PERCEPTION OF PUBLIC RELATIONS STUDENTS TOWARDS WORK-LIFE CONFLICT: A STUDY OF ISTANBUL UNIVERSITY PUBLIC RELATIONS AND ADVERTISING STUDENTS

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Abstract

It is suggested that very stressful environments and long working hours are among the most significant aspects according to persons who want to start their careers in the field of public relations. It is also thought that this condition reflects the typical perception of majority of public relations students towards working. Students must be prepared for busy schedules and long working hours when they start a full time job in the field of public relations, which is growing rapidly. Taking this into consideration, in their study, Jiang and Shen (2015: 132) researched the perception of public relations students towards work-life conflict. These authors have been contacted with the intention of adapting their research to Turkey because of the limited number of research that presents work-life conflict perception of public relations students. The questionnaire, which is shared as a result of the interviews, and reliability and validity of which is determined, was applied to the students of Istanbul University, Faculty of Communication, Department of Public Relations and Advertising. As a result of the research, it was determined that expectations of students towards work-life conflict is at a reasonable level, the support they expect from their supervisors is at a high level, and their expectations related to family-supportive organizational work environment are at a reasonable level. In addition to this, supervisory support and family supportive organizational work environment were perceived to be instrumental in reducing behavior-based work-life conflict.

Keywords: *Conflict, Work-Life Conflict, Public Relations Students*

HALKLA İLİŞKİLER ÖĞRENCİLERİNİN İŞ-YAŞAM ÇATIŞMASINA YÖNELİK ALGISI: İSTANBUL ÜNİVERSİTESİ HALKLA İLİŞKİLER VE TANITIM BÖLÜMÜ ÖĞRENCİLERİ ÜZERİNE BİR ARAŞTIRMA

Öz

Halkla ilişkiler alanında işe başlamak isteyenlerin karşılarına çıkan en önemli unsurlar arasında çok stresli bir çevre ve uzun çalışma saatlerinin olduğu belirtilmektedir. Bu durumun aynı zamanda çok sayıda halkla ilişkiler öğrencisinin sahip olduğu işe yönelik tipik algıyı da yansıttığı düşünülmektedir. Öğrencilerin hızlı bir şekilde büyüyen halkla ilişkiler alanında tam zamanlı bir işe girdiklerinde yoğun çalışma temposu ve uzun çalışma saatlerine hazırlıklı olmaları gerekmektedir. Bu durumu göz önünde bulundurarak gerçekleştirdikleri çalışmada Jiang ve Shen (2015: 132) halkla ilişkiler öğrencilerinin iş-yaşam çatışmasına yönelik algılarını araştırmışlardır. Türkiye'de halkla ilişkiler öğrencilerinin iş-yaşam çatışma algısını ortaya koyan çalışmaların yok denecek kadar az olması dolayısıyla yazarlarla çalışmalarının Türkiye'ye uyarlanması için iletişime geçilmiştir. Gerçekleştirilen görüşme neticesinde paylaşılan, güvenirlik ve geçerliliği saptanmış olan soru formu, İstanbul Üniversitesi İletişim Fakültesi Halkla İlişkiler ve Tanıtım Bölümü öğrencilerine uygulanmıştır. Araştırma neticesinde öğrencilerin iş-yaşam çatışmasına yönelik beklentilerinin makul düzeyde olduğuna, yöneticilerinden bekledikleri desteğin yüksek seviyede olduğuna ve aileyi destekleyici kuruluşlara yönelik beklentilerinin makul düzeyde olduğuna ulaşılmıştır. Bununla birlikte yöneticilerin desteği ile aileyi destekleyen kuruluuş çevresinin davranış temelli iş-yaşam çatışmasını azalttığı düşünülmektedir.

Anahtar Kelimeler: *Çatışma, İş-Yaşam Çatışması, Halkla İlişkiler Öğrencileri*

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INTRODUCTION

In today's business world, work-life conflict is considered to be a significant issue, the interest in the conflicts between work and life fields has gradually increased and individual's conflicts between work and life domains are addressed in current studies.

The studies focus on the resulting effects of when individuals' responsibilities at the workplace and responsibilities in their individual or family lives come together. In addition to pointing out that there is evidence which suggests that making an effort for the satisfaction of demands at work and living areas increase physical and psychological health, it is also emphasized that this involves important challenges. More specifically, it is suggested that demands from work and life domains are incompatible at least to a certain extent for the majority of workers, and it is observed that this condition leads to work-life conflict in general terms (Reynolds, 2005: 1313). Communication technologies also make it more possible for workers to stay connected to their work outside the office. In their study, Boswell and Olson-Buchanan (2007) suggest that use of communication technologies by workers outside the work hours, is related to work-life conflict because this condition increases the interaction between work and life.

It is also possible to find studies on work-life conflict or work-family conflict in recent years in Turkey. In his study, Anafarta (2011) researched the relationship between work satisfaction and work-life conflict and life-work conflict, and suggested that health workers experience work-life conflict more compared to life-work conflict, and work-life conflict has an effect on work satisfaction. Zincirkıran and Mete (2014: 103), carried out a study in order to determine a significant relationship between workaholism and work-family conflict, and suggested that there may be a conflict between the work and family lives of workaholic individuals. Similarly, in their study, Pekdemir and Koçoğlu (2014: 309) emphasized that there is a relationship between workaholism and work-life balance, and stated that there are differences in work-life balance in terms of gender and age. Male individuals experience work-life conflict more compared to female individuals, and participants within 26-35 age range have a better balance compared to participants who are at the age of 46 and above. Dursun and İştar (2014: 127) suggest that work-family life conflict has a negative effect on the life and work satisfaction of female workers. Korkmaz and Erdoğan (2014: 541) claim that work-life balance increases organizational commitment, and organizational commitment increases employee satisfaction although it doesn't have a significant effect on employee satisfaction directly.

In the national literature, the relationship between conflict and public relations is not as highly regarded as in the international literature. Thus, it can be stated that it is difficult to find studies which focus on the concept of conflict in the field of public relations in Turkey. Moreover, when the recent studies on work-life conflict in Turkey are reviewed, it is possible to observe that these studies mostly focus on employees. This study differs from other studies since it presents how university students who will start their work career, perceive work-life conflict. In addition, this study can be evaluated as a contribution to the field of public relations due to its emphasis on public relations students.

Although the concept of conflict is defined in various ways in literature, the concept of conflict mentioned in this study, refers to the conflict, which is experienced when a balance cannot be achieved between an individuals' roles.

The Concept of Work-Life Conflict

The capability of achieving balance between role expectations at work and in domestic life is considered as an issue and it affects individuals constantly. Both work and house factors prevent individual from achieving an effective balance between expectations at work and home, and they also lead to conflicts between these two domains. The fact that individuals have different roles lead to different role expectations. Although these roles are take place in different areas of individual's life, boundaries of these areas cannot prevent the effects of certain roles on what the individual experiences in other areas (Schmidt, 2011: 1-4). Therefore, it can be suggested that role expectations in work life have an effect on individual's other roles, and these effects can be both positive and negative. From the perspective of different roles, it can be said that role expectations in work and life domains affect each other mutually, and this effect can lead to conflicts.

In literature, work-life conflict is defined as one form of the conflict between roles. It is stated that it occurs when role pressures from work and family environment are not compatible with each other in some aspects (Jiang & Shen, 2013: 4). It is suggested that in addition to the fact that the expectations of both domains conflict with each other, it is also difficult to meet both expectations at the same time (Noor & Maad, 2008; 94). When individuals start a career, they become responsible for role expectations at work, and because of the mismatch between the responsibilities at work and outside of work, individuals try to look for ways to establish balance. When individual cannot establish a balance between the role expectations of two domains, conflict occurs (Zincirkıran & Mete, 2014: 105). Conflict occurs if two or more elements of pressure emerge simultaneously, and individual's adaptation to one of these roles makes it difficult to adapt to the other role. Individual has to fulfill the requirements of two or more roles at the same time, and ignores one of them due to several reasons (Pekdemir & Koçoğlu, 2014: 314). Therefore, it can be suggested that work-life conflict occurs when employees have more than one role in their work and life domains, and when there is a mismatch between these roles.

The concept is addressed in the context of two aspects, namely, work-life and life-work. While a conflict occurs due to problems reflected from work to life in work-life conflict, conflicts occur due to problems reflected from life to work in life-work conflict (Frone et al., 1992: 728). This is interpreted as the fact that work-life conflict can be bi-directional, and it can appear in both domains simultaneously (Knecht et al., 2011: 2). It is stated that studies on the subject suggest that life-work conflict is experienced more (Frone et al., 1992: 728). From this point of view, this study addresses the concept in the context of work-life aspect.

Types of Work-Life Conflict

Work and life domains demand resources such as time and energy, and since these resources are limited, participation in both domains may lead to conflicts between roles (Knecht et al., 2011: 1). This phenomenon, which is called work-life conflict, is subject to a triple classification by Greenhaus and Beutell (1985) and three types of work-life conflicts, namely time, strain and behavior based, are suggested in literature.

Time-based conflict is considered to be the most frequent type of work-life conflict. It occurs when individual spends the time which is needed for responsibilities outside the work, at work. It consists of excessive working hours and program conflicts, which lead to excessive role load (Jiang & Shen, 2013: 5). In this conflict type, the determining factor is expressed as time, and it is stated that the time an individual allocates to the activity related to the role, reduces the time allocated to other roles, thereby preventing the participation in these roles (Zincirkıran, 2013: 87). Time-based conflict may occur in two ways. It may occur when time pressures related to a role makes it impossible to physically meet the expectations of the other role. Alternatively, it may occur when meeting the demands of a role physically causes mental preoccupation in the other role (Özen & Uzun, 2005: 131).

Strain-based conflict occurs when experiences which cause stress in work life makes it difficult for the individual to fulfil his/her roles in work area (Jiang & Shen 2013: 5). It is known that stress factors in work life causes symptoms of stress such as anxiety, fatigue, depression, apathy and mental strain. It is suggested that strain-based conflict is associated with fatigue/mental strain aspects, and occurs when the tension individual experiences in a role affects the performance of other role (Greenhaus & Beutell, 1985: 80). It is stated that sources of strain-based conflict are uncertainty and/or conflicts in work role, excessive role load, low level of leader support and ease of interaction, physical and psychological work demands, rate of changes in work environment, stress in communication, level of concentration expected in the work and commitment to work. Particularly, high level of commitment to a work makes it difficult to meet the expectations of the second role (Özen & Uzun, 2005: 132; Carlson & Kacmar, 2000: 1033, 1034). It is suggested that disputes in the family are associated with work-family conflict and supportive attitudes of partners protect each other from high level of work-family conflict (Greenhaus & Beutell, 1985: 81).

On the other hand, behavior-based conflict occurs when roles expected from the employees at work conflict with the roles they play in their personal lives. It is stated that behaviors which are appropriate outside the work environment, such as emotional sensitivity, are inappropriate and dysfunctional when used in work life. Likewise, behaviors related to management such as authority, ambition, power, objectivity are meaningful in work environment, but considered inappropriate at home (Jiang & Shen, 2013: 6).

Supervisory Support and Family Supportive Organizational Work Environment From a Perspective of Work-Life Conflict

According to many scholars, individuals have to work for long hours, which affects work-life balance negatively, and the real problem in work-life conflict is the fact that their commitment to cause unwillingness to have a good time in their social lives. It is suggested that one of the most significant aspects which causes conflict in people's professional lives is the fact that they are an individual, a member of the family (Pekdemir & Koçoğlu, 2014: 315). Work-life conflict not only affects the personal happiness and life satisfaction of employees, but also their level of work stress, job satisfaction and organizational commitment to a great extent, which is also important for the organizations they work for. For this reason, it is emphasized that conflicts must be managed effectively (Efeoğlu & Özgen, 2007: 238). It can be suggested that that many organizations aim to reduce work-life conflict by creating family supportive programs. For instance, Koç Holding aims to increase the satisfaction of employees of Koç Group and strengthen their commitment to the organization through various activities conducted with the personnel and social responsibility projects within the scope of Koç-MyFamily program. Koç Group organizes sports organizations, training programs for employees working within the body of Koç Group Sports Club Association and their families (KOÇ, 2015). It is stated that implementing such programs in real terms depends especially on the decisions of supervisors. When companies organize such programs, some supervisors may not approve the initiatives of employees. If such programs or regulations cannot be carried into effect, individuals can still create this type of arrangements with their supervisors. Research indicate that support from supervisors decreases the stress employees experience at work, supervisors can provide suggestions to their employees about how conflicting demands can be resolved in areas inside and outside of the work, and help them to find a middle course when individual interests and corporate benefits conflict (Jiang & Shen, 2013: 7, 8). Therefore, it can be suggested that family supportive programs of organizations and the approach of top management have an important role in work-life conflict. Also, the fact that supervisors support their employees independently from their organizations shows that they have a significant effect on reducing work-life conflict.

AIM AND METHODOLOGY

Aim and method of the study, which address types of work-life conflict, supervisory support and family supportive organizational environment within the framework of work-life conflict are given below.

Aim

This study aims to present the perception of public relations students towards work-life conflict. Within the framework of this aim, the study seeks answers to the following questions:

1.   How do public relations students perceive work-life conflict at their future full-time employment in Turkey?

2. How do public relations students perceive the relationship between future supervisory support and what are they expecting their levels of time-based, strain-based, and behavior-based work-life conflict will be?

3. How do public relations students perceive the relationship between their future family-supportive organizational work environment and their anticipated levels of time-based, strain based, and behavior-based work-life conflict?

Method

The scale developed by Jiang and Shen (2015) was used to determine the perceptions of public relations students in Turkey towards work-life conflict. In this context, questioning technique was used within the framework of survey method.

Population and Sample

Population of the study was determined as students who continue their studies at Public Relations and Advertising Department in Turkey, and sub-universe of the study consisted of students who continue their studies at Public Relations and Advertising Departments of state universities within the boundaries of Istanbul. Within the scope of this sub-universe, sample of the study consists of students of one of the well-established universities of Turkey, Istanbul University, Faculty of Communication, Public Relations and Advertising Department.

Data Collection Tool

Jiang and Shen's (2015) scale, which is adapted to Turkish, was used within the scope of this study. Within the scope of the research, the questionnaire applied to public relations students, consists of seven questions including open-ended questions. The salary question was excluded from the questionnaire since it is not appropriate to question the salary of people in Turkey in social and technological terms. Therefore, the questionnaire used in this research consists of six questions. In the 1st and the 2nd question, gender and age of participants were asked respectively, and their grade was asked in the 3rd question. 7-point Likert scale (1-Strongly Disagree, 7-Strongly Agree) was used for the answers of other questions. 4th question aimed to collect data about public relation students' expectations related to work-life conflict. Within this framework, three statements related to each type of work-life conflict were given, and students were expected to express their level of agreement to nine statements in total. They were asked to state their level of agreement to a statement about the support they expect from their supervisors in 5th question, and grade 5 statements about supportive organizational environment expectations in the 6th question.

The questionnaire was translated by the author into Turkish, and preliminary test of the form, which was prepared in order to determine functional statements, was conducted with the participation of public relations students. Cronbach's Alpha value calculated for reliability test was above the suggested value in general for five statements related to organizational environment, with 0.85 for nine statements related to expected work-life

conflict, 0.89 for statements determined for expected supervisory support, and 0.78 for five statements related to expected family-supportive organizational work environment. Although Cronchbach's Alpha value is 0.70 and more in general, Nunnall (1974) suggests 0.70 as the lowest limit. Questions, validity and reliability of which were determined by a preliminary study, were applied to the sample that consisted of 326 public relations students.

Procedure

Questionnaire was submitted to 2015-2016 academic year Public Relations and Advertising Department students of Istanbul University, Faculty of Communication, who were considered to represent Public Relations and Advertising students in Istanbul. Raw data collected through surveys were transferred to computer. First of all, descriptive statistics related to the data set, which will constitute the basis of the analysis, are explained. In the second phase, mean values of the scales were determined, and their validity and reliability were questioned. In the third phase, confirmatory factor analysis was applied to research questions, and answers to research questions were sought with regression analysis. In the process of finding answers to research questions, SPSS and LISREL software were used and findings were evaluated with Microsoft Word and Excel programs.

FINDINGS

326 students in total participated in the research. When gender distribution of public relations students who participated in the research was examined, it was observed that 57.4%, that is 187 of students were female, whereas 42.6%, that is, 139 of students were male. 49.4% of students (161 persons) consist of persons in 18-20 age group while 40.8% of them (133 persons) consist of persons 21-23 age group and 9.8% of them (32 persons) consist of persons in 24-> age group. 25.2% (82 persons) of public relations students who participated in the research, were first grade students, 32.5% of them were (106 persons) were second grade students, 22.7% of them (74 persons) were third grade students, and 19.6% of them (64 persons) were final year students.

Descriptive statistics of data are reported in order to answer the first question of the research. In Table 1, Table 2 and Table 3, perception of public relations students towards work-life conflict in their future works is presented. When work-life conflict expectations of public relations students towards their future works were analyzed, it was observed that their statements centre around 'Somewhat agree' and 'Somewhat disagree' options. The highest value in the scale is 'My work will keep me from my family activities more than I would like' statement with 4.54 mean value. The lowest value is 'Behavior that will be effective and necessary for me at work would be counterproductive at home' statement with 3.45 mean value. When public relations students' statements related to their expectations from their supervisors were analyzed, it was observed that their statements centered around 'Strongly agree' and 'Somewhat agree'. Therefore, it can be suggested that students expect support from their supervisors when they start their career. The high-

est value in the scale is 'I hope my future supervisor will accommodate me when I have personal business to take care of' statement with 6.19 mean value. Statements of public relations students related to their expectations towards family supportive organizational environment centre around 'Neither agree or disagree' and 'Somewhat disagree' statements. Based on these statements, it can be suggested that public relations students do not have a lot of expectations for a family supportive organizational environment for the present. The highest value in the scale is 'My future employer should believe that work is the primary priority in a person's life' statement with 3.99 mean value.

To explore whether there existed any gender and class differences, one-way ANOVA was conducted. While expectations of the students related to time-based conflict are in the first place (M = 4,38, SD = 1,52), this is followed by expectations of strain-based conflict (M = 3,76, SD = 1,50). This is followed by behavior-based conflict, which is a lower level (M = 3,48, SD = 1,49). However, ANOVA did not reveal any significant gender differences (time-based conflict: F = 0,61, p = 0,43; strain-based conflict: F = 0,33, p = 0,56; behavior-based conflict: F = 2,98, p = 0,08). On the other hand, ANOVA revealed significant class differences (time-based conflict: F = 4,45, p = 0,04; strain-based conflict: F = 5,100, p = 0,02; behavior-based conflict: F = 5,225, p = 0,002). When groups with significant differences in their mean values were analyzed, it was observed that students in the third and final grade have more expectations related to all three work-life conflicts compared to first grade students.

In the research, there are three statements for each work-life conflict, and 9 statements in total related to expected work-life conflict. Cronbach's Alpha value calculated for reliability test was above the suggested value in general, with 0.83 for time-based conflict, 0.77 for strain-based conflict and 0.74 for behavior-based conflict. Cronbach's Alpha value calculated for the reliability test of 5 statements, which were determined for expected supervisory support, was 0.82. Cronbach's Alpha value calculated for the reliability test of 5 statements, which were determined for expected family supportive organizational work environment, was 0.88, and it was observed that values are above the suggested value in general.

Factor loads determined for expected work-life conflict, expected supervisory support and expected family-supportive organizational work environment statements. Results of the confirmatory factor analysis are given in Table 4, Table 5 and Table 6 respectively. The extent, to which the model explains the obtained data after the research, is determined with goodness of fit indexes. While there are many 'goodness of fit indexes', the most important ones are taken into consideration in the study (Byrne, 2010; Hooper et al., 2008; Schermelleh-Engel et al., 2003; Schumaker & Lomax, 2010; Meydan & Şeşen, 2011). As a result of the obtained data, measurable model overall had the following acceptable data-model fit: Chi Square = 340,31 (df = 142), $x2/df$ = 2,39, RMSEA = 0,065, GFI = 0,90, AGFI = 0,87, CFI = 0,93, IFI = 0,93, TLI (NNFI) = 0,92, PGFI = 0,67, SRMR = 0,051. Fit values reported for the model indicate that model provides a statistically acceptable fit. Therefore, it can be suggested that any changes on the model is not necessary.

Hierarchical regression analysis was performed in order to evaluate the relationship between the resulting factors. With this method, determining the relationship between student's future supervisory support and time-based, strain-based, behavior-based work-life conflict expectations was aimed. The same analysis was applied in order to determine the relationship between family supportive organizational work environment and time-based, strain-based, behavior-based work-life conflict expectations.

The first model explains the relationship between behavior-based, time-based and strain-based work-life conflict and future supervisory support perceptions of public relations students. 5% of the change in dependent variable is explained with behavior-based, time-based and strain-based work-life conflict variables. It is observed that expected behavior-based, time-based and strain-based work-life conflict variable (F (3,322=5,248) p<0,005) is significant. Tolerance and VIF values were checked in order to test multicollinearity problem between the factors. That tolerance value is below 0.10, and VIF value is above 10, suggest that there is a multicollinearity problem (Pallant, 2010). Tolerance and VIF values in the coefficients table, show that there is not a multicollinearity problem (expected time-based work-life conflict: Tolerance=0,666, VIF=1,502; expected strain-based work-life conflict: Tolerance=0,672, VIF=1,749; expected behavior-based work-life conflict: Tolerance=0,772, VIF=1,295). When beta values and significance levels were analyzed as the last factors, for work-life conflict, Beta=-0,097, Sig.=0,148; for strain-based work-life conflict, Beta=0,660, Sig.=0,363; for behavior-based work-life conflict, Beta=-0,202, Sig.=0,001. Therefore, it is seen that only expected behavior-based work-life conflict variable is significant. Thus, it can be said that public relations students' perceptions about future supervisory support are negatively related to what they are expecting their levels of behavior-based work-life conflict will be.

Second model explains the relationship between students' perceptions about their future family-supportive organizational work environment and their anticipated levels of behavior-based, time-based and strain-based work-life conflict. 3% of the change in dependent variable is explained with behavior-based, time-based and strain-based work-life conflict variables. It is observed that expected behavior-based, time-based and strain-based work-life conflict variable (F(3,322=3,415) p<0,005) is significant. Tolerance and VIF values in the coefficients table, show that there is not a multicollinearity problem (expected time-based work-life conflict: Tolerance=0,666, VIF=1,502; expected strain-based work-life conflict: Tolerance=0,672, VIF=1,749; expected behavior-based work-life conflict: Tolerance=0,772, VIF=1,295). When Beta values and significance levels were analyzed as the last factors for work-life conflict, Beta=0,038, Sig=0,574; for strain-based work-life conflict, Beta=-0,034, Sig.=0,641; for behavior-based work-life conflict, Beta=0,177, Sig.=0,005. Similar to the first model, it is seen that only expected behavior-based work-life conflict variable is significant also in this model. Therefore, it can be said that public relations students' perceptions about their future family supportive organizational environment relate negatively to their anticipated levels of behavior-based work-life conflict.

DISCUSSION AND CONCLUSION

The fact that business world has started to address work-life conflict as a significant issue is also reflected into current studies. Individuals' efforts to fulfill their responsibilities at the work place and their responsibilities in their personal and family lives bring along certain physical and psychological challenges. It is observed that studies which determine such situations are generally intended for employees. In this study the focus was on the perceptions of university students, who will start their careers, towards work-life conflicts. Work-life conflict was addressed based on three categories: time, strain and behavior based conflict.

Within this framework, it was determined that public relations students have work-life conflict expectations for their future works at a reasonable level. It can be suggested that this is because students haven't started their career yet. When students' work-life conflict expectations for their future works are analyzed, it can be suggested that they expect confronting time-based conflicts more compared to strain-based and behavior-based conflicts. Hence time-based conflict is considered to be the most frequent type of work-life conflict in the literature as well. On the other hand, it was figured out that students expected support from their future supervisors. Especially when they have personal business to take care of they expected accommodation from their future supervisor. Individuals and employees generally expect support from supervisors and the same goes for students who have not even started working. It was observed that the level of their family-supportive organizational work environment expectations is not very high. This may be due to the fact that students do not live in the same city with their parents. It can also be suggested that not being married is a factor that makes family supportive organization expectations not a priority.

It was determined that students' expectations related to work-life conflict do not differ according to gender, but students have differences according to their grades. Therefore, it can be suggested that students approach to their careers further as they pass on to higher grades, and there are differences in their perceptions towards work-life conflict also in these expectation categories. Recent studies about work-life conflict in Turkey show that gender does matter. However, in this study, gender difference do not affect the results. It is possible to say that gender does not have an effect on the results since female students do not have to take the responsibilities of the family they have to handle according to the Turkish society, nor they are aware of the gender discrimination they will witness in work.

It was determined that the correlation between the support they expect from their future supervisors and their expectations related to work-life conflict is very low. On the other hand, it was determined that it had a significant relationship only with behavior-based work life conflict among work-life conflict categories. As a result of the analysis, it was determined that expectations related to behavior-based conflict decreases when the support expected by students from their supervisors increases. In this sense, while it is implied that students have expectations from their future supervisors, it can

be suggested that as this expectation increases, expectations related to behavior-based conflict, one of the work-life conflict categories, decreases. Therefore, students think that if they are supported by their supervisors, conflicts they confront between the roles they play in their work life and roles they play in their personal lives will decrease. Although students think that they mostly confront time-based conflict, they do not place an importance on the relationship between time-based conflict and expected supervisory support. In other words, the fact that time is a deterministic factor in conflict still applies even though support by supervisors is existent. This may be due to the possibility that students think they have more control over their time. However, students place importance on the relationship between supervisory support and behavior-based conflict. Therefore it can be stated that behavior-based conflict type has the most expected support from their supervisory because they think that if they are supported by their supervisors, behavior-based conflict will decrease.

It was also determined that the relationship between students' expectations related to family supportive organizational work environment, and expectations related to work-life conflict is very low. On the other hand, a significant relationship was determined between expectations related to family supportive work environment and behavior-based conflict. When expectations related to family-supportive work environment increase, expectations related to behavior-based conflict, one of the work-life conflict categories decrease. Therefore, students think that the conflicts they confront between the roles they play in their work lives and the roles they play in their personal lives decrease when they work family supportive organizations.

Students dwell on the relationship behavior-based conflict and the support they expect from their future supervisors and family supportive organizations is more compared to other work-life conflict types. Although time-based conflict is the most frequent type of work-life conflict, students place importance on behavior-based conflict within the frame of its relationship with other factors. This may be due to the fact that students have not started working yet. They have not experienced the pressure of stress and time management issues, either.

On the other hand, it can be suggested that since the study was conducted only in one city and at one university participants have similar social conditions and they are study within the same education system. Therefore different conclusions may be drawn if the study is conducted in different cities, at different state universities and private universities. It is recommended to expand the scope of the study in this sense, and conduct the study in different cities and at different universities.

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TABLES

Table 1: Expected Work-Life Conflict at Future Jobs	Mean	Std. Deviation
My work will keep me from my family activities more than I would like.	4.54	1.798
The time I must devote to my job will keep me from participating equally in household responsibilities.	4.41	1.711
I will have to miss family activities due to the amount of time I must spend on work responsibilities.	4.19	1.747
When I get home from work I will often be too frazzled to participate in family activities/responsibilities.	3.83	1.851
I will often be so emotionally drained when I get home from work that it will prevent me from contributing to my family.	3.68	1.794
Due to all the pressures at work, sometimes when I come home I will be too stressed to do the things I enjoy.	3.77	1.786
The problem-solving behaviors I use in my job will not be effective in resolving problems at home.	3.5	1.929
Behavior that will be effective and necessary for me at work would be counterproductive at home.	3.45	1.712
The behaviors I perform that make me effective at work will not help me to be a better daughter/son at home.	3.51	1.849

Table 2: Expected Supervisory Support	Mean	Std. Deviation
I hope my future supervisor will be supportive when I have a work problem.	5.89	1.4
I hope my future supervisor will be fair in responding to employees' personal needs.	6.13	1.359
I hope my future supervisor will accommodate me when I have personal business to take care of, for example, medical appointments, etc.	6.19	1.255
I hope my future supervisor will be understanding when I talk about personal issues that affect my work.	5.98	1.36
I hope my future supervisor will really care about the effects that work demands have on my personal and family life.	5.75	1.546

Table 3: Expected Family Supportive Organizational Work Environment	Mean	Std. Deviation
My future employer should believe that work is the primary priority in a person's life.	3.99	1.997
My future employer should think that long hours inside the office are the way to achieve advancement.	3.26	1.922
My future employer should believe that employees who are highly committed to their personal lives cannot be highly committed to their work.	3.23	1.918
My future employer should believe that individuals who take time off to attend to personal matters are not committed to their work.	2.82	1.977
My future employer should assume that the most productive employees are those who put their work before their non-work life.	3.13	2.005

Table 4: Results of Measurement Model: Expected Work-Life Conflict Factor Loadings

Factor	Indicator	Factor Loadings
Expected Time-Based Work-Life Conflict	My work will keep me from my family activities more than I would like.	0.77
	The time I must devote to my job will keep me from participating equally in household responsibilities.	0.82
	I will have to miss family activities due to the amount of time I must spend on work responsibilities.	0.77
Expected Strain-Based Work-Life Conflict	When I get home from work I will often be too frazzled to participate in family activities/responsibilities.	0.82
	I will often be so emotionally drained when I get home from work that it will prevent me from contributing to my family.	0.81
	Due to all the pressures at work, sometimes when I come home I will be too stressed to do the things I enjoy.	0.61

Expected Behavior-Based Work-Life Conflict	The problem-solving behaviors I use in my job will not be effective in resolving problems at home.	0.69
	Behavior that will be effective and necessary for me at work would be counterproductive at home.	0.80
	The behaviors I perform that make me effective at work will not help me to be a better daughter/son at home.	0.66

Table 5: Results of Measurement Model: Expected Supervisory Support Factor Loadings

Factor	Indicator	Factor Loadings
Expected Supervisory Support	I hope my future supervisor will be supportive when I have a work problem.	0.69
	I hope my future supervisor will be fair in responding to employees' personal needs.	0.81
	I hope my future supervisor will accommodate me when I have personal business to take care of, for example, medical appointments, etc.	0.86
	I hope my future supervisor will be understanding when I talk about personal issues that affect my work.	0.85
	I hope my future supervisor will really care about the effects that work demands have on my personal and family life.	0.80

Table 6: Results of Measurement Model: Expected Family-Supportive Organizational Work Environment Factor Loadings

Factor	Indicator	Factor Loading
Expected family-supportive organizational work environment	My future employer should believe that work is the primary priority in a person's life.	0.45
	My future employer should think that long hours inside the office are the way to achieving advancement.	0.68
	My future employer should believe that employees who are highly committed to their personal lives cannot be highly committed to their work.	0.77
	My future employer should believe that individuals who take time off to attend to personal matters are not committed to their work.	0.78
	My future employer should assume that the most productive employees are those who put their work before their non-work life.	0.77