

Full Length Research Paper

Leadership style of school head-teachers and their colleague's work-family conflict

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Accepted 2 August, 2010

This paper aims to investigate the relationship of people-oriented and task-oriented leadership styles with the work-family and family-work conflicts and the intensity of mutual relationship between work-family and family-work conflicts. Data for the research were collected through a survey of public sector elementary and secondary school teachers of Punjab in Pakistan. Factor analysis and Pearson's correlation were used to estimate the relationship of people-oriented and task-oriented leadership style with the work-family and family-work conflicts. The results show that the three underpinnings of relationship are positively related with each other. Significant relationship exists in the work-family and family-work conflict. People-oriented managers and principals are significantly more facilitators than task-oriented administrators at elementary and secondary school level. Leaders at higher levels of people orientation mediate the work-family conflicts between work commitment and family obligations. The research focuses on teachers at public school education sector; further research in other sectors may be necessary before generalization can be made on the entire service sector. In this study people-oriented leadership style plays an important role in work family conflict. People-oriented managers tend to be more spurring than task-oriented. Although, there are studies on relationship work family and family work conflict but research on leadership roles in it is very limited. By contributing to the body of knowledge in this area, this research adds significant value. Moreover, the study presents valuable information on the leadership behaviour of teachers, which may be unfamiliar to many readers.

Key words: Task-oriented, people-oriented, leadership style, work-family conflict, family-work conflict, teachers, public sector.

INTRODUCTION

Working individuals face the problem of harmonizing the responsibilities of work and family almost on daily basis (Williams and Alliger, 1992). Though, delivering simultaneously at one hand, benefits psychologically in terms of status, ego, gratification and increased self-esteem, yet it outlays in terms of role strain, psychological distress and somatic complaints, on the other hand (Frone et al., 1992). For instance, work which is more demanding but the returns are disappointing, may augment the prospects of work-family strain, and while

work that is compensatory may lessen the probability of strain. Further, experiencing both the role may have mutual effects, affecting the perceptions and behavior in one to a certain degree by understanding in the other (Williams and Alliger, 1992).

Work-family conflict is defined as an inter-role conflict where the role stresses from the work and family spheres of influence are reciprocally irreconcilable, making it difficult to participate in one role owing to the demands of the other (Aryee et al. (1998). Experiencing added conflict between the roles, reduces the intensity of job and life contentment. Work-family conflict not only influences the psychological interests of individuals but also impacts upon their work-related mindset e.g. departmental loyalty, bindings and work-related conduct

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such as nonattendance, lethargy and turnover (Carlson and Perrew, 1999). Resultantly, organizational family-responsive policies are being introduced in many industrialized countries, assisting working parents to manage both the work and family responsibilities (Aryee et al., 1998). Unfortunately, these arrangements have not affected the work-family conflict positively (Kossek and Ozeki, 1998).

Work family conflict has widely been explored during the last few decades, considering and dealing with work and family roles being of one construct (Netemeyer et al., 1996). Another study exposes that connectivity potency involving work-family conflict and contentment may possibly mirror variations in the procedures exercised and in the test investigation. As argued before, demanding and unscheduled work may benefit in terms of showing oneself a perfect line of attack, consequently building self-image for a better family life. To end with, current analysis reckon minor work-family conflict in the presence of encouraging association with the working colleagues and the managers, encountering arousing desires at workplaces as well (Repetti and Cosmas, 1991). Commonly, work-family conflict is classified as role conflict between employees' work and family roles (Greenhaus and Beutell, 1985). Study reveals that compassionate and helpful work-family environment positively associates to employees' magnificent pledge to an organization. Hence a task-oriented leadership style links unconstructively to work-family conflict while people-oriented leadership style constructively links with the work-family and family-work conflict Thompson et al. (1999). Making available the resources of lessening work-family conflict and an atmosphere, persuading them to benefit, obviously they will feel relaxed and ultimately devoted and loyal to their organization. That's why work-family culture of an organization wins over employees' organizational loyalty (Thompson et al., 1997).

The studies have been made for so many organizations but the field of education is still unattended. Being an important and very purposeful future concerned area that plays a vital role in the human manufacturing is necessarily to be studied especially in Pakistani context. That is why the researcher was interested in determining if and how high leadership style of public sector elementary and secondary schools influence the work-family conflict, which seem to predispose employees to exhaustion, burnout, absenteeism, and turnover, may be related to the performance of non-essential helping behaviors in organizations.

Objectives

The purpose of this study is to find relationships between leadership styles like people-oriented and task-oriented and work-family conflict and Family-work conflict. In other words, it was aimed to be familiar with the intensity of relationship that let down the conflict of

teachers at public sector schools towards their family

METHODOLOGY

The hypothesis of the current research is that, "leadership styles have significant relationship with the work-family conflict of teachers at elementary and secondary schools level". Categorically subsequent hypotheses can be described as null hypotheses:

H1- People-oriented leadership style towards teachers in public sector elementary and secondary schools have not any significant correlation with the work-family conflict.

H2- People-oriented leadership style towards teachers in public sector elementary and secondary schools have not any significant correlation with the family-work conflict.

H3- work-family conflict and family-work conflict of teachers in public sector elementary and secondary schools have not any significant correlation with each other.

H4-a- People-oriented leadership style and task-oriented leadership style of teachers in public sector elementary and secondary schools have not any significant correlation with each other.

H4-b- Task-oriented leadership style towards teachers in public sector elementary and secondary schools have not any significant correlation with the work-family conflict.

H4-c- Task-oriented leadership style towards teachers in public sector elementary and secondary schools have not any significant correlation with the family-work conflict.

To investigate these relationships a survey research design has been adopted.

Sample

The sample used in this study was comprised of 123 male and 123 female ($n = 246$), employees of Punjab Public Sector Schools Education Department Punjab, Pakistan. The teachers component was chosen so as to make sure the respondents are likely to be experienced professionals. A total of 300 teachers were contacted during this study and 246 of them willingly participated in the survey. The sample size, response rate and demographic mix were considered sufficient to perform meaningful statistical analyses and develop appropriate sense.

Research instruments

A questionnaire developed by Sergiovanni, Metzcus, and Burden (1969) and adopted by Ritchie and Thompson, 1984. was divided into four sections: section 'A' was designed to establish research credibility, discuss the research objectives, benefits for respondents, describe survey mechanics and most importantly assure respondent's confidentiality; section 'B' contain items related to work-family conflict, section 'C' comprised of the items related to family-work conflict, section 'D' solicited respondent's demographical data. A five point Likert scale with responses ranging from strongly disagree to strongly agree was used for all items. In the similar fashion the Cronbach's alpha were calculated for work-family conflict and family-work conflict and found the acceptable values 0.64 and 0.66. Similarly for the assessment of leadership researcher has used T-P Leadership Questionnaire that was originally developed by Sergiovanni et al. (1969) and adapted by Ritchie and Thompson,

Table 1. Factor analysis: Family -work conflict (FWC), (N = 246).

Eigen value	01.45
Variance explained	21.21
Mean	13.52
Std. deviation	04.60
Items	Factor loading
The amount of time my job takes up makes it difficult to fulfill family responsibilities.	0.72
The demands of my work interfere with my home family life.	0.66
Things I want to do at home do not get done because of the demands my job puts on me.	0.61
The demands of my family/spouse interfere with work-related activities.	0.57
Things I want to do at work don't get done because of the demands of my family / spouse.	0.53
I have to put off doing things at work because of demands on my time at home.	0.50
My job produces strain that makes it difficult to make changes to my plans for family activities.	0.31
Method: Principal component analysis rotation: Varimax	
KMO	0.48
Bartlett's test	50.33
Guttman split half	0.43
Cronbach's alpha	0.66

1984. This scale consists of 30 statements measuring major characteristics of leadership styles task-oriented and people-oriented. Through this questionnaire one can identify its relative emphasis on two dimensions of leadership; Task orientation (T) and people orientation (P). These are not opposite approaches, and an individual can rate high or low on either or both. The Cronbach's alpha was calculated for people oriented and task oriented leadership style items used in the questionnaire and found the acceptable values 0.62 and 0.61.

Analysis

All of the data collected on the family –work conflict variables were analyzed, using the principal component method of extraction and Varimax rotation. It was examined to determine whether the factors satisfied the Kaiser criterion (Eigenvalues ~ 1) the KMO = 0.48, Bartlett's Test = 50.33, Cronbach's Alpha = 0.66, Eigenvalues = 1.45, Variance = 21.21, Mean = 13.52 and Standard Deviation = 4.60 were found as per a prior knowledge a single-factor solution was expected (Table 1).

Exploratory factor analysis for work-family conflict

All of the data collected on the Work-family conflict variables were analyzed, using the principal component method of extraction and Varimax rotation. It was examined to determine whether the factors satisfied the Kaiser criterion. KMO = 0.60, Bartlett's Test = 274.43, Cronbach's Alpha = 0.64, Eigenvalues = 2.30, Variance = 0.56, Mean = 2.71 and Standard deviation = 0.75 were found. As per a previous knowledge a single-factor solution was expected.

Accordingly factor analysis was conducted for the leadership styles and work-family conflict using a multi-step process which includes; (a) extracting the factors; (b) labeling the factors; (c) creating summated scales and examining the descriptive statistics (Hair et al., 2006). The data were analyzed stepwise.

Exploratory factor analysis, using the principal component matrix, extraction method and Varimax rotation, was used to determine the factor structure of 15 items related to people-oriented leadership style. Second an exploratory factor analysis using 20 items related to task-oriented leadership style of teachers using method of extraction and Varimax rotation. Same method of an exploratory factor analysis using 10 items related to work-family and family-work conflict was executed to determine the factor structure of these items. Finally, spearman's correlations were used to probe the correlation coefficient of people-oriented leadership style, task-oriented leadership style, work-family conflict and family-work conflict (Table 2).

Exploratory factor analysis for people-oriented leadership style

All of the data collected on the people-oriented leadership style variables were analyzed, using the principal component extraction method and Varimax rotation. It was examined to determine whether the factors satisfied the Kaiser criterion (Eigenvalues ~ 1) the KMO = 0.62, Bartlett's Test = 270.74, Cronbach's Alpha = 0.65, Eigenvalues = 2.33, Variance = 0.33, Mean = 2.47 and Standard Deviation = 0.58 were found (Table 3).

Exploratory factor analysis for task oriented leadership style

All of the data collected on the task oriented leadership style variables were analyzed, using the principal component extraction method and Varimax rotation. It was examined to determine whether the factors satisfied the Kaiser criterion (eigenvalues ~ 1) the KMO = 0.62, Bartlett's Test = 291.53, Cronbach's Alpha = 0.61, Eigenvalues = 2.31, Variance = 0.23, Mean = 3.54 and Standard Deviation = 0.48 were found (Table 3).

Table 2. Factor analysis: Work-family conflict (WFC), (N = 246).

Eigenvalue	2.30
Variance explained	0.56
Mean	2.71
Std. deviation	0.75
Items	Factor loading
The amount of time my job takes up makes it difficult to fulfill family responsibilities.	0.72
The demands of my work interfere with my home family life.	0.66
Things I want to do at home do not get done because of the demands my job puts on me.	0.61
The demands of my family/spouse interfere with work-related activities.	0.57
Things I want to do at work don't get done because of the demands of my family / spouse.	0.53
I have to put off doing things at work because of demands on my time at home.	0.50
My job produces strain that makes it difficult to make changes to my plans for family activities.	0.31
Method: Principal component analysis, rotation: Varimax	
KMO	0.60
Bartlett's test	274.43
Guttman split half	0.44
Cronbach's alpha	0.64

Table 3. Factor analysis: People-orientation leadership style (p-score), (N = 246).

Eigenvalue	2.33
Variance explained	0.33
Mean	2.47
Std. deviation	0.58
Items	Factor loadings
I would be reluctant to allow the (staff) members any freedom of action.	0.78
I would refuse to explain my actions.	0.66
I would let some (staff) members have authority that I could keep.	0.49
I would act without consulting the group/staff members.	0.31
I would allow the group/staff members a high degree of initiative.	-0.39
I would permit members to use their own judgment in solving problems	-0.45
I would ask that group/staff members follow standard rules and regulations.	-0.60
Method: Principal component analysis, rotation: Varimax	
KMO	0.62
Bartlett's test	270.74
Guttman split half	0.56
Cronbach's alpha	0.62

4). The relationships between predicted variables are shown in Table 5. There were significant positive relationships between Work- Family Conflict and Family-Work Conflict ($r = .65$, $p < 0.01$), People-Oriented Score with Family-Work Conflict ($r = .26$, $p < .01$), and People-Oriented Score with work-family conflict ($r = .23$, $p < .01$). There was also a negative relationship between Task-Oriented Score and People-Oriented Score ($r = -0.30$, $p < 0.01$). The correlations of task-Oriented Score with family-work and work-

family was also negative ($r = -.05$, $p < .01$).

RESULTS

By testing the null hypothesis H1 (People-oriented leadership style towards teachers in public sector

Table 4. Factor analysis: Task-oriented leadership style (T-score), (N = 246).

Eigenvalue	02.31
Variance explained	0.23
Mean	3.54
Std. Deviation	0.48
Items	Factor loading
I would urge the group/school to beat its previous record.	0.53
I would push for increased production/output.	0.49
I would ask the (staff) members to work harder.	0.43
I would keep the work moving at a rapid pace.	0.41
Thing would usually turn out as I had predicted.	0.40
I would settle conflicts when they occurred in the group/school.	0.35
I would schedule the work to be done.	-0.35
I would get swamped by details.	-0.44
I would tolerate postponement and uncertainty.	-0.76
Method: Principal component analysis rotation: Varimax	
KMO	0.62
Bartlett's Test	291.53
Guttman Split half	0.58
Cronbach's Alpha	0.61

Table 5. Means, Standard Deviations, and Interco relations across Variables, (N=246).

Variable	Mean	S D	1	2	3	4
Family Work Conflict	13.52	4.60	1.00			
Work Family Conflict	2.71	0.75	.65**	1.00		
People Oriented Score	2.47	0.58	.26**	.23**	1.00	
Task Oriented Score	3.54	0.58	-.05	-.05	-.30**	1.00

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

elementary and secondary schools has not any significant correlation with the work-family conflict), from Pearson correlation it has been observed that there is a significant positive correlation ($r = 0.23$) between people-oriented score and work-family conflict. Therefore hypothesis one, claiming no significance is rejected. Accordingly the null hypothesis H2 claiming no significance between people-oriented leadership style and family-work conflict is rejected, because positive Pearson correlation significantly ($r = 0.26$) exists between both variables, as they are mutually correlated positively.

Similarly H3 (work-family conflict and family-work conflict of teachers in public sector elementary and secondary schools have not any significant correlation with each other) is therefore rejected having a positive and significant ($r = 0.65$) correlation between these variables. For hypothesis four it comprises over

three sub sets that task-oriented score has no significant correlation with; (a)-work-family score, (b)-with family work score, (c) - with the people-oriented score .Pearson's correlation shows that there is negative ($r = -.05, -.05, -.30$) and a weak correlation of task- oriented score with all these variables that is not significant eventually. Hence H4-a, H4-b and H4-c are accepted. An explanatory model was developed to illustrate Pearson Correlations among Family-work conflict, Work-family conflict, People-Oriented Score and Task-Oriented Score Figure 1.

DISCUSSION

Findings and implications

Eventually, work-family conflict has turned out to be an

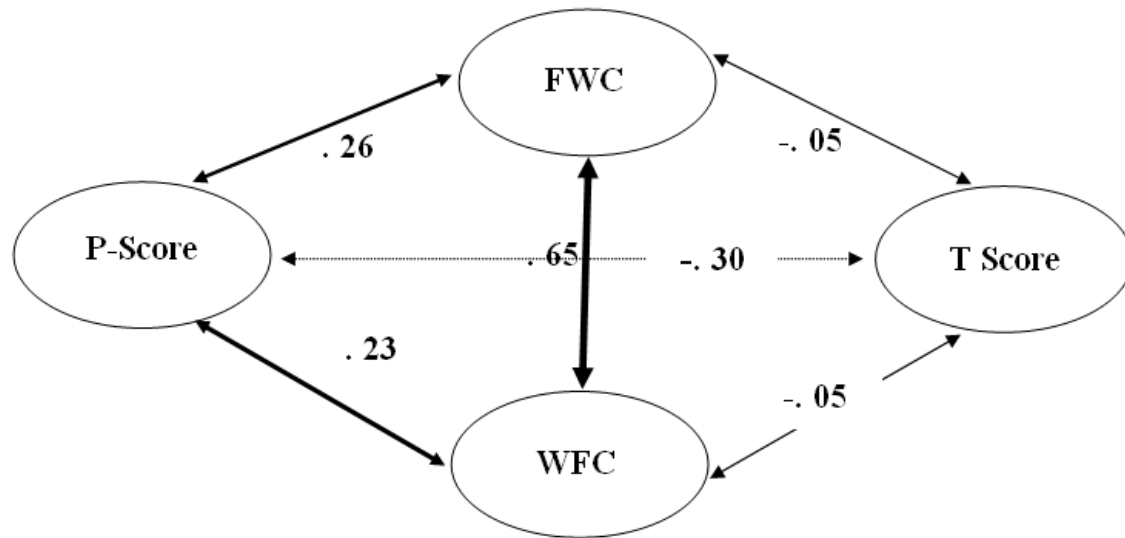


Figure 1. Pearson correlations among family–work conflict, work–family conflict, people-oriented score and task-oriented score.

accepted trauma in the workplace for many people. Outcome from the recent study shows that teachers confronting people oriented administrators face less work-family conflict while this conflict rises to a greater extent by coping with the task oriented ones. In a people-oriented culture, teachers' dedication, loyalty and commitment towards work increases as it lessens the family-work conflict for being facilitated in terms of their family care responsibilities. A task oriented environment, on the other hand, creates a sense of annoyance towards the administrator for not being flexible to accommodate the resource persons towards fulfillment of their family demands, but requiring more towards their tasks. Hence this results in generating work-family conflict, forcing the teachers either in spilling out or in decreasing their efficiency, their loyalty and commitment towards their institution/assigned tasks.

Results of testing the first hypothesis indicated a significant positive relationship between people-oriented leadership style and work-family conflict when scheming for teachers in parental status and organizational commitment. This finding supports research conducted by Thompson and colleagues (1999), which also found that a supportive work-family culture results in lower levels of work-family conflict. The current study extended the research by specifically examining this effect on the construct of work-to family conflict and family-to-work conflict. Result of third hypothesis has shown significant positive correlation between work-family and family-work conflict. Since many studies have found work-family conflict to be related to various meager managerial outcomes. This finding indicates that it may behoove organizations to pay closer attention to their work-family culture. Creating affable work-family policies may not be sufficient. School systems may desire to make clear to

their administrators that they call for clearly to sustain these policies. It could be true that teachers consider work-to-family matters as within the school's control. Suppleness and support in terms of forecast, strategy, and payback, which all have a say to work-family conflict, may be more readily linked with how the institute can help to keep work demands from interfering into one's family roles.

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