome of prolonged and extensive job related stress. He theorized that since that time research into stress and Burnout have increased, much emphasis on employees in the different sectors as social workers, nurses, teachers, lawyers, medical doctors and police officers to study this phenomenon (Jackson, Schwab, & Schuler, 1986; Maslach & Jackson, 1981). From these researches it was concluded that emotional instability remained the main characteristic in these occupations.

Maslach and Leiter (1999) reported that the teachers who had more that 35 students in a class and had consecutive periods for a long time, show great stress and emotional distress. The jam-packed condition of classrooms put some negative psychological and emotional affects on teachers. It generates discouraging and dysfunctional element in teacher's behavior. In the 1970s and early 1980s, educational researchers began to examine the causes, intensity, and causes of Burnout among educators (Brad, 1979; Gold & Bachelor, 1988; Iwanicki, 1982; Kottkamp & Mansfield, 1985; Weiskopf, 1980). The majority of studies in education utilize the Maslach Burnout Inventory to find out the level of Burnout overall and separately in its subscales. It is broadly used in educational perspective to investigate the Burnout among educationists. These studies identified several constant subject matters both in personal and in organizational roles. These elements are possible contributing factors of Burnout

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(Schwab, 1986). The teaching profession is an interesting field of study to find out the consequences of Burnout among teachers and other individuals who are closely associated with educational process. These individuals consist of parents, counselors, students and teachers (Davis, Savicki, Cooley, & Frith, 1989; Gold & Bachelor, 1988; Hetherington, Oliver, & Phelps, 1989; Pelsma, Roland, Tollefson, & Wigington, 1989: Piersen-Hubeny & Archambault, 1984). According to Maslach and Pines (1977), Maslach (1978), Maslach and Jackson (1981) teachers experience more job stress as compare to other professionals and can not cope such element within a maximum time. They are of the opinion, employees in this situation are unable to maintain the self care, can not do their work properly, and carry the feelings of Burnout.

Burnout Model

According to Maslach and Jackson's (1981) multidimensional model of Burnout can be viewed under three aspects as following:

1. Emotional Exhaustion (feeling drained and tired). It refers to the feelings of being emotionally drained by intense contact with other people.

2. Depersonalization (treating people / students as they are impersonal objects). It means harmful attitude towards people and recipients.

3. Personal Accomplishment (feeling inefficient, ineffective and inadequate). Personal accomplishment is the overall reflection in decline of an individual's capabilities of working with other people.

Lee and Ashforth (1993) found that Burnout refers to a condition of Emotional exhaustion caused by extreme psychological and emotional demands arising from the job or caring and helping to others. Emotional exhaustion is the first stage, and plays an important role in the Burnout process. Lack of energy and feelings of hopelessness are the main characteristics of this stage. The second component of Burnout is Depersonalization or Dehumanization. This phase of Burnout characteristically occurs after Emotional Exhaustion and tends to be a direct response to the stressors of the job. It refers to an individual's personal impassiveness from work. Employees in the Depersonalization phase of Burnout will take a cool, isolated attitude toward work and the people on the job (Maslach & Leiter, 1997). The final component of job Burnout is reduced Personal accomplishment. There is a decline in feelings of competency and achievement, as well as feelings of diminished capability that an individual face (McShane & Glinow, 2003).

There is a wide ranging acknowledgment upon the three components of Burnout process. But there is some disagreement regarding to interference and effects of each other. Researchers questioned whether Emotional Exhaustion cause Depersonalization and this relation creates diminished Personal Accomplishment or whether the three components interact in some other way or may be independent with each other. Glembiewski, Mozwenrider and Stevenson (1986) found that it is first Depersonalization that leads to diminished Personal Accomplishment and then high level of Emotional exhaustion. The large numbers of variables are associated with burnout that produces misunderstanding within the field of study. None of these studies claims to be able to predict Burnout in an individual.

Demographic Characteristics and Burnout

Various demographic characteristics have been identified with Burnout and may finally be utilized to predict who is at risk for Burnout. Maslach and Jackson (1981) found that sex, age, education and marital status are related to Burnout in the following ways. Men tend to have higher Burnout scores than women, especially on the Emotional Exhaustion subscale of the MBI, younger professionals tend to have higher Burnout scores than to older professionals and Burnout is thought to be more intense during the first five years of a career; higher Burnout scores are seen among those with lesser amounts of education; that is professionals with a doctorate have a lower Burnout score than those with a baccalaureate degree, married people have lower Burnout scores than unmarried ones.

Pleck (1977) discussed gender differences between work and family roles. He suggested that social norms allow women to give up work activities for the sack of home responsibilities. On the other side of this scene men are allowed to sacrifice family activities in favor of work commitments. Martocchio and O' Leary (1989) explained that in terms of job stress, women appear to be similar to men, that is, men and women experience stress at work equally. But they may experience stress in a different way in this area where conflicts between the demands of family and the job have different nature.

Studies investigated the relationship between demographic factors and Burnout. They found that there is an undersized but significant amount of variance in the Maslach Burnout Inventory subscales (Gold, 1985). Russel, Atmaier, and Van Zelen, (1987)

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conducted a study and found a significant role of Emotional exhaustion among the younger and old teachers. They identified that older reveals more exhaustion than younger teachers. Maslach and Jackson (1986); and Schwab (1986) conducted a study on gender differences and indicated that male teacher experience high level of Depersonalization as compared to female teachers in their job duties and domestic affairs. Researchers (Anderson & Iwanicki, 1984; Schwab & Iwanicki, 1982) found the significant relationship with Burnout and age of the teachers and identified that young physician and young teachers have more tendencies of Emotional Exhaustion and fatigue. Schwab and Iwanicki (1982) founded under their study that the job experience and marital status is non significant related on Burnout with each other. Haque and Sohail (1997) illustrated that age and marital status was significantly correlated with Personal Accomplishment among younger employees. Sahu and Misra (2004) described the negative relation to Burnout with no impact of gender on the three dimensions of Burnout among the sample of 240 teachers in Lucknow, India.

Causes of Burnout

James and Jonathan (1979) theorized that there are four types of stressors that can be found in any organizational setting and other fields of life. These four main types are consisted of role related, physical environment, and nonworking role related, interpersonal and organizational.

Physical Environmental Causes

There are number of physical environmental stressors which originate the condition of Burnout. These factors are noise, dim lighting, safety and protection

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problems, unhealthy working environment, can become the causes of Burnout (Melamed & Brush, 1996). Above mentioned factors also became the sources of different physical and mental health problems.

Role-Related Causes

In critical or tense situations workers faced much difficulties and problems to understanding and recognizing their different role duties. The role of time is very important to increase various conflicting conditions, ambiguity and problematic characteristics especially in employees and generally in others people.

Interpersonal Causes

These factors are directly related with the employee's personality. Lake of confidence, poor communication skill, conflicts with co-workers, organizational politics and low self esteem are major interpersonal factors. Due to these factors, employees suffer from fatigue, frustration, pessimistic thoughts, anxiety, depression and conflicts (Burke & Greenglass, 2001).

Organizational Causes

Economic crises, unpleasant business environment and decreased production force to organizations to cut the job opportunities. In other words there is serious threat of downsizing. This stressor is not only found among those who lose their jobs but for the survivors also. The outcome of this situation consisted of such traits like over work, job insecurity, restructuring, privatization and other organizational problems. This cause increased frustration, insecurity and inferiority among individuals (Galperin, 1996).

Despite all these factors Burnout is also associated with other factors like administrational problems, lack of peer support, lack of participatory management issues, teachers students conflicts, school environment, disturbing students and so on (Fong, 1993; Zabel & Zabel, 1982); lack of participatory management (Dick, 1986); role stress (Piersen-Hubeny & Archaambault, 1984); role ambiguity, role conflict, and role overload (Fain, 1987; Kottkamp & Mansfield, 1985; Iwanicki, 1982), student teacher ratio (Weiskopf, 1980); violence in school (Mead, 1980); time limitations (Fong, 1993); disruptive students (Needle, Griffin, & Svendsen, 1981); and working overtime at school (Harrison, 1990).

Non-working Causes

It is considered that work is habitually the most stressful part of our daily lives, but we also experience several stressors outside organizational settings. Relationship problems, financial difficulties, and the loss of a loved one are on the top of the list of nonworking stressors. Some new responsibilities like marriage, birth of a child, bank loan for buying a new house are also stressful to most of us.

Consequences of Burnout

The consequences of Burnout are classified in the form of poor physical heath, insomnia, drug abuse, and other psychosocial problems. These all consequences are commonly linked with different types of stressors. Many explanations of these consequences have been pointed out by many social scholars. The burnout has been linked with these problems of distress as poor physical health (Golembiluski,

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Mozwenrider, & Stevenson, 1986; Pines, 1983), insomnia (Maslach & Jackson, 1981), substance abuse (Jones, 1981), and marital problems.

Benschop (1998) is of the view that Burnout has significant impacts on human body. He stated that a person who remained under stress for a long time suffered with different disease as compared to others. He claimed that those students who live under stress during their exams suffer into illness than other students who did not experience exams. Different medical researches in this regard found that stress has long time affects on body aspects. These studies claimed that the people who remained under stress remained under blood pressure (Sugg, 1997). Psychological consequences are also related with work related conditions and job satisfaction.

High stress levels weaken our ability to remember information, make effective decisions, and take suitable action (Packard and Manning, 1986). Over stressed employees also tend to have higher levels of absenteeism. One reason is that stress makes people under the crises. The other reason is that absenteeism is a coping mechanism. Initially we react to stress through fight or flight. Absenteeism is a form of flight. Hackett and Bycio (1996) described that temporarily moving back from the stressful situation provide an opportunity to reenergize.

Rationale of the Study

The most important roles of life are work and family for working class. More and more males and females are facing the conflicts of these domains in the developed and underdeveloped countries. It is a big task to maintain balance in the demands and responsibilities on the work and family roles for men and women. Work-family conflict and Family-work conflict are experienced by the both sexes, when demands of one role interfere with participation and performance of the other role. Juggling work and family roles with challenging demands directs to conflict, which may spill-over from work to family or from family to work. The issue of Work-family conflict has established increased research concentration in the West (Adams & Jex, 1999; Adams, King, & King, 1996; Carlson, Kacmar, & Williams, 1998). But in Pakistan it is a new rising area where a few work has been done. In Pakistan gender role attitude has an important impact on Work-family conflict. It is supposed that women have to work at home and the men supposed to be the main source of income of the family. So it is usually understood that the women paid work has negative effects on her family life.

In general, there is a concept that people who work in human services and health care occupations experience immense amounts of emotional and interpersonal stressors. 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 provider and recipient. Burnout has been viewed as a form of job stress, with links to such concepts as job satisfaction, organizational commitment, and turnover (Maslach, Schaufeli, & Leiter, 2001).

It is reported that people who experienced Burnout may also demonstrate a negative impact on their colleagues, both by causing greater personal conflict and by disrupting job tasks. Burnout also perpetuates itself through informal interactions on the job. There is also some evidence that Burnout has negative "spillover" effect on people's home life (Burke & Greenglass, 2001). Like other professionals, teachers also experience more Burnout, even the most passionate teachers have reported this phenomena, which have of course negative consequences on the over all well-beings.

This is the personal observation of the present researcher through personal experiences that the professional demands of teaching career needS a lot of time and devotion. The personal characteristics are more important predictor of stress and Burnout. A teacher who had a high level of endurance, tolerance of uncertainty and change, positive attitude towards students, high self-esteem, and management qualities, tend to have a health and fruitful work life.

Most of the research on Work-family conflict and its relationship with Burnout has been completed in the West (Cano-Garcia et al., 2004; Buhler & Land, 2004; Dodd & Jacobs, 2003; Downey, Hemenover, & Rappoport, 2000; Kim-Wan, 1991; Kokkins, 2005; Maslach & Jackson, 1981) showing a relationship with the all dimensions of Burnout and work-family conflict. In the near past, initiative has been taken in the subcontinent by researchers to study the phenomenon of Burnout and its relation with Work-family conflict (Haque & Sohail, 1997; Sahu & Misra, 2004).

The educated and qualified young generation in Pakistan is now entering in teaching profession rapidly. Thus the issue of Burnout is gaining much concern. Burnout

should be recognized as a psychological problem leading to Emotional Exhaustion, Depersonalization and reduced Personal Accomplishment, which require from side to side awareness and consideration. Till this time a few efforts has 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 Syndrome among government college lecturers.

METHOD

METHOD

Objectives

Here are the objectives of this present study.

1. The objective of the present study is to find out the relationship between Work- family conflict, Burnout, and its dimensions.

2. The second objective of this study is to explore the gender differences in Work- family conflict and Burnout.

Hypotheses

Hypotheses of the following study are as under:

1. There exists a positive relationship between Work-family conflict and Burnout.

2. Time-based conflict is positively related to Emotional Exhaustion, Depersonalization and Personal Accomplishment the subscales of Burnout.

3. Strain-based conflict is positively related to subscales of Burnout.

4. Behavior-based conflict is positively related to subscale of Burnout.

5. Female lecturers exhibit more Work-family conflict as compared to male lecturers.

6. Female lecturers display more Burnout as compared to their male counterparts.

Operational Definitions of the Variables

Work-family Conflict

Work-family conflict is defined, as "when there is inappropriateness of demands between one's home and work roles, the result is some degree of home or work stress" (Carlson et. al, 2000). There are three types of Work-family conflict (a) Time-based conflict (b) Strain-based conflict and (c) Behavior-based conflict.

Burnout

Burnout represents a set of various warning signs in which an individual unexpectedly becomes dissatisfied, exhausted and disinterested in his job duties. Due to this condition the quality and performance of the work gradually decreases (Freduenberger, 1974). The person who experience Burnout may leaves his job or change his career because he can not face this stressful situation for a long time.

Sample

The sample of this study consisted of 200 including male, ($n = 100$) and female ($n = 100$) lecturers of different colleges of Faisalabad division. The data was collected from Govt. College Jhang (Male & Female), Govt. College Toba Take Sing (Male & Female), Govt. College Gojra (Male & Female), Govt. Science College Faisalabad, Govt. College Samanabad, Fisalabad, and Govt. College for Women, Faisalabad. Purposive convenient sampling technique was used for collecting information. Informed consent was obtained from participants.

Instruments

Work-Family Conflict Scale (Carlson, Kacmar, & Williams, 2000)

The work-family scale consists of eighteen items. There are three forms of Work-Family Conflict as: Time-based conflict, in which the time demands of one role interferes participation in the other roles; Strain-based conflict, where the stress symptoms (fatigue, irritability) produced in one role intrudes into the other role; Behavior-based conflict in which the behaviors those are functional in one role are dysfunctional in the other role. The response option ranged from 1 (very infrequently) to 5 (very frequently), see Annexure 'D'. Alpha reliability of the scale in this study is .88, which indicates that it is a reliable scale for assessing Work-family conflict in lecturers.

Maslach Burnout Inventory (Maslach & Jackson, 1986)

This inventory is consisted of twenty two items, which contains three sub-scales. Emotional Exhaustion has nine items .These items are characterized by a loss of trust, sprit, and loss of feeling. Depersonalization has five items characterized by negative shift overtime in response to other. Personal Accomplishment has eight items characterized by a loss of sense of efficacy on the job, see Annexure 'E'. Alpha reliability of the scale in this study is .75, which indicates that it is a reliable scale for evaluating Burnout in lecturers.

RESULTS

RESULTS

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 for all study variables were computed. Pearson Correlation was applied to study the relationship between variables. Finally, t-test and Regression analysis were applied to investigate the mean differences on Burnout in the dimensions of Work-family conflict.

Table 1

The mean scores and SD of all the study variables (N = 200)

Variables	M	SD	Score Ranges	
			Minimum	Maximum
Time-based conflict	15.33	4.36	6	27
Strain-based conflict	14.79	4.58	6	30
Behavior-based conflict	15.29	4.12	6	26
Work Family Conflict	45.42	10.74	20	78
Emotional Exhaustion	18.90	7.23	6	45
Depersonalization	12.61	4.35	3	29
Personal accomplishment	23.82	5.85	9	39
Burnout	55.33	14.42	25	104

Table 2

Alpha Reliability coefficients for all Study Variables (N = 200)

Variables	No. of Items	Alpha Reliability Coefficients
Time-based conflict	6	.80
Strain-based conflict	6	.81
Behavior-based conflict	6	.74
Work-family Conflict	18	.88
Emotional Exhaustion	9	.60
Depersonalization	5	.37
Personal accomplishment	8	.38
Burnout	22	.75

Table 2 shows Alpha reliability coefficients for all study variables. All the variables have good internal consistency except Depersonalization and Personal Accomplishment which have low internal consistency.

Table 3

Correlations among subscales of Work- family Conflict Scale (N = 200)

Work-family Conflict Scale	1	2	3
1. Time-based conflict	-	.61**	.39**
2. Strain-based conflict	-	-	.53**
3. Behavior-based conflict	-	-	-

**$p<.01$

Table 3 shows correlations among the subscales of Work-family Conflict Scale. Time-based conflict has significant positive correlation with Strain-based conflict ($r = .61$, $p < .01$) and Behavior-based conflict ($r = .39$, $p < .01$). Strain-based conflict has significant positive correlation with Behavior-based conflict ($r = .53, p < .01$).

Table 4

Correlations among subscales of Maslach Burnout Inventory (N = 200)

Maslach Burnout Inventory	1	2	3
1. Emotional exhaustion	-	.59**	.43**
2. Depersonalization	-	-	.54**
3. Personal accomplishment	-	-	-

**p<.01

Table 4 shows correlations among the subscale of Maslach Burnout Inventory. Emotional exhaustion has significant positive correlation with Depersonalization ($r = .59$, $p < .01$) and Personal accomplishment ($r = .43$, $p < .01$). Depersonalization has significant positive correlation with Personal accomplishment ($r = .54$, $p < .01$).

Table 5

Pearson correlation between Work-family Conflict Scale and Maslach Burnout Inventory (N = 200)

Scales	Maslach Burnout Inventory			Overall Burnout
	Emotional Exhaustion	Depersonalization	Personal accomplishment	
Time-based conflict	.33**	.19**	.13**	.27**
Strain-based conflict	.40**	.29**	.21**	.38**
Behavior-based conflict	.32**	.19**	.16**	.28**
Overall Work-family Conflict	.43**	.28**	.21**	.38**

**p<.01

Table 5 shows Pearson correlation between Work-family Conflict Scale and Maslach Burnout Inventory. The results indicate that Work-family conflict and its three dimensions are positively correlated with Burnout and its dimensions.

Table 6

Bivariate Regression analysis showing the effect of Work-family Conflict on the prediction of Emotional Exhaustion (N = 200)

Model	B	SE	β	t	p
(Constant)	5.654	2.014		2.808	.005
Work-family Conflict	.292	.043	.43	6.759	.000
R = .433					
R^2 = .187					
ΔR^2 = .183					

Bivariate Regression analysis is computed with Work-family Conflict as predictor variable and Emotional Exhaustion as outcome variable. The ΔR^2 value of .183 indicates that 18.3% variance in the dependent variable can be accounted for by the predictor with F (1, 198) = 45.689, $p < .001$. The results show that Work- family Conflict has significant positive effect on Emotional Exhaustion (β = .433, $p < .001$).

Table 7

Bivariate Regression analysis showing the effect of Work-family Conflict on the prediction of Depersonalization (N = 200)

Model	B	SE	β	t	p
(Constant)	7.553	1.292		5.849	.000
Work-family Conflict	.111	.028	.275	4.023	.000
R = .275					
R^2 = .076					
ΔR^2 = .071					

Bivariate Regression analysis is computed with Work-family Conflict as predictor variable and Depersonalization as outcome variable. The ΔR^2 value of .071 indicates that 7.1% variance in the dependent variable can be accounted for by the predictor with F (1, 198) = 16.183, p < .001. The results show that Work -family Conflict has significant positive effect on Depersonalization (β = .275, p < .001).

Table 8

Bivariate Regression analysis showing the effect of Work-family Conflict on the prediction of Personal Accomplishment (N = 200)

Model	B	SE	β	t	p
(Constant)	18.759	1.767		10.616	.000
Work-family Conflict	.112	.038	.205	2.946	.004
R = .205					
R^2 = .042					
ΔR^2 = .037					

Bivariate Regression analysis is computed with Work-family Conflict as predictor variable and Personal Accomplishment as outcome variable. The ΔR^2 value of .037 indicates that 3.7% variance in the dependent variable can be accounted for, by the predictor with F (1, 198) = 8.679, $p < .01$. The results show that Work-family Conflict has significant positive effect on Personal Accomplishment ($\beta = .205, p < .01$).

Table 9

Bivariate Regression analysis showing the effect of Work-family Conflict on the prediction of Burnout (N = 200)

Model	B	SE	β	t	p
(Constant)	31.966	4.109		7.780	.000
Work-family Conflict	.515	.088	.384	5.844	.000
R = .384					
R^2 = .147					
ΔR^2 = .143					

Bivariate Regression analysis is computed with Work-family Conflict as predictor variable and Burnout as outcome variable. The ΔR^2 value of .143 indicates that 14.3% variance in the dependent variable can be accounted for, by the predictor with F (1, 198) = 34.151, $p < .001$. The results show that Work-family Conflict has significant positive effect on Burnout ($\beta = .384, p < .001$).

Table 10

Mean, Standard Deviation and t-values for Male and Female lecturers on Maslach Burnout Inventory (N = 200)

Scale	Male (*n* = 100)		Female (*n* = 100)			
	M	*SD*	*M*	*SD*	*t*	*p*
Maslach Burnout Inventory	54.26	13.70	60.75	14.72	2.559	.012

df = 198

Table 10 shows mean differences between male and female lecturers on Maslach Burnout Inventory. The results indicate that female lecturers significantly scored high on Burnout (*M* = 60.75, *t* = 2.559, *p* < .05) as compared to male lecturers (*M* = 54.26, *t* = 2.559, *p* < .05).

Table 11

Mean, Standard Deviation and t-values for Male and Female lecturers on Work-family Conflict Scale (N = 200)

Scale	Male (*n* = 100)		Female (*n* = 100)			
	M	*SD*	*M*	*SD*	*t*	*p*
Work-family Conflict	44.17	10.63	46.34	11.26	1.108	.007

df = 198

Table 11 shows mean differences between male and female lecturers on Work-family Conflict Scale. The results indicate that female lecturers significantly scored high on Work-family Conflict (*M* = 46.34, *t* = 1.108, *p* < .01) as compared to male lecturers (*M* = 44.17, *t* = 1.108, *p* < .01).

DISCUSSION

DISCUSSION

The purpose of this research is to identify the relationship between Work-family conflict and Burnout among lecturers of Faisalabad division. The study was also carry out to establish the role of gender which plays significant role to contribute the different level of Work-family conflict and Burnout among the lecturers. For investigating the outcomes, sample of 200 college lecturers consisted of 100 male and 100 female were selected for data collection. For this purpose Work-family Conflict Scale and Maslach Burnout Inventory were administered over the sample. Through demographic sheet age, gender, experience, and marital status information were also accumulated. For data collection the researcher visited different male and female colleges of Faisalabad division. Through statistical analysis the significant results were found among the variables. Alpha reliability of Work-family conflict was .88 and Burnout .75 at present sample.

The first hypothesis of this study is "There exists a positive relationship between Work-family conflict and Burnout". The results show that there is a positive and significant relationship between these two variables. Different studies of Etozone, (1984), Pines, Aronson, & Kafry, (1981) have supported this hypothesis. They found that there is a positive relationship between Burnout and Work-family conflict. In addition the effect of Work-family conflict on Burnout and its dimensions was also examined by apply regression analysis. Work-family conflict displayed a significant positive effect on Burnout and its dimensions. This shows that Work-family conflict predict Burnout.

The second hypothesis states "Time-based conflict is positively related to Emotional Exhaustion, Depersonalization, and Personal Accomplishment." This hypothesis was significantly found positively related with the three sub-types of Burnout. This hypothesis is supported in the lines with the studies of Kim-Wan, (1991) which was conducted on the occupational individuals and found significant relationship among the variables of Personal Accomplishment, Depersonalization and Emotional Exhaustion. This hypothesis is also supported with a Turkish study that was conducted by Gursel, Sunbul, and Sari, (2002) and find out the gender difference on Emotional Exhaustion and Depersonalization.

The third hypothesis "Strain-based conflict is positively related to Emotional Exhaustion, Depersonalization, and Personal Accomplishment" explains the positive significant relationship among Personal Accomplishment, Emotional Exhaustion, and Depersonalization. This hypothesis is supported by the studies of Demirel, Guler, Toketmiss, Ozdmir & Sezer, (2005) which identified the significant relationship among Personal Accomplishment, Emotional Exhaustion, and Depersonalization.

Fourth hypothesis that is "Behavior-based conflict is positively related to Emotional Exhaustion, Depersonalization, and Personal Accomplishment" indicated the positive significant relationship among the sub scales of burnout. This hypothesis is supported by the studies of Posig and Kickul (2004). They illustrated that there is a significant relation among the Behavior-based conflict and the three dimensions of burnout, especially with the Emotional Exhaustion. MacCall (2002) also described the positive correlation among the subscales of Work-family conflict and Burnout.

The fifth hypothesis states "Female lecturers will exhibit more Work-family conflict as compared to male lecturers" identified the significant relationship on gender difference, is supported by the empirical studies of Jick and Mitz, (1985). They have identified the significant relationship among gender with Work-family conflict. Generally it is considered that women are mostly involved in domestic activities. The most important roles of their duties are to look after their children. This is the demanding job particularly when they are doing jobs. 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 male and female. The female involvement in the family responsibilities did impact on job duties. That's why females may show signs of higher level of work-family conflict than males (Tenbrunsel, Brett, Maoz, Stroh, & Reilly, 1995). Grzywacz et al. (2008) found that females faced more Work-family conflict as compare to the males. They also explained the association between the poor health of the females and the Work-family conflict. Hypothesis of the present study is supported that female lecturers have more Work-family conflict as compared to male lecturers.

The sixth hypothesis was "Female lecturers display more Burnout as compared to their male counterparts." This hypothesis was supported in the present study. The findings are in line with the prior research (Rosen-field, 1980) indicating that female employees experience more Burnout as compared to their male counterparts. Both male

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and female lecturers experience stress due to the interaction between the demanding natures of their work. In the extremely demanding work environment, a subjective lack of control and insufficient rewards are powerful sources of stress. If demands continue to rise and adjustments are not made on time, then inevitably an abrupt life change will occur, which may take the form of Burnout. According to Hall and Hall (1980) working women who work with male dominated surroundings are faced stressful situation. Hypothesis of the present study is supported which shows that female lecturers have more Burnout as compared to male lectures. The main reason of Burnout is Work-family conflict. The big or small amount of Work-family conflict may increase or decrease the Burnout level (Blood & Wolfe, 1960).

Findings of the present study show that majority of the female lecturers have more Work-family conflict as compare to male lecturers. In the current scenario more and more women are entering in to professional life in Pakistan (Pakistan Economic Survey, 2009-2010). Working women come across more stress, because of the work load as compared to the males. It is expected that due to extra responsibility at home women face more work-family conflict. Women who take up professional careers have wide range of stresses. Traditionally men are expected to focus their efforts on economic activities, where as women are supposed to take care of children and household duties. Therefore women's and men's behaviors are different to perform job and home duties. On the basis of gender there are many levels of work-family conflicts (Higgins, Duxbury & Irving, 1992).

Limitations

The present research has also encountered with some limitations. The data were collected only from the different male and female colleges of the Faisalabad Division. It can be extended to the nation wide study in the future research. The apathetic response of the respondent was another limitation in this regard. It was observed that most of the respondents did not respond seriously. 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.

Burnout among the teaching profession is relatively less researched area due to this reason an appropriate literature was limited in access. This eventually influenced the formulation of hypotheses and discussion of the results. The present study was limited to gender differences; other demographic aspects must be included in the future research. Further studies are necessary to confirm the findings of present study. It would be more appropriate to expand the data through out the other regions of Pakistan in this regard. This element can open new horizons for the new researchers and can help on making broad generalizations.

Conclusion

It is concluded that the present study explored the relationship between Work-family conflict and Burnout among the male and female lecturers of government colleges of Faisalabad division. It was also concluded the consistency among the scores which were found on Work-Family Conflict Scale and Maslach Burn Inventory. Gender difference on relationship between Work-family conflict and Burnout was also calculated

and analyzed through statistical analysis. The objectives of the research were achieved through an appropriate process. Results support the hypothesis. Significant positive correlation with Emotional Exhaustion is as: Depersonalization, Personal Accomplishment with Work-family conflict. Strain-based conflict has significant positive correlation with Emotional Exhaustion, Depersonalization, Personal Accomplishment and Burnout. Behavior-based conflict has significant positive correlation with Emotional Exhaustion, Depersonalization, Personal accomplishment, and Burnout. The Regression analysis indicated that Work-family conflict is an important predictor of Burnout and its subscales. Female lecturers displayed more Work-family conflict and Burnout as compared to their male counterparts. Overall significant positive relationship was found among subscales of Work-family conflict and Burnout. The present study is pretty insightful in understanding the Work-family conflict, Burnout, and the relationship between these constructs among the lecturer of colleges.

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 attentiona 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 centrs 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

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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.

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ANNEXURES

Department of Psychology

Faculty of Social Sciences

International Islamic University

Islamabad

I am the student of MS. Clinical Psychology at International Islamic University, Islamabad, and doing a research work in which your help and cooperation is needed. Please read all the statements carefully and encircle those which you think that appropriate and applicable to you. Try to attempt all these statements.

This study is purely for research and all the information given will be kept confidential. I shall be very thankful to you for your cooperation.

Researcher's Signature: _____   **Supervisor Signature:** _____

I have complete information about this research and I am willingly participating in it.

Respondent's Signature: _____

DEMOGRAPHIC INFORMATION SHEET

Please complete the following information which is essential for statistical record.

Name (Optional):_____

Sex: _____

Age: _____

Subject: _____

Job Experience: _____

Marital Status: _____

Institution's Name: _____

Phone No (Optional): _____

Email (Optional): _____

LIST OF COLLEGES

1- Govt. Post Graduate College, Jhang

2- Govt. College for Women, Jhnag

3- Govt. M.D College, Toba Take Singh

4- Govt. College for Women, Toba Take Singh

5- Govt. College, Gojra

6- Govt. College for Women, Gojra

7- Govt. Science College, Faisalabad

8- Govt. College, Samanabad, Faisalabad

9- Govt. College for Women, Faisalabad

Work-Family Conflict Scale (Carlson et al. 2000)

Please rate each statement in terms of how true it is for you and encircle only one response for each question according to the following scale.

1 = Very infrequently

2 = Infrequently

3 = Some times

4 = Frequently

5 = Very frequently

1. My work keeps me away from my family activities more than I would like.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

2. The time I must devote to my job keeps me from participating equally in household responsibilities and activities.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

3. I have to miss family activities due to the amount of time I must spend on work responsibilities.

$$1 \quad 2 \quad 3 \quad 4$$

4. The time I spend on family responsibilities often interferes with my work responsibilities.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

5. The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career.

1   2   3   4   5

6. I have to miss work activities due to the amount of time I must spend on family responsibilities.

1   2   3   4   5

7. When I get home from work I am often too frazzled to participate in family activities/responsibilities.

1   2   3   4   5

8. I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.

1   2   3   4   5

9. Due to all the pressures at work, sometimes when I come home I am too stressed to do The things I enjoy.

1   2   3   4   5

10. Due to stress at home, I am often preoccupied with family matters at work.

1   2   3   4   5

11. Because I am often stressed from family responsibilities, I have hard time concentrating on my work.

1   2   3   4   5

12. Tension and anxiety from my family life often weakens my ability to do my job.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

13. The problem-solving behaviors I use in my job are not effective in resolving problems at home.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

14. Behavior that is effective and necessary for me at work would be counterproductive at home.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

15. The behaviors I perform that make me effective at work do not help me to be a better parent or spouse.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

16. The behaviors that work for me at home do not seem to be effective at work.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

17. Behavior that is effective and necessary for me at home would be counterproductive at work.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

18. The problem-solving behavior that works for me at home do not seem to be as useful at my work.

$$1 \quad 2 \quad 3 \quad 4 \quad 5$$

Maslach Burnout Inventory (MBI)

Please rate each statement in terms of how true is it for you.

Please encircle only one response for each question according to the scale:

0 = Never

1 = A few times a year or less

2 = Once a month or less

3 = A few times a month

4 = Once a week

5 = A few times a week

6 = Every day

1. (1) I feel emotionally drained from my work.

    0 1 2 3 4 5 6

2. (2) I feel used up at the end of the workday.

    0 1 2 3 4 5 6

3. (3) I feel fatigued when I get up in the morning and have to face another day on the

    job.

    0 1 2 3 4 5 6

4. (6)   Working with people all day is really a strain for me.

       0 1 2 3 4 5 6

5. (8)   I feel burned out from my work.

       0 1 2 3 4 5 6

6. (13)   I feel frustrated by my job.

       0 1 2 3 4 5 6

7. (14)   I feel I am working too hard on my job.

       0 1 2 3 4 5 6

8. (16) Working with people directly puts too much stress on me.

       0 1 2 3 4 5 6

9. (20)   I feel like I am at the end of my rope.

       0 1 2 3 4 5 6

10. (5)   I feel I treat some students as if they were impersonal objects.

       0 1 2 3 4 5 6

11. (10)   I have become more callous towards people since I look this job.

       0 1 2 3 4 5 6

12. (11)   I worry that this job is hardening me emotionally.

       0 1 2 3 4 5 6

13. (15)   I don't really care what happens to some students.

       0 1 2 3 4 5 6

14. (22) I feel students blame me for some of their problems.

     0 1 2 3 4 5 6

15. (4) I can easily understand how my students feel about things.

     0 1 2 3 4 5 6

16. (7) I deal very effectively with the problems of my students.

     0 1 2 3 4 5 6

17. (9) I feel I am positively influencing other people's lives through my work.

     0 1 2 3 4 5 6

18. (12) I feel very energetic.

     0 1 2 3 4 5 6

19. (17) I can easily create a relaxed atmosphere with my students.

     0 1 2 3 4 5 6

20. (18) I feel exhilarated after working closely with my students.

     0 1 2 3 4 5 6

21. (19) I have accomplished many worthwhile things in this job.

     0 1 2 3 4 5 6

22. (21) In my work I deal with emotional problems very calmly.

     0 1 2 3 4 5 6