AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

WORK-FAMILY CONFLICT MANAGEMENT: AN IMPERATIVE FOR TEACHERS' JOB COMMITMENT

Olushola Joshua Owoshakin & Prof. Senimetu Ileuma
Department of Educational Management
Faculty of Education
Lead City University, Ibadan, Oyo State
ileumasenimetu@gmail.com
08038047958

ABSTRACT

The modern workplace is characterized by increasing demands and pressures, which often spill over into employees' personal and family lives. Work-family conflict has become a pervasive issue, affecting employees' job commitment, well-being, and productivity. This paper discussed the importance of managing work-family conflict as a strategic imperative for fostering job commitment. It discussed Border Theory which proposed that individuals have multiple roles and identities separated by physical and mental borders. It explored the antecedents and consequences of work-family conflict and discussed various strategies for managing work-family conflict, including organizational support, boundary management, and employee involvement. The implications for managing work-family conflict were highlighted and a few recommendations were made.

Keywords: Work-family Conflict, Teacher, Imperative, Job Commitment

Introduction

One of the noble professions is teaching as it has immense power in shaping the lives of students, thus impacting and positively transforming societies. Teachers play key roles in this transformation process and their commitment is paramount to achieving it. Job commitment refers to an individual's psychological attachment, dedication, and loyalty towards their job (Irawati et al, 2023). It represents the extent to which employees are emotionally invested in their work and feel a sense of responsibility towards fulfilling their job-related obligations and goals. It reflects employee's willingness to invest their time, effort and talent to achieve both personal and organizational goals. It also refers to the psychological attachment and loyalty that an individual feels towards their organization, which is reflected in their willingness to exert effort and remain a part of the organization (Amin, 2022). It can also be described as the degree to which an employee identifies with, is involved in, and has a strong sense of belongingness to the teaching job. It encompasses the employee's emotional attachment, involvement, and intention to persist in the assigned job (Murray & Holmes, 2021). Job commitment is also a psychological state in which an employee experiences a sense of loyalty and dedication to their job. It involves willingness to work towards required goals and objectives of assigned jobs and a desire to stay with the profession or job over the long term (Aziz et al, 2021).

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

Teacher job commitment

Teacher job commitment refers to the level of dedication, loyalty, and attachment that teachers feel towards their profession, their educational institution, and their students. It encompasses the psychological and emotional investment that teachers make in their roles and responsibilities (Collie et al, 2016). Odoh, (2021) defined teachers' job commitment as a high-level attachment of teachers to a school organization. It is crucial as it seem to directly affect the quality of education and the overall learning experience of students. When teachers are committed to their job, they are more likely to engage in effective teaching practices, go the extra mile to support student learning, and contribute to the overall success of the educational institution.

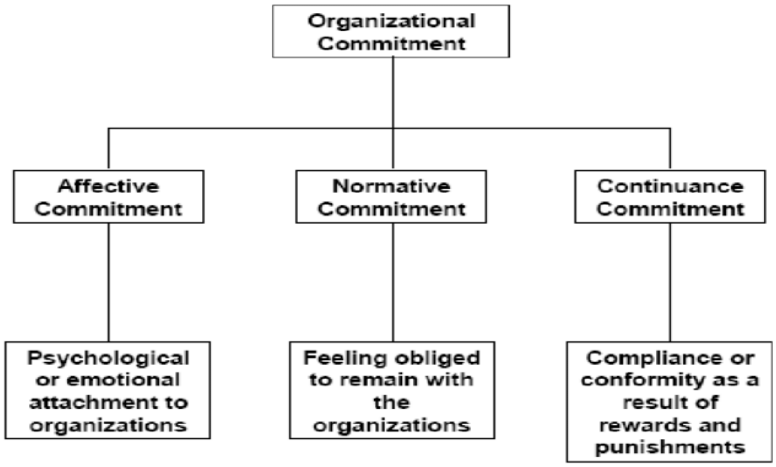
The issue of poor job commitment, specifically in terms of commitment to students and professional development, is evident through various indicators and studies. One of the noticeable problems is a lack of commitment to students, manifested through inadequate classroom engagement and high rates of teacher absenteeism (Usman et al 2024). Studies conducted by UNICEF and the World Bank have found alarmingly high absenteeism rates among teachers in Nigeria, highlighting a lack of dedication to consistently providing education. One of the major challenges confronting teachers with regards to their commitment to their job is work-family conflict.

Meyer and Allen (1991) argued that commitment is a psychological state and classified it into three components namely affective commitment which reflects a desire, continuance commitment which expresses a need and normative commitment which communicates an obligation.

Employees' emotional attachment to, identification with, and participation in the company are referred to as affective commitment. Workers who exhibit high levels of affective commitment stay with the company because they personally choose to.

The term "continuance commitment" describes an understanding of the expenses involved in quitting the company. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Normative commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization Internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organization. Li et al (2013) showed a model for organizational commitment as seen below

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org



Work-Family Conflict

Work-family conflict (WFC) refers to the experience of conflict between an individual's work and family roles. Teacher work-family conflict is a significant issue that affects the well-being and job performance of educators. It refers to the challenges and tensions arising from the simultaneous demands of work responsibilities and family roles, making it difficult for teachers to balance both aspects of their lives (Su & Man, 2023)

Work-family conflict can arise from various sources, including long working hours, job demands, and family responsibilities. The consequences of work-family can be severe, including decreased job satisfaction, increased turnover intentions, and reduced productivity. Moreover, Work-Family Conflict can also affect employees' physical and mental health, as well as their relationships with family members (Allen et al, 2000). Secondary school teachers are seen to face unique challenges balancing their professional commitments and family responsibilities hence the need to explore how the management work-family conflict is imperative to ensuring job commitment among secondary school teachers.

Types of work-family conflict

There are three primary types of teacher work-family conflict: time-based conflict, strain-based conflict, and behaviour-based conflict (Greenhaus, & Beutell, 1985).

Time-based conflict occurs when the time demands of one role (e.g., teaching) interferes

with the fulfilment of responsibilities in another role (e.g., family). For teachers, the long working hours, extensive lesson planning, grading, and extracurricular activities can lead to less time available for their families. This can result in feelings of guilt and stress, as teachers might perceive themselves as not being fully present or able to dedicate sufficient time to their families. Time-based conflict can be highly detrimental to the teacher's well-being and family relationships. Teachers may experience burnout, fatigue, and reduced job satisfaction, ultimately impacting their effectiveness in the classroom. Moreover, long working hours and limited time for personal life may negatively affect their physical and mental health, leading to

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

increased absenteeism and turnover rates among educators.

Strain-based conflict occurs when the stress experienced in one role spills over into the other role. For instance, if a teacher is facing excessive work-related stress, it can affect their ability to be patient and understanding with their family members, leading to conflicts and strain in their family relationships. Strain-based conflict can create a vicious cycle, where stress from one domain amplifies stress in the other domain, resulting in deteriorating mental health and overall well-being (Vickovic & Marrow, 2020). This can lead to decreased job performance, increased emotional exhaustion, and compromised teaching effectiveness. Additionally, strained family relationships can exacerbate the teacher's work-related stress, forming a continuous feedback loop.

Behaviour-based conflict occurs when behaviours that are appropriate in one role are perceived as incompatible or inappropriate in the other role. For instance, a teacher who adopts an authoritarian teaching style in the classroom may struggle to switch to a more nurturing and understanding approach at home, leading to conflicts between their professional and family roles. Behaviour-based conflict can create challenges in maintaining work-life boundaries and integrating the teacher's identity across roles. If teachers feel the need to suppress certain aspects of their personalities or adopt different behaviours in different domains, it can lead to feelings of in authenticity and emotional exhaustion. Moreover, it may hinder the development of positive family relationships and, in turn, affect job commitment, satisfaction and performance in the long run.

In all, teacher work-family conflict is a complex issue that may significantly influence teachers' well-being and job commitment. Time-based conflict, strain-based conflict, and behaviour-based conflict are all interrelated and can create a negative cycle if left unaddressed. Addressing these challenges requires supportive work environments, flexible policies, and open communication to facilitate a better work-life balance for teachers. Schools and educational institutions must recognize the importance of teacher well-being and actively implement strategies to minimize work-family conflicts, ultimately benefiting both educators and their students.

Theory on work-family conflict

One relevant theory on work-family conflict is the Border Theory (also known as the Border Perspective) which was propounded by Clark in 2000

The Border Theory proposes that individuals have multiple roles and identities (e.g., work, family, personal) that are separated by mental and physical borders. These borders can be permeable or impermeable, and they can influence the extent to which work and family roles conflict or enrich each other (Mogiani, 2022)

This theory identifies the following;

(a) Borders: which implies mental and physical boundaries that separate different roles and identities.

(b) Border Permeability; which refers to the degree to which borders allow for the transfer of resources (e.g., time, energy, emotions) between roles.

AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

(c) Border Management; which specifies the strategies individuals use to manage their borders, such as setting boundaries, prioritizing roles, or seeking support.

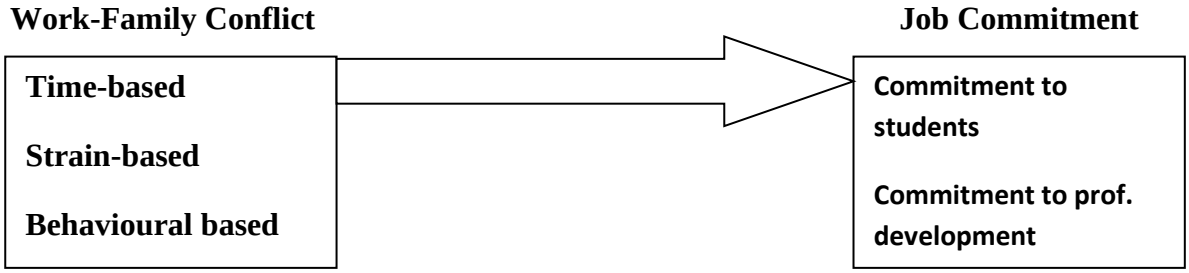
Two major implications of this theory for work-family conflict are conflict and enrichment.

Conflict occurs when borders are impermeable or poorly managed, work and family roles can conflict, leading to stress, burnout, and decreased job satisfaction.

Enrichment implies when borders are permeable and well-managed, work and family roles can enrich each other, leading to increased job satisfaction, well-being, and productivity.

Conceptual Model

This shows the diagrammatic representation of relationship between work-family conflict and job commitment



AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.15 (2), May-August, 2025 https://ajemates.org

The Imperativeness of managing work-family conflict

Managing work-family is essential for fostering job commitment. Job commitment refers to an employee's emotional attachment to their organization and job. Job commitment manifest in various forms, including affective commitment which is emotional attachment to the organization, continuance commitment which is perceived cost of leaving the organization and normative commitment which is feeling of obligation to remain with the organization.

When employees experience work-family conflict, they are more likely to feel disconnected from their job and organization, leading to decreased job commitment. Furthermore, work-family conflict can also lead to turnover intentions, absenteeism, and presenteeism, all of which can negatively impact organizational performance. The consequences of work-family can be severe and far-reaching. These include:

(a) Decreased job satisfaction: Employees who experience Work-Family Conflict are more likely to feel dissatisfied with their job.

(b) Increased turnover intentions: Employees who experience work-family conflict are more likely to intend to leave their organization.

(c) Reduced productivity: Employees who experience work-family conflict are more likely to experience decreased productivity.

(d) Negative impacts on physical and mental health: WFC can lead to increased stress, anxiety, and depression.

From the foregoing, it is therefore imperative to manage work-family conflict.

Strategies for managing work-family conflict

Several factors contribute to the experience of work family conflict. These include long working hours, job demands, family responsibilities and organizational culture. All these must be put into account in considering strategies for managing work-family conflict.

Some strategies that can help include the following;

1. Organizational support: Organizations can provide support for employees experiencing WFC, such as flexible work arrangements, employee assistance programs, and dependent care assistance.
2. Boundary management: Employees can manage their work and family boundaries by setting clear boundaries, prioritizing tasks, and using technology wisely.
3. Employee involvement: Employees can be involved in decision-making processes that affect their work and family life, such as flexible work arrangements and job redesign.
4. Work-life balance programs: Organizations can provide work-life balance programs, such as wellness programs, fitness classes, and employee recognition programs.

Implications of managing Work-Family Confliction on Job Commitment

Here are some potential positive implications of managing work-family conflict on job commitment:

1. Increased job satisfaction: Effective management of work-family conflict can lead

to increased job satisfaction, as employees feel more able to balance their work and family responsibilities.
2. Increased affective commitment: When employees feel supported by their organization in managing work-family conflict, they may experience increased emotional attachment to their job and organization.
3. Increased organizational citizenship behaviour: Employees who feel supported in managing work-family conflict may be more likely to engage in extra-role behaviors that benefit the organization.
4. Reduced turnover intentions: Effective management of work-family conflict can lead to reduced turnover intentions, as employees feel more committed to their job and organization.
5. Improved productivity: When employees are able to effectively manage work-family conflict, they may experience improved productivity and efficiency in their work.

Conclusion

Managing work-family is essential for fostering job commitment. Work-family conflict can have severe consequences for employees, organizations, and society as a whole. By understanding the antecedents and consequences of work-family conflict, and by implementing strategies to manage work-family conflict, organizations can promote job commitment, employee well-being, and productivity.
Addressing work-family conflict is essential for fostering job commitment among secondary school teachers in Oyo State. By understanding the challenges they face, stakeholders can develop strategies that support teachers, ultimately benefiting the educational system as a whole.

Recommendations

1. Implementation of flexible scheduling to accommodate family responsibilities.
2. Conducting regular workshops on managing work-family balance.
3. Establishing support networks for teachers to share experiences and solutions
4. Setting clear boundaries between work and family roles should be encouraged and practiced by teachers.
5. School management should be sensitive to family challenges of teachers and should provide necessary supports within their abilities

REFERENCES

1. Irawati S., Kuswinarno M. & Faidal F.(2023), Determinants of Job Performance of Universities Employees, International Journal of Social Science And Human Research 6(1), 202 -210. https://doi.org/10.47191/ijsshr/v6-i1-28
2. Amin M., (2022), Commitment, Competence on Job Satisfaction and Lecturer Performance: Social Learning Theory Approach. Golden Ratio of Human Resource Management, 2(1), 40-46 https://doi.org/10.52970/grhrm.v2i1.156
3. Murray W. & Holmes M., (2021), Impacts of Employee Empowerment

and Organizational Commitment on Workforce Sustainability, Sustainability, 13(6), 3163

4. Aziz Hassan Mahmood, Othman Baban Jabbar, Gardi B.,, Shahla Ali Ahmed, Bawan Yassin Sabir, Nechirwan Burhan Ismael, Hamza P. A, Sarhang Sorguli, Ali B. and Anwar G., (2021), Employee Commitment: The Relationship between Employee Commitment and Job Satisfaction." , 3 : 54-66. https://doi.org/10.22161/JHED.3.3.6
5. Collie R. J., Shapka J., Perry N. & Martin A. "Teachers' psychological functioning in the workplace: Exploring the roles of contextual beliefs, need satisfaction, and personal characteristics." Journal of Educational Psychology, 108 (2016): 788-799. https://doi.org/10.1037/EDU0000088
6. Odoh, J. N. (2021). Relationship between school climates and teachers' job commitment in public secondary schools in Ebonyi State. Unizik Journal of Educational Research and Policy Studies, 7, 479-502.
7. Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku, (2024), Assessment of Teachers' Job Commitment in Public Senior Secondary Schools in Sokoto State, Nigeria *Pedagogik Jurnal Pendidikan, Volume 19 Nomor 2, (131-146)*
8. Meyer John. & Allen Nathaniel (1991), Human Resource Management Review, Spring,1(1),61-69
9. Li Ks, Wong Anthony & Tong Canon (2013), An evaluation of Employees Commitment of Part-time Faculty in Hong Kong Continiung Professional Development Sector, International Journal of Human Resource Studies, 3(4):45-62
10. Su, Q., & Man, J. (2023). The relationship between work-family conflict and job satisfaction of female university teachers in China: A moderated mediating model. *Educational Research and Reviews*. https://doi.org/10.5897/err2023.4325 .
11. Allen T.D., Herst D.E, & Bruck C.S., (2000), Consequences of family-work conflict: A review and agenda of future research. Journal of Occupational Health Psychology, 5(2), 278-308
12. . Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. Academy of Management Review, 10(1), 76-88.
13. Vickovic, S., & Morrow, W. (2019). Examining the Influence of Work–Family Conflict on Job Stress, Job Satisfaction, and Organizational Commitment Among Correctional Officers, *Criminal Justice Review*, 45(1)
14. Mogiani, M. (2022). Studying Borders from the Border: Reflections on the Concept of Borders as Meeting point, Geopolitics, 28, 1323-1