

**WORK-FAMILY CONFLICT, JOB SATISFACTION AND LABOUR TURNOVER  
INTENTIONS AMONG STATE UNIVERSITY LECTURERS**

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## **Abstract**

*Examining the extent at which work-family conflict and job satisfaction could predict the labour turnover intentions among lecturers, Olabisi Onabanjo University, Nigeria, as a case study, is the purpose of this study. 229 (95%) respondents out of 240 returned their copies of the questionnaire for data analysis. The results reveal that there was a statistically significant ( $p > 0.05$ ) influence of work-family conflict, and job satisfaction on labour turnover intentions among lecturers, Olabisi Onabanjo University, Nigeria, as perceived.*

**Key Words:** Work-family conflict, job satisfaction, and labour turnover

## **Introduction**

Work-family conflict is an inter-role conflict in which the role pressures from work and family domains are mutually incompatible in some respect (Carmeli, 2003). That is, the participation in the work - family role is affected by participation in the family -work role. Work-family conflict is a common problem among employees; it is an undesirable situation and it negatively affects quite a number of other areas within and outside the family, these include: an increase in prolonged fatigue, high level of absenteeism at the work, and labour turnover intentions, among others (Nicole, 2003). The most common outcomes associated with work-family conflict are higher instances of job and family distress, poor health outcomes, and decreased job and life satisfaction (Warner, 2005). Sometimes, it leads to broken homes, and polygamy or an unexpected marriage. Nicole (2003) reveals that work-family conflict is caused by factors from both the work and home situations. The role of work time arrangement in the development of such a conflict is particularly striking; for example, working shifts, sudden transfer, frequent overtime, and change of working hours all increase the risk of conflict. Both the organization and the employee have the responsibilities of eliminating work-family conflict. Empirical evidence shows that individuals with high emotional intelligence are able to balance family interference with work and vice-versa (Brett & Stroh, 1995; Clarke, 2000; Carmeli, 2003; Nicole, 2003).

There is a growing body of research that reveals that work-family conflict is more prevalent than family-work conflict (Warner, 2005). This is not surprising given that these pressures continue; the experience of employees' work life interfering with their family is almost inevitable. Warner further says that the most significant determinant of work-family conflict is found in the work domain. Therefore, it is critical for

employers to become aware of practices that can be implemented in order to reduce employees' work-family conflicts.

Clarke (2000) cites Minuchin proposed family systems theory, which suggests that families are cultural systems that go through developmental stages. This tries to maintain a sense of continuity and equilibrium and enhance each member's growth. The theory and the related concept of family equilibrium suggest that pressures both outside and within the family can disturb the equilibrium of the family (Brett & Stroh, 1995). Clarke reflects on the double ABCX Theory and suggests that three factors interact to produce a family's well-being: the stressor, the family's resources or characteristics to cope with the stressor, and the family's ability to cope with the stressor. Wiggins and Sheham (1994) proceed to identify family support, family adaptability and family communication as predominant among characteristics that facilitate coping, with family communication identified as the characteristic that enables the evolution of the other two attributes of family functioning.

Job satisfaction is a psychological concept and, therefore, giving it a precise and single scientific definition might be nearly impossible, since the nature and concept are somehow abstract. However, job satisfaction could be defined as a pleasurable emotional state resulting from the appraisal of one's job, an effective reaction or an attitude towards one's job. In other words, job satisfaction implies the extent to which people like their job and dislike it. Weiss (2002) argues that job satisfaction is an attitude; it refers to how content an individual is with his or her job. Job satisfaction is a relatively recent term in the Nigerian context since in previous centuries; the job available to a person was often predetermined by the parents' occupation. Job satisfaction is very crucial to the long-term growth of any organisation. Job satisfaction is closely related to efficacy, and, it has been identified that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). Various researches have been carried out on factors that could influence teachers' job satisfaction (Evans, 1998; Mäenpää, 2005). Those factors include: school-specific factors like availability of material resources, teacher-students ratio, school

environment, and school culture, prompt payment of salary, and feelings of successful teaching, among others. Interestingly, teachers have different factors that could influence their job satisfaction. For instance, prompt payment of salary might be an influencing factor to a teacher while school environment might be an influence factor to another. Job satisfaction has been demonstrated to be closely related to commitment, turnover, job performance, productivity and burnout (Khaleque, Hossain, & Hoque, 1992; Cooper & Kelly, 1993).

Labour turnover is the voluntary or involuntary termination of an individual's employment with a given organization. Labour turnover is the rotation of workers around the labour market, between firms, jobs and occupations, and between the states of employment and unemployment (Abassi & Hollman, 2000). Each time a position is voluntary or involuntary created, a new employee might be replaced, this replacement cycle is known as turnover (Woods, 1995). Labour turnover is a much studied phenomenon (Lam, Foong, & Moo, 1995; Shaw, John, Jerkins, & Nina, 1998; Booth & Hamer, 2007). Labour turnover or 'brain drain' as it is being referred to in tertiary institutions is one of the major challenges facing education in Nigeria today. Labour turnover intentions seem to be very prevalent in tertiary institutions both federal and state institutions of higher learning, and this might be due to some physical or social influences. The physical influences include poor salary, school environment, and delay in payment of salary among others. Social influence on the other hand is the shared cognition by friends or organizational members that influence people's decision on job movement (Albeson, 1993). The social influence makes hopping from one job to another an acceptable behaviour (Naresh, Pawan & Chong 2003), thus, if an individual has not changed his/ her job for a long time, he/she feels an increasing pressure to do so because of social influence. In some countries in Asia, it has been observed that labour turnover intentions is giving sleepless nights to human resource managers, and employees have developed bad attitudes due to labour shortage (Naresh, Pawan & Chong 2003). But in Nigeria, the Guardian

newspaper an editorial of noted that in the last 20 years, a sizeable number of Nigerian academics have migrated abroad in search of greener pastures.

### **Statement of the Problem**

It is observed that there is a growing labour turnover intention among lecturers, especially in state institutions of higher learning and this in turn results to frequent in change of lecturers even within an academic session.

This study therefore examines the extent at which work-family conflict and job satisfaction could predict the labour turnover intentions among lecturers, Olabisi Onabanjo University as a case study. Also, the study investigates the relationship between work-family conflict, job satisfaction and labour turnover intentions among lecturers. Gender influence on work-family conflict, job satisfaction and labour turnover intentions among lecturers, Olabisi Onabanjo University were examined as well.

### **Research Questions**

To this end, the study focuses on answering the following research questions:

- What are the perceived causes of work-family conflicts?
- To what extent would composite influence of work-family conflict and job satisfaction predict lecturers' labour turnover intentions?
- Is there any statistically significant relationship between work-family conflict, lecturers' job satisfaction and labour turnover intentions?
- Is there any statistically significant gender influence on work-family conflict, lecturers' job satisfaction and labour turnover intentions?

### **Method**

#### ***Design***

The research is to elicit information on work-family conflict and job satisfaction as predictors of labour turnover intentions among lecturers, Olabisi Onabanjo University. The study is purely a descriptive

survey research where variables in this study had already occurred and are not subject to manipulations. Work-family conflict and lecturers' job satisfaction are the independent variables while labour turnover intention is the dependent variable.

### *Participant*

The participants in this study were drawn from the lecturing staffs at Olabisi Onabanjo University, Nigeria that are from the staff grade level of Assistant Lecturer to the Professorial level. The university has 13 faculties out of which 8 were randomly selected for the study. Selected lecturers were affiliated with the randomly selected 8 faculties. From each selected faculty, 30 lecturers were randomly selected; making 240 lecturers, 229 (95%) participants returned their copies of the questionnaire for the study.

### *Instrumentation*

The development of the questionnaire was guided by a literature review. A structured Personal and Organizational Factors of Lecturers' Turnover Intentions Questionnaire (POFLIQ) was adopted for the study. The instrument used has four sections: A, B, C & D. Section A aims at seeking information of a background nature, including age, gender, department, work experience, and marital status, among others. Section B elicits responses on the lecturers' job satisfaction, using a 4-point scale ranging from *strongly agree to strongly disagree*. The focus of sections C and D are on work-family conflict and labour turnover intentions. Section C and D comprises 10 structured items each with a 4-point scale ranging from *strongly agree to strongly disagree*. The instrument was first administered to 10 lecturers ( $\alpha = 0.85$ ) as pilot survey.

### *Procedure*

Participants responded anonymously to the questionnaire given to them. All data collected were grouped based on the various research questions formulated for testing in this study. The data was subjected to statistical test and analysis. Descriptive statistics, Correlation, Regression analysis and t-test were used to calculate the research data.

## Results

**Research Question 1:** What are the perceived causes of work-family conflicts?

**Table 1: Descriptive Statistics on the Perceived Causes of Work-Family Conflicts**

Perceived Causes	N	Mean	SD	%
Stress from work	238	3.22	0.51	9.88
Lack of good parental care	238	3.35	0.70	10.26
Love of money	238	3.19	0.77	9.77
Nature of job	238	3.37	0.72	10.32
Poor remuneration	238	2.93	0.92	8.97
Job insecurity	238	3.58	0.61	10.96
Lack of understanding between couple and extended family	238	3.27	0.64	10.01
Extra marital affairs	238	3.41	0.59	10.44
Family background	238	2.93	0.90	8.97
Cultural belief	238	3.41	0.59	10.44

Table 1 above reveals that job insecurity is the perceived highest cause of work-family conflicts among lecturers with the percentage of 10.96. Cultural belief and extra marital affairs are the next perceived causes of work-family conflicts among lecturers with the same percentage of 10.44. Next to cultural belief and extra marital affairs is the nature of job (10.32%), like jobs that involve transfer, or shift. For instance, transfer as in the case of teachers, shift as in the case of nurses. Poor remuneration and family background are the least perceived causes of work-family conflicts among lecturers with the same percentage of 8.97. This shows that poor remuneration and family background are not really the cause of work-family conflict among lecturers.

**Research Question 2:** To what extent would composite influence of work-family conflict and job satisfaction predict lecturers' labour turnover intentions?

**Table 2:****Analysis of Variance**

Variables	Sums of Square	DF	Mean Squares	F-value	Prob>F
Regression	2201.583	2	1100.792	51.33	.000*
	5039.413	235	21.444		
Residual	7240.996	237			
Total					
R= 0.551					
R <sup>2</sup> = 0.304					
SE= 4.611					
R <sup>2</sup> (adj.)= 0.298					
DurbinWatson=1.543					

\* Sig. at p&lt;0.05

Table 2 above presents the regression analysis on the composite influence of work-family conflict and job satisfaction on lecturers' labour turnover intentions. Since  $\alpha = 0.05$  exceed the observed significance level,  $p = 0.000$ , the data provide strong evidence that at least one of the coefficients (independent variables) is non zero. The overall independent variables (work-family conflicts, and job satisfaction) appears to be statistically useful for predicting the dependent variable (lecturers' turnover intentions) This implies that work-family conflict and job satisfaction have statistically significant composite influence on lecturers' labour turnover intentions. The  $R^2=0.304$ , that is, the explanatory variables (work-family conflict and lecturers' job satisfaction) capture about 30% variation in the endogenous variable (lecturers' labour turnover intentions). Also, it implies that work-family conflict and lecturers' job satisfaction exert a significant relationship with lecturers' labour turnover intentions (table 3).

**Research Question 3:** Is there any statistically significant relationship between work family conflict, lecturers' job satisfaction and labour turnover intentions?

**Table 3: Descriptive Statistics and Correlation Matrix**

	Mean	SD	1	2	3	4
1. LTOI	58.87	5.50	1.00			
2. LJS	41.55	3.48	0.66*	1.00		

3. WFC                      46.49                      4.01                      0.78\*                      0.60\*                      1.00

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\*P<0.05    WFC= Work-family Conflict; LJS= Lecturers' Job Satisfaction;  
LTOI= Labour Turnover Intentions.

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Results in table 3 above show that work-family conflict has the highest mean of 46.49, while lecturers' job satisfaction has the least mean of 41.55. Also, the table reveals there is positive relationship between the variables and it is discovered that the highest positive relationship is between work-family conflict and labour turnover intention ( $r=0.78$ ). This implies that work-family conflict can easily influence the labour turnover intentions among lecturers. Also, lecturers' job satisfaction has a positive relationship ( $r=0.66$ ) with labour turnover intentions. This implies that increase in work-family conflicts and lecturers' job satisfaction could culminate in increase in labour turnover intentions among lecturers. Furthermore, work-family conflicts have a positive significant relationship with lecturers' job satisfaction, that is, work-family conflicts and lecturers' job satisfaction are significantly related to labour turnover intentions among lecturers.

**Research Question 4:** Is there any statistically significant gender influence on work-family conflict, lecturers' job satisfaction and labour turnover intentions?

**Table 4:                      T-Test on Gender Influence**

Variable	Gender	N	Mean	SD	SE	t-value	p-value
Work-Family Conflict	Male	149	46.52	4.04	0.33	0.104	0.713
	Female	89	46.46	3.97	0.42		
Lecturers' Job Satisfaction	Male	149	41.45	3.57	0.29	-0.612	0.615
	Female	89	41.73	3.33	0.35		
Labour Turnover Intentions	Male	149	58.56	5.61	0.46	-1.172	0.628
	Female	89	59.40	5.29	0.56		

Not Sig. at  $p>0.05$

Table 4 above reveals that there is no significant gender influence on work-family conflict, lecturers' job satisfaction and labour turnover intentions. Since  $\alpha = 0.05$  does not exceed the observed significance level,  $p = 0.713$ ,  $p = 0.615$ , and  $p = 0.628$  respectively. This implies that both male and female lecturers

have the intentions of changing their jobs. Also, both female and male lecturers have the same level of job satisfaction, and work-family conflicts affect both male and female lecturers the same way.

### **Discussion**

The findings of this study show that stress from work, lack of good parental care, love of money, nature of job, poor remuneration, job insecurity, lack of understanding between couple and the extended family, extra marital affair, family background, and cultural belief are perceived causes of work-family conflicts among lecturers. The stress from work could be the demands on the job. These may include: dealing with students' disciplines, large classes, teaching new courses, frequent changes of timetable or courses, increased workload, need to hit targets or deadlines, long working hours, and lack of regular breaks (Oredein, 2009).

Also, the results reveal that there is composite influence of work-family conflict and job satisfaction on secondary school lecturers' labour turnover intentions. Both work-family conflict and lecturers' job satisfaction have a positive relationship with labour turnover intentions. Although, this study is on permanent staff in Olabisi Onabanjo University, the result is not in consistent with Slattery & Rajan Selvarajan's (2005) work on temporary employees, that job satisfaction is negatively related to turnover intentions with temporary agency. But it is in tandem with Lindsey (2007), who identifies in his study, that job satisfaction is one of the factors that could contribute to turnover rates in organizations. Slattery and Rajan Selvarajan's (2005) suggest that job satisfaction is a more distant cause than commitment when it comes to turnover intentions. But this study as well shows that work-family conflict is more related to labour turnover intentions than lecturers' job satisfaction. Nevertheless, one strong message that could be relayed from this study is that lecturers' job satisfaction may be a more distant cause of labour turnover intentions than work-family conflicts. Moreover, work-family conflicts have a positive significant relationship with teachers' labour turnover intentions. This is in consistency with Lindsey (2007) which avers that the relationship between conflicts and turnover intentions is linear and significant. Conflicts

generally have been recognized as pervasive issues within organization, with effects that contribute to the strongest turnover predictors (Frone, 2000; Medina, Munduate, Dorado, Martinez, & Guerra, 2005).

Furthermore, the results reveal that gender has no significant influence on work-family conflict, lecturers' job satisfaction and labour turnover intentions. That is, gender has nothing to do with turnover intentions of lecturers. Male and female teachers have the same level of job satisfaction, and both experience work-family conflicts. This is in consistency with Onovoh (2000), who identifies in his study that male and female teachers experience the same level of job satisfaction.

### **Recommendations**

Institutions of higher learning serve the labour market, thus the need to reduce the rate of lecturers' turnover intentions in tertiary institutions. Based on the outcomes of this study, it is therefore recommended that government, and all stakeholders should examine the sources of labour turnover intentions among lecturers and recommend the best approach to fill the gap of the sources so that lecturers can be retained in the teaching profession. In other words, government, and all stakeholders should treat lecturers as an asset which needs a lot of attention. Lecturers are nation builders; hence they need to be motivated and compensated adequately. Besides, lecturers should be paid regularly as and when due, in addition, incentives should be given to lecturers. Academics should have regular breaks or annual leave. A good working environment should be provided. Government should consider the methods of allocating work and associated administrative arrangements. Moreover, the rate of labour turnover intentions can be brought down by focusing on lecturers' job satisfaction, and working on ways whereby work-family conflicts can be reduced.

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