

Impact of Work-Family Conflict on Job Performance of Female University Employees

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Abstract

Females face challenges in balancing their professional responsibilities with their family responsibilities. Work-family conflict (WFC) always remained a critical area of study. It has profound implications for organizational behavior and employee well-being. This research study investigated the impact of WFC on the job performance (JP) of female university employees. Using a causal-comparative research design, the focus of the study was the female teaching staff working in Islamabad public sector universities. The participants of the study were 300 female university teachers, providing data on the Work Family Conflict Scale and the Job Performance Scale. Data were analyzed using regressions model. Findings revealed a significant negative correlation between work family conflict and job performance. It underscored the importance of addressing work-family conflicts to enhance organizational outcomes and the effectiveness in the performance of the employees. The recommendations were given about the implementation of tailored support mechanisms such as in-service training and counseling so that female university employees can be assisted in effectively managing work-family conflicts.

Keywords: Job Performance, Higher Education, Work Family Conflict, Islamabad, Female Teachers

1. Introduction

Due to economic demands, females, in Pakistani society, have to enter the workforce in order to contribute to household requirements. Moreover, they balance work and family responsibilities (Ajala, 2017). To fulfill their job responsibilities and other related duties, women must work longer hours. Work and family life become incompatible because of these two areas of incompatibility (Priyanka et al., 2022). It is often challenging for them to establish a balance between work and family because of the modern workplace's rapid technological advancements. Due to changes in modern industrial society, the demands at work and the standards of living are changing, and resultantly their role is changing.

The discussion on work and family life leads towards a psychological condition known as "work family conflict" (WFC). It arises when there is an imbalance between work and family life (Csikszentmihalyi, 2003). The literature mentions two dimensions of WFC Work and.

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family obligations clash. The former happens when work obligations conflict with family obligations, whereas the latter happens when work obligations conflict with family obligations (Topper, 2007). The results of these WFCs may have an impact on psychological health, marital happiness, job satisfaction, and productivity. Many national and international researchers have been concentrating their attention on the WFC since the beginning of the twenty-first century. The rapid expansion of technology use, which keeps people in constant contact with both work and family issues, is another factor contributing to the increase of WFC. The increased participation of female workers in a variety of job sectors is a major factor in the growth of WFC. Since 1947, Pakistan has faced a number of developmental obstacles, the majority of which come from the higher education sector. Higher education institutions contribute significantly to the development of human resources by offering qualified staff and modernized technology.

Since universities as higher education institutions are used as growth engines by today's knowledge-based economy to better and address ever-present difficulties. In Pakistan, the higher education sector is expanding quickly. In order to fulfil the growing demand for skilled labour, the government of Pakistan is creating new departments and universities inside the existing departmental university framework. The government is also aiming to construct research centers and advanced technology parks in order to foster a research culture at the higher education level. The country's expanding technological needs prompted the development of industrial research programmes. A favourable work environment that promotes a balance between work and family life is required in order to maintain skilled academic faculty personnel for the dissemination, development, and application of knowledge. In other words, work-family balance results in knowledge development and good work performance.

The non-existence of work-family balance leads to work family conflict and it occurs throughout life and causes undesirable socio-emotional and physical reactions. It widens the gap between the expectations of the job and workers' capacity to accomplish them. Both male and female university professors must participate in teaching and research for the sake of their professional development and work responsibilities. For female university professors, the strain to provide high-quality work, satisfy the demands of shifting legislation, pursue higher education for professional advancement, and handle family duties has led to a depressive environment. Due to growth and technological advancements, university academic personnel must deal with undesirable internal (at home) and external (at work) environmental variables. These issues ought to be dealt with in order of importance. Literature demonstrates the detrimental impact of ongoing environmental changes on both physical and mental health. Additionally, it adversely impacts the performance and job of the instructional staff. To prevent conflicts between job and family, proper management of WFC demands a line between the two (Hall & Richter, 1989). Keeping a balance between professional careers with family responsibilities significantly impacts female university employees in terms of job performance. Tendency of joining jobs is being observed in females all over the world and it has become the need of the time to understand how they manage these dual roles as they have to manage their homes as well. It impacts their job performance and open new ways of managing this impact effective support policies for female gender.

The case of female teachers is also different because of the unique pressures they are facing to get jobs, they must publish the papers, get and secure research fundings for profile development and most importantly the job of teaching they have to perform both online and on-campus. These pressures have their impact and intensifying the work-family conflict

may lead to stress and burnout. The purpose of the present study was to explore how WFC impact the job performance of female university employees. The results may provide insights for creation of supportive policies for female faculty and for supporting staff.

This study addresses an essential gap in the field of work-family balance as it is emphasizing the gender-specific experiences of work family conflict. The policymakers and university administrators can utilize the findings for establishment of more welcoming and supportive environments. It may promote gender parity and will create an enabling work environment for female teachers in higher education institutions. The research studies on work-family conflict (WFC) extensively reported in various fields of business, but less attention is given to education sector, especially when it comes to female university teachers. The purpose of the current study was to examine the impact of work-family conflict (WFC) on the job performance of women employed in Pakistani universities in order to improve their JP.

This study was designed to figure out whether work-family conflict (WFC) affected the way the university female teachers perform their jobs. This goal was inspired by the realization that female university instructors confront a lot of obstacles in keeping a balance in work and home obligations. Developing effective support mechanisms and strategies to enhance workplace well-being and productivity among this demographic is very critical, especially when we are considering the growing demands and expectations within academic institutions. Understanding the WFC and its impact on job performance is key to this effort. In order to gain important insights into organizational behaviours and employee management in higher education contexts, the research question derived from the purpose of the study was to investigate whether and to what extent WFC impacts the job performance of female university teachers.

2. Literature Review

There is a large amount of literature which explored the relationship between work-family conflict and the JP of the employee (Amstad et al., 2011; Khalid, 2021), showing the significance of the studying of this phenomenon. Rose et al, (2007) studied organizational performance and work family conflict, and found that the impact of WFC decreased the level of satisfaction and increased the turnover, absenteeism and job stress in the employees. In addition to that there are various theorists who kept this phenomenon under consideration due to increased demands of bringing efficiency and effectiveness in job performance.

The theories of job demand and resources, affective events theory, dual role conflict theory, and demands-control theory (Bakker & Demerouti, 2007) serve as the theoretical foundation for WFC. The phenomenon of WFC has also been investigated against a theoretical backdrop of dual role conflict Theory. This notion contends that employees must perform two functions simultaneously. Family obligations include caring for your home, your parents, and your kids. The same person must exert extra effort to win the employer's approval and perform the job satisfactorily. Now the stress and demands one has in their mind while working in the office interferes with the job and resultantly a conflict among the two roles generates. The conceptual framework for the present study on the impact of Work-Family Conflicts (WFCs) on Job Performance (JP) includes the independent variable of WFCs, representing the conflicts that females face when balancing work and family responsibilities. The dependent variable, JP, measures the effectiveness of individuals in fulfilling their job duties.

Other researchers have discovered a bad association between WFC and JP, including the study of Karatepe and Sokmen (2006), which demonstrates that the level of JP reduces as WFC rises. The researchers have made recommendations stating the urgent need for solutions to WFC. Similar conclusions were reached in Ajala's (2012) study on WFC and work performance. Poele (2003) discovered that WFC has an impact on employee JPs at all organizational levels. In the same lines Popoola (2008) studied the relationship of WFC and JP in managers of the organizations and found that the managers have enough flexibility in their job that they can better handle their WFCs. In the context of women, Aminah (2008) has highlighted the impact of WFC on JP among women. Studying the several aspects of family structure, Aminah, (2008) found that the females with younger children have more WFC and that conflict negatively affects their job responsibilities. The literature highlights the complexity of work-family conflict (WFC) and its effects on job performance (JP), notably in educational fields (Abbas et al. 2021) also. Shams et al (2023) studied the gender burnout among secondary school students in Punjab and shed light on gender-specific issues that affect WFC in schools which consequently leads towards burnout at home and job. Saleem et al. (2022) examined the gender variations in classroom assessment literacy among college professors, underlining the specific challenges female educators confront while managing their homes with their jobs. All these studies highlight the importance of studying work-family conflict in various aspects and give direction to study it in relation to other demographic variables.

3. Theoretical Framework

There are many prominent theories which depict the theoretical framework to explain the impact of work and family conflict on the job performance of the female university employees. The Role theory defined that the conflict arises from the individual's multiple roles (Zain & Setiawati, 2019). The Boundary theory has the stance that individuals have to manage boundaries between their work and family life (Adisa et al., 2021). the relationships of job resources and demands is presented by the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) while according to the Conservation of Resources (COR) Theory (Hobfoll, 1989), it is found that the whole concept seems to focus on the depletion of one's resources which result from the work and family demands. In combination, a more holistic understanding is found by these theories and how the work-family conflict has its influence on job performance in education sector.

4. Methodology

The design of the study was causal comparative research. In the study the cause was family-work conflicts (WFC) and the effect was JP (JP). This design was also named as post-facto research design. This design is used when interventions are not intended, and data needs to be collected in real-world settings. This approach can illuminate associations between variables, providing a foundation for subsequent studies and further exploration. In the study, there was one independent variable and one dependent variable i.e. family work conflicts (WFC) and JP respectively. The population was consisting of all the female teaching staff in Islamabad public sector universities. Female teachers in Islamabad may experience lower levels of work-family conflict (WFC) due to factors such as supportive workplace policies, cultural shifts towards more equitable family responsibilities, higher educational attainment, and initiatives promoting gender equality and work-life balance. These factors contribute to a conducive environment where female teachers can effectively manage their professional and personal obligations with less conflict. The data was collected from 300 female university teachers selected on convenient bases from the list of teachers. As university teachers were always found to be busy and it was not possible to get 100%

response rate.

5. Instruments

Two instruments were used to collect the data. One was the Work-Family Conflict (WFC) Scale and the Job Performance (JP) Scale. Haslam et al. (2015), developed WFC Scale and it measures the work family conflict on a Likert scale having 5-points. Williams & Anderson (1991), developed JP scale which assesses the job performance on 7-point Likert scale. Instrument were validated on the bases of relevant literature. The language and words structure of the instrument was gone through validation by four experts so that they could be used in Pakistan. Cronbach alpha was used to check reliability of the instrument. The value of Cronbach alpha was found to be 0.73 for WFC scale and for JP scale the value was found to be 0.81. It indicated that the instrument was reliable. The female university teachers were personally distributed the questionnaire. Similarly, the in-person data collection was combined by sending emails to ensure the data collection.

6. Data Analysis

To have a visual picture of the residuals, the histogram is used. It shows the discrepancies between observed and predicted values of the dependent variable. In order to validate the regression, model the normality of the residuals is assessed. To illustrate the relation between dependent and independent variable the scatter plots are used. Further it shows the linearity and its strength. However, to ensure the robustness and examination of the data patterns of regression analysis these graphical methods are indispensable. Further regression analysis helps to make predictions by the exploration of relationship between these variables.

7. Results

Table 1

Correlation analysis for Work family conflict and Job performance

		JP
WFC	R	-.637**
	Sig.	.000
	N	300

A Pearson correlation analysis of Work-Family Conflict (WFC) and Job Performance (JP) among female teachers at the universities was performed. The table showed that there were 300 respondents. The results showed that a moderate negative correlation in WFC and JP, with $r = -0.637$. It shows that with the higher levels of work-family conflict the job performance of female employees goes down. Moreover, this relationship was found significant as the p value was less than 0.01.

Figure 2

Scatter plot depicting the relationship between WFC and female university teachers' JP

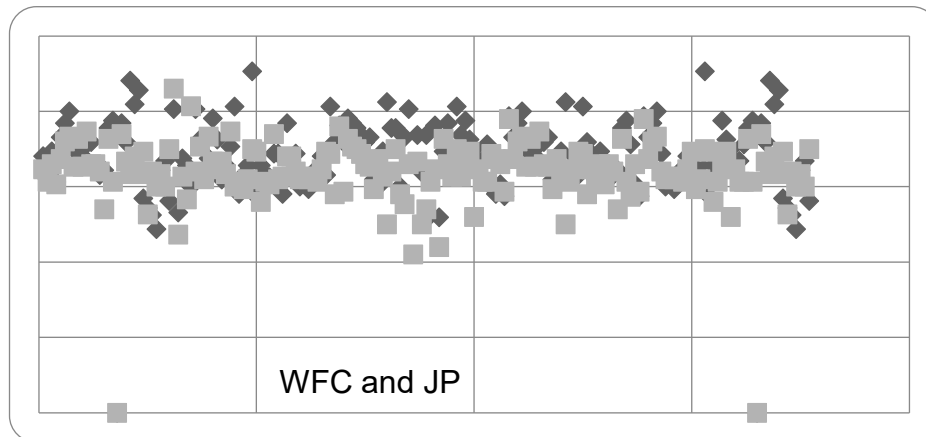


Figure 2 also depicts a scatter plot of the relationship between Work-Family Conflict (WFC) and Job Performance (JP) of the female university teachers. Individual responses can also be viewed by the scatter plot. The black boxes represent the WFC and gray boxes represent JP. A visual representation of the overlapping of the boxes provides of the negative relationship between the two variables, which confirms the correlation results discussed earlier.

Figure 3.

Histogram for checking the variance assumption of the residuals

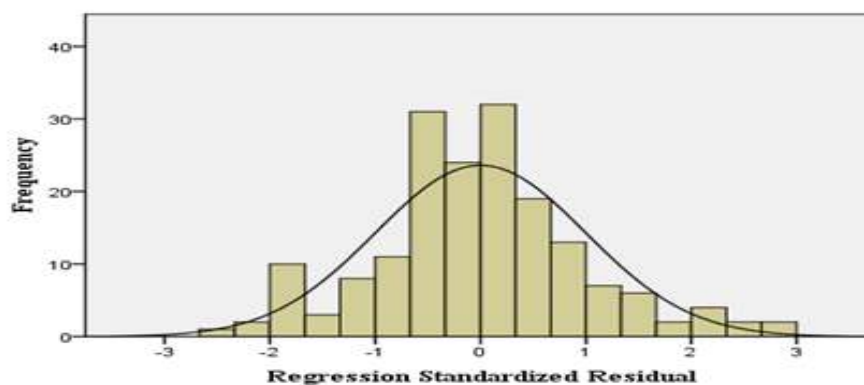
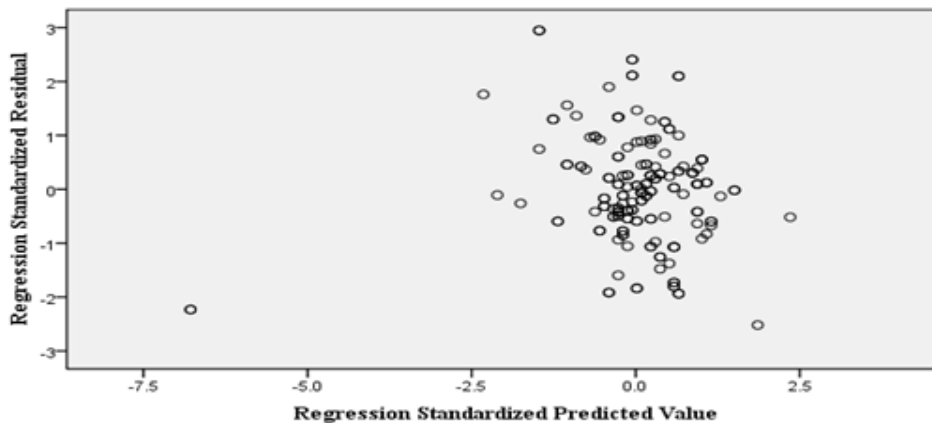


Figure 2 shows a histogram which is used for checking the normality of the data set and it can also detect outliers in the data (Moore et al., 2020). The histogram shows normal distribution of the residuals. Also, that they have equal variance across different values of job performance. It confirmed that the assumptions of normal distribution and homoscedasticity were met, it also provides support for the regression model.

Figure 4

Scatter plot for checking the normality assumption of the residuals



Here in figure 3 a scatter is showing the normality assumption of the residuals in the regression analysis. The scatter plot is showing that the residuals are scattered along a horizontal line. It indicates that the variance of the residuals is consistent which ultimately provides support for the assumption of normality. This further validated the use of regression model and to analyse the relationship between work family conflict and job performance of female university employees.

The graphical representation highlights the significant negative impact of Work-Family Conflict on the Job Performance of the female university teachers. It can be assumed that to enhance job performance, the interventions can be used to decrease work family conflict due to negative correlation. The visual representations and analyses confirm the validity of the regression model, indicating that the assumptions of normal distribution and equal variance are met. Addressing WFC among female university teachers is crucial for improving their job performance.

Table 2

Regression analysis for investigating WFC as predictor of JP

Model	R	R Square	Adjusted R Square
1	-.638a	.590	.579

a=Dependent Variable JP

The results indicated a significant negative correlation between WFC and JP, $R = -0.638$, $R^2 = 0.590$, Adjusted $R^2 = 0.579$. This suggests that higher levels of WFC are associated with lower levels of JP. Specifically, the R^2 value of 0.590 indicates that approximately 59% of the variance in JP can be explained by WFC, meaning that more than half of the changes in JP can be attributed to changes in WFC. The Adjusted R^2 value of 0.579 confirms that about 57.9% of the variance in JP is reliably predicted by WFC

Table 3
Model Summary of Regression Analysis

Model	Sum of Squares (SS)	df	Mean Square	F	Sig.
Regression	22411.300	1	22411.300	198.76	.000 ^a
Residual	33594.271	298	112.752		
Total	56005.571	299			

a. Predictors: (Constant), WFC b. Dependent Variable: JP

A further analysis of variance (ANOVA) was performed to assess the significance of overall model fit. The ANOVA results were significant, $F(1, 298) = 125.636$, $p < .001$, indicating that the variance in JP explained by WFC is significant. The regression SS was 22,411.300, indicating the variation in JP explained by the model, while the residual SS was 33,594.271, representing the variation in JP not explained by the model. The mean square values were 22,411.300 for the regression and 112.752 for the residual. These findings suggest that WFC is a substantial predictor of JP, and interventions aimed at reducing WFC could potentially enhance job performance among female university teachers.

8. Discussion

The findings showing the negative relationship between these two variables is consistent with the previously conducted research related to work-family dynamics. For example, Amstad et al. (2011) found the negative effect of work-family conflict on the job performance of female university employees. This correlation is frequently aligned with the stress and decline in cognitive resources due to juggling work and the family related home responsibilities.

This negative relationship is very well established in the field of occupational health psychology. This finding is affirmed by a study done by Byron (2005), where the author mentions that work-family interference causes a significant deterioration of job performance. The interference often results in the form of reduced time and energy for work-related activities and higher stress. In addition, Bajaba et al. (2022) added that role conflict, in terms of work and family demands, may also bring psychological strain; thus, job performance gets reduced.

When the perceived demands experienced at work and home become greater than their resourcefulness, the performance of their duties at the workplace is likely to be affected. This is key among female university teachers who have to balance the requirements that come with demanding academic work against family obligations. Of special mention are the findings that WFC impacts JP by 59%, which is a point above what some of the other studies have reported. For example, Allen et al. (2012) observed that though of smaller magnitude, work-family conflict significantly negatively affected various aspects of job performance. This difference might result from the peculiar challenges that a certain demographic being examined (female university teachers) is exposed to; they are often under pressure from forces quite different from those of the male teachers on how to balance academic responsibilities with family duties.

The finding that WFC has a significant 59 percent impact on JP is especially striking, implying that WFC is a more important factor in job performance than previously thought. This view is supported by Eby et al. (2005), who also highlighted the substantial influence of family-related stress on job performance. In his study he found that there is strong impact

of work-family conflicts on job satisfaction and job performance of person with any gender. This study is novel because it suggests that WFCs have a higher impact on JP (59%) than previously believed. This study may differ from earlier studies due to the unique circumstances and demands that female university teachers face, which are different from those faced by male teachers. This study presents the fresh perspectives on the connection between work and family dynamics through concentrating on a particular group and their particular difficulties. The findings of the following study underscore the significance of work-life balance and the need of addressing WFCs for overall job performance and consequently its impact on professional outcomes.

9. Conclusion

The results of regression analysis in this study, which found to have a p-value of less than 0.001, demonstrated a strong statistically significant relationship between Work-Family Conflict (WFC) and Job Performance (JP). It is clear from this result that among female university instructors, WFC significantly predicts differences in JP. The residual normality and homoscedasticity assumptions were evaluated in order to verify the regression model's validity. All JP levels were found to have independent and normally distributed residuals, as verified by the residuals histogram, which also confirmed normal distribution. Additionally, the scatter plot that was utilized to test the variance assumption showed a uniform scatter of points along a horizontal line, demonstrating a consistent residual variance across the predictor variable's various levels (WFC).

These analyses lead to the conclusion that among female university teachers, WFC and JP have a negative relationship. More specifically, JP tends to decline as WFC rises. This inverse relationship implies that job performance is negatively impacted by the pressures and stresses of juggling work and family obligations at the same time. Furthermore, the study calculates that WFC accounts for roughly 50% of the variation in JP among female university instructors, which is a significant amount of the variance. The aforementioned conclusions underscore the noteworthy influence of work-life balance (WFC) on the job performance of faculty members, which resultantly underscore the necessity of supportive policies and interventions in academic institutions to mitigate these effects and foster improved work-life balance.

10. Recommendations

The findings can be used to inform several helpful recommendations for helping female university instructors improve their job performance (JP) and resolve work-family conflict (WFC). Academic institutions should consider offering flexible work options, such as fewer hours worked, remote work options, and adjustable schedules. Female teachers can reduce work-family conflict and increase productivity by adopting these strategies to better balance work and family responsibilities. To help female educators in better management of their time and to reduce the amount of time they spend juggling with their work and family responsibilities, universities can offer training programs on prioritization, time management, and organizational strategies. This will ultimately provide efficiency in work place.

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