

WORK-FAMILY CONFLICT AND WOMEN'S INDIVIDUAL WORK PERFORMANCE: POLICY IMPLICATIONS

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ABSTRACT

The Work-Family Conflict or Work Interference with Family or Family Interference with Work corrode the work performance of the female teaching faculty members. This research study was conducted to determine Work-Family Conflict, Work Interference with Family, and Family Interference with Work. The current study also explores the relationship between work-family conflict, work interference with family, family interference with work, and the individual work performance of female teaching faculty of female educational institutions. The results showed a negative significant association between work-family conflict and individual work performance of female teaching faculty at work. Family Interference with Work was significantly negatively associated with the individual performance of female teaching faculty. There was an insignificant negative relationship between Work Interference with Family and individual work performance of female teaching faculty. The purpose of this research study was explanatory, and a deductive approach was used. Quantitative research was conducted, and data was collected using self-administered questionnaires. This research study was valuable as it drew the attention of different educational institutions, especially female educational institutions, towards designing and implementing policies related to individual work performance. It also offers policymakers strategies and plans on how to augment individuals' work performance of female teaching faculty.

Keywords: Work-family conflict, Work Interference with Family, Family Interference with Work, Individual's work performance, Female teaching faculty members.

INTRODUCTION

In the middle of the 20th Century, the structure of society was altered dramatically (Settersten et al., 2020; Adisa et al., 2021). Women of all ages participated in diverse work eras (Feng & Savani, 2020). The structural changes motivated women to perform numerous roles at one time. These challenges occurred due to divergence from traditional customs and norms (Kossek et al., 2021; Santos et al., 2021; Ren & Caudle, 2020). Earlier, women were considered homemakers because of the strict customs and rigid norms in Pakistan. Social changes played a vital role in motivating women to leave their houses, and today, they are considered active members of society. Their presence can be seen in every field. Women's roles are considered prominent in all walks of life, and this change is expected to bring significant changes to society. Different roles of women have brought dramatic lag (Moen & Yu, 2000). The concepts of dual-earner, job

holder's mothers, and single earner in recent families diverted the mind of researchers to explore the outcomes, dimensions, different aspects, elements, and antecedents related to Work-Family Conflict (Marshall, 1992a; Marshall, 1992b).

The work-family conflict happens when involvement in one role is considered more crucial than involvement in another. The responsibilities and duties of the work role needed to be better assorted with the responsibilities and duties of the Family (Duxbury & Higgins., 2001). In order to perform the family responsibilities, the employees ignore the job responsibilities (Netemeyer et al., 2004). Therefore, Work-family balance refers to a balance between career and personal life (Wayne et al., 2020; Hirschi et al., 2019). To maintain this balance, more than merely struggles from employees were needed to be deemed sufficient; corporations from institutions were required to consider. The institutions were

required to seriously consider work-family conflict (WFC) as it affected the individual's work performance (Ajala, 2017; Wu et al., 2018).

The current study is focused on the significant problem of WFC, its domain, and the work performance of female teaching staff in female educational institutions. Institutions continuously seek to retain their female staff (Adapa et al., 2016; Block & Tietjen-Smith, 2016). Separate HRM departments were established to review and implement effective policies for females. Crafting policies that effectively benefit female teaching faculty and educational institutions is widely recognized as a formidable challenge for policymakers.

Teaching was considered the best career for females worldwide, providing an accessible platform to look after their families and perform duties at home. Friendly balance was considered possible in this occupation (Cinamona & Rich, 2005; Ross & Bruce, 2007). The level to which the tasks and responsibilities of family life can interfere with an individual's work raises the conflict between family and work life (McGinley et al., 2017). Careers, especially for females, are considered at risk because of the multiple family demands in underdeveloped countries (Sedgh et al., 2021; Jayachandran, 2021). Females were sacrificing their careers to meet family demands. This led to a waste of their professional skills and affected the country's progress. The performance of working women suffered due to the misbalancing of work and home life. Different factors exaggerated the conflict between work and home. Women's central dilemma is facing work-life conflict while performing their jobs. Conflict between work and family is the leading cause of stress in working women. Because of the stress, women's physical and mental health is poorly affected (Ahmad, 2011). The simple truth was that it was easier for men to have it all--a successful faculty career and a family--than for women (Trower, 2001). A prior study by Sedgh et al. (2024) suggested exploring the aspects that can influence performance in the workplace.

The above saying is true in Pakistani culture, where the entire home burden has to be shifted from male to female shoulders. It was discomfited for males to help females in their home affairs. Different researchers identified inconsistent relationships between work-life balance or conflict and workplace

performance. Hence, prioritizing the issue of work-family conflict among females in the workplace has become increasingly imperative.

1.1 Objectives of Study

- To measure the Work-Family Conflict level in the Females Educational Institution of Lahore.
- To investigate the level of Work Interference with Family in the Females Educational Institution of Lahore.
- To assess the Family Interference with Work level in the Females Educational Institution of Lahore.
- To determine the relationship between Work-Family Conflict, Work Interference with Family and Family Interference Work and Individual work Performance of Females Teaching Faculty of Females Educational Institution of Lahore

1.2 Significance of Study

Women have been and are doing their best to balance their family and professional lives. This research is based on the controversial issue of Work-Family Conflict and its domains, which upshot the individual work performance of female teaching faculty of female educational institutions in Lahore. It is imperative to know about their occupancy in family matters and whether this occupancy in family matters does or does not affect their professional life or vice versa. Balancing the demands of family and work presents a dilemma: prioritizing family may diminish work capabilities, while prioritizing work may affect family competencies. Family problems can affect job performance (Sedgh et al., 2024) and induce stress, while workplace burdens can negatively impact family life (Lim, 2023).

The quality of education in female educational institutions can be enhanced by increasing the performance of female teaching faculty. The implementation of policies to reduce work-life conflict will be beneficial for female teaching faculty to keep a balance between work and professional life. By maintaining this balance, the work performance can be enhanced. The increase in female teaching faculty work performance will enhance the quality of education, productivity of institutions, and contribution to a literate society and, ultimately, a progressive, educated country.

2. LITERATURE

The Role and Conservation of Resource Theories (COR) provided the theoretical background of this research. Many Previous researchers considered the Role and COR in their Study of Work-Family Conflict (Gull, Parveen, et al., 2023; Hoang et al., 2023; Liao & Yang, 2022). According to the concept of this theory, enumerable responsibilities are encountered in one's life due to clashes at the individual level. An individual faced many hindrances to compile every task of various assignments due to mismatched attitudes of different roles and lack of time and power (Greenhaus & Beutell, 1985; Kahn et al., 1964).

This research study focused on the clashes between two domains: home and work. The effort to balance home and work life can be framed in Role Theory. This theory inclined that deficiency of time and energy resources created conflict between two roles. The scarcity of energy resources causes stress for an individual (Chapman et al., 1994).

WFC rose when an individual could not tackle the demands of both roles. This inability was due to the limited time a person might consume during work or personal life. Pressures at home might lead to poor performance at work (Kopelman et al., 1983; Greenhaus & Beutell, 1985). The conflict raised the issue of stress. Different theories related to stress were included in the model of COR (Hobfoll, 1989). WFC can be elaborated on or assumed to be comprised of derived conflicts among an individual employee's Family and job prerequisites. These urges were considered to need to be better sorted. These crafty drives were required to eliminate hurdles in both personal and professional life (Higgins et al., 2007).

Teachers' performance can be characterized by an adaptable attitude, capable of adjusting to various environments. Flexibility in attitude entails efficiently and effectively fulfilling assigned duties (Cheng & Tsui, 1998). WFC affects the performance of individual workers at work and home (Naithani, 2010). WFC was raised whenever it was found challenging to manage home versus work duties. These clashes between work and life domains affected the performance of employees at work (Fritz & Sonnentag, 2006; Kinnunen et al., 2006). When females worked the same hours and had the same responsibilities, they could balance employees' work and personal lives more than males. This was due to

better handling of circumstances by females than males (Anne, 2007). The result of multiple regressions indicated a significant moderate association between Individual performance and Work-Family Balance. Overall, it was concluded that Individual performance, social support and job satisfaction were essential contributors to WFB (Malik et al., 2010).

Many researchers in the above discussion concluded in their respective research that negative liaison is present amid work-home deflections and performance at the workplace. Therefore, the above discussion can lead to the formation of the following hypothesis: -

Hypothesis 1: Work-family conflict negatively affects the individual performance (at work) of female teaching faculty.

Family interference with work affects the performance of an individual negatively. The indirect negative relationship between Family interference with work and satisfaction at the job was due to the impact on performance at the workplace. Family interference with work was also indirectly affected by the commitment towards the organization. The indirect negative relationship between Family interference with work and commitment towards the organization was due to the impact on workplace performance and job satisfaction (Karatepe & Kilic, 2007).

Different outcomes or consequential products of work can include job satisfaction, turnover intention, and work performance (Eby et al., 2005; Netemeyer et al., 2004; O'Driscoll et al., 2004).

Family interference with work (FIW) was adversely associated with the performance at the top of the workforce of that particular organization. Different research proved that whenever responsibilities and duties of work roles were disturbed by the assignments of family roles, the feat of the suffered role (Work) decreased. FIW refers to a person's ability level to the extent that it bothers family life and disturbs the activities at work (Netemeyer et al., 1996).

FIW is associated with positively pulling out work, and WIF produces the same results (MacEwen & Barling, 1994). Few types of research support a significant negative association between FIW and the performance of employees in the workplace (Netemeyer et al., 1996; Netemeyer et al., 2004). Employment hours with the heavy burden of work

distort family life. These problems created more difficulties in balancing home and work roles. These employees with reduced energy levels find it challenging to perform the responsibilities and duties of the job efficiently and effectively (Prodanova & Kocarev, 2021).

Many researchers in the above discussion concluded in their respective research that negative associations abounded amid job-home conflicts and performance at the workplace. Therefore, the above discussion can lead to the formation of the following hypothesis: -

Hypothesis 2: Family Interference with Work negatively affects the individual performance (at work) of female teaching faculty.

Work interference with work (WIF) is negatively related to different job outcomes or results. Various job outcomes or ensuing products can include job satisfaction, turnover intention, and performance at work (Eby et al., 2005; Netemeyer et al., 2004; O'Driscoll et al., 2004).

Work interference with Family (WIF) was adversely associated with the performance of the workforce. Different research proved that the responsibilities and duties of the family role would be disturbed by the errands and assignments of the work role, and the performance of the suffered role (Family) would be decreased. WIF refers to the level of ability of a person to determine which work challenges would disturb the activities of family life. The support of this concept was achieved in the research of (Netemeyer et al., 1996).

Work interference with Family (WIF) showed a prominent association with job satisfaction, whereas FIW did not show a prominent relationship with job satisfaction. There was an eminent positive relationship between performance and job satisfaction. It was analyzed that work performance and job satisfaction were noteworthy and positively allied with emotional commitment towards the organization (Karatepe & Kilic, 2007).

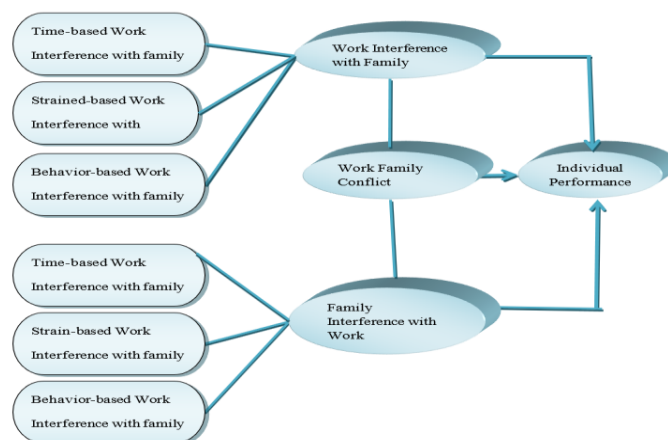
Many researchers in the above discussion concluded in their respective research that there lay an inverse connection between work-life disagreement and performance at the workplace. Therefore, the above discussions can lead to the formation of the following hypothesis: -

Hypothesis 3: Work Interference with Family negatively affects the individual performance (at work) of female teaching faculty.

2.1 Theoretical Framework

The following framework can explain the theoretical framework of variables. The dimensions of WFC are presented on the left side of the model. WFC can be divided into two distinguished domains: WIF and FIW. The existence of job family divergences, FIW and WIF, can be affected by the individual performance of female teaching faculty in educational institutions.

Figure 1. Theoretical Framework



3. RESEARCH DESIGN AND METHODOLOGY

This research investigates the associations between three independent and one dependent variable. The one independent variable was Work-Family Conflict, and two WFC domains were considered independent variables: work Interference with Family and Family Interference with Work. The dependent variable was the performance of female teaching faculty in Female Educational institutions.

This research encompassed the generation of hypotheses with their testing, authentication, and reductionist assenting (Deshpande, 1983), and the research provided the relationship of variables and sometimes solutions to the inquiry (Yin, 2003). The research used pre-determined questions and audits the results of variables with the help of statistical tools (Creswell, 2003). The survey method was used to obtain information from respondents as per prior

studies of Hassan et al. (2023) and Sultana & Sultana, 2015).

In this research, data was collected at one time to infer the association between WFC, WIF, and FIW and individual performance of female teaching faculty of educational institutions. Therefore, the research was considered cross-sectional (Shaughnessy et al., 2006; Gull et al., 2023). In this research study, female teachers were the target population. In order to assemble the records of this research study, the main focus is self-administered questionnaires, as these questionnaires are now well-known and frequently used for research purposes (Bourque et al., 2004; Gull et al., 2023). In this study, the performance of teachers was judged based on self-evaluation. Approval from concerned educational institutions was obtained before conducting the research survey. A high level of privacy, secrets and unpaid survey filling was conveyed.

Out of 550 questionnaires, 313 questionnaires were collected. These questionnaires were gathered after continuous reminders to participants. The response rate of this compiling of filled questionnaires was 57%. The 50% response rate of the collected questionnaires was considered satisfactory (Babbie, 2011). Out of 313 questionnaires, 12 needed more suitable to be entered as the participants needed to provide complete information. Therefore, 301 questionnaires were used to analyze relationships in SPSS. The records were first entered in Microsoft Excel and then transformed into SPSS 20 for further analysis.

In this research, stratified random sampling was used. Stratified sampling enhanced the assurance of representation of the sample from each stratum. It was more complex and demanded extra effort to collect data. Strata in this sampling would be adequately characterized (Black, 1999). This research aimed to check the association between WFC, FIW, and WIF with the individual performance of female teaching faculty of education institutions. Female teaching faculty of educational institutions were divided into four subgroups according to their qualification level as the purpose was to check the relationships of every part of the population (which was categorized according to qualification), so the best sampling technique can be the stratified random sampling (Gravetter & Forzano, 2012).

When the population was categorized into four strata according to qualification (Bachelor/ MBBS, Master, MS/ M.Phil, and PhD), a sample was drawn from each category using simple random sampling. Female educational institutions were selected from Lahore and Punjab, as most female institutions were in the city of Lahore.

4. DATA ANALYSIS

SPSS 20 and MS Excel were used to enter data, make data analyses, and obtain conclusions. In the first step, data was entered into MS Excel to treat missing questionnaire values. The treatment of missing data was considered an enormous dilemma, although it was a hitch (Tabachnick & Fidell, 2007).

4.1. Reliability

In order to ensure reliability, Cronbach's Alpha was the method repeatedly used by various researchers (Hogan et al., 2000).

4.2. Analysis of Demographic Information

Respondents' demographic information, age, qualification, designation, experience, marital status, number of children and monthly income were considered. Of 301 respondents, 54% fall in the age category of 20-30 years. More than 50% of faculty members were in the 20-30 years old category because, in the education sector, the requirement for qualification is now higher than the master's standard. Young faculty were more energetic and qualified and demanded lower salaries than experienced faculty. 28% of females fall in the category of 31-40 years old. 9% of faculty fall in the age range of 41-50 years; the same percentage was depicted in the 51-60 years old study population category.

41% of faculty qualified for MS or M. Phil. It was because, with time, more educated faculty members were needed to improve the quality of education. 35% of the faculty had master's degrees, and 16% had Bachelor's degrees. Only 8% of faculty had PHD degrees, which was due to the recent policy of HEC. 70% of the faculty members were lecturers, demonstrators, or P.G. trainees. 1% of faculty were visiting, interning, or professors. 5% of the faculty was teacher assistants. 4% of the faculty was Associate Professors. 18% of the faculty was Assistant Professors. Most faculties were in the lecturer/demonstrator/ P.G. trainee category due to some difficulty in promotions. 52% of the faculty had

almost five years' experience, whereas highly experienced faculty only 11%. 23%, 8% and 6% faculty had experience of 6-10years, 11-15years and 16-20 years respectively.

64% of females were married, 35% were single, and only 1% were divorced or widowed. Out of the married women, 65% women had only one child. 31% of women had 2- 3 offspring. Only 3% of women had 4 or 5 descendants. 1% of women had more than five chaps.

Ten percent and 13 percent of faculty earned Rs. 66000-80000 or above 80000, respectively. By and large, faculty needed to be more experienced and young. 15%, 8%, 36% and 18% of faculty earned income in the Pakistani Rs. 5000-20000, 21000-35000, 36000-50000 and 51000-65000, respectively.

4.3. Scoring Index of Work-Family Conflict (WFC) of Respondents

A total of 26 items were used to measure the WFC in female teaching faculty. These items were measured using the 5-point Likert scale. The responses of all respondents could be provided with a minimum score of 26 ($26 \times 1 = 26$) and a maximum score of 130 ($26 \times 5 = 130$). Three categories of Low range (26-61), medium range (62-96) and high range (97-130) were created by dividing the range with classes $(130-26)/3$, which showed an interval of 35. Both values 26 (minimum score) and 130 (maximum score) were included in categories. The high range would depict the high level of WFC, and the low range would predict the low level of WFC in female teaching faculty of female-based educational institutions (See Table 1).

Table 1
Level of Work-Family Conflict of Respondents

Level of Work-Family Conflict	Range	Frequency	Percentage
High	97 – 130	76	25
Medium	62 – 96	168	56
Low	26- 61	57	19
Total		301	100

Out of 100%, 56% of female teaching faculty showed medium intensity of work-to-family disagreement, whereas 25% of participants established elevated intensity of work-to-family divergence. 19% of participants demonstrated the stumpy intensity of

work-to-family clash. Most of the faculty staff was laid on the medium intensity of work-to-family divergence, which delineated the struggle of female faculty in maintaining the balance between home and job life.

4.4. Scoring Index of Work Interference with Family (WIF) of Respondents

A total of 14 items were used to measure the WIF in female teaching faculty. Fourteen items were computed according to a 5-point Likert scale. The response of all respondents can be provided by a minimum score of 14 ($14 \times 1 = 14$) and a maximum score of 70 ($14 \times 5 = 70$). The range ($70-14/3 = 19$) was calculated between maximum and minimum

score, i.e. approx. 19. Three categories of Low range (14-33), medium range (34-52) and high range (53-70) were made. These three categories, including 14 (minimum score) and 70 (maximum score), demonstrated the level of WIF in female teaching faculty. The high array showed the high echelon of WIF, and the low range exhibited a low stage of WIF in female teaching faculty of female-based educational institutions (See Table 2).

Table 2
Level of Work Interference with Family (WIF) of Respondents

Level of Work Interference with Family	Range	Frequency	Percentage
High	53 – 70	57	19
Medium	34- 52	203	67
Low	14 – 33	41	14
Total		301	100

Out of 100%, 67% of female teaching faculty illustrated a medium intensity of work intrusion towards family, whereas 19% of participants had a high rank in work intervention towards family. 14% of participants demonstrated a low intensity of work meddling towards Family divergence. Only 14% of participants exhibited low interference from work to family. It was indicated that work-life was less challenging than secure home life.

4.5. Scoring Index of Family Interference with Work of Respondents

A total of 12 items were used to determine the FIW in female teaching faculty. Twelve items were

calculated according to 5 5-point Likert scale. The responses of all respondents can be provided with a minimum score of 12 ($12 \times 1 = 12$) and a maximum score of 60 ($12 \times 5 = 60$). The range ($60-12/3 = 16$) was calculated between the maximum and minimum score, i.e. approximately 16. Three categories of Low range (12-28), medium range (29-44) and high range (45-60) were arranged. These three categories, inclusive of 12 (minimum score) and 60 (maximum score), indicated the sorted levels of FIW in female teaching faculty. A high level of FIW illustrated the high range, which was explained by the low level of FIW in female teaching faculty of female-based educational institutions (See Table 3).

Table 3
Level of Family Interference with the Work of Respondents

Level of Family Interference with Work	Range	Frequency	Percentage
High	45 – 60	141	47
Medium	29- 44	12	4
Low	12 – 28	148	49
Total		301	100

Out of 100%, 47% of female teaching faculty showed the high intensity of Family intrusion into work, whereas 4% of participants pointed out the medium rank of Family intrusion into work. 49% of participants demonstrated low intensity of Family intervention by Work Conflict.

4.6. Scoring Index of Individual Performance of Respondents

A total of 14 items were used to measure the Individual Performance of female teaching faculty. Fourteen items were measured according to a 5-point Likert scale. The answers of all participants can be

presented with a minimum score of 14 ($14 \times 1 = 14$) and a maximum score of 70 ($14 \times 5 = 70$). The range ($70-14/3 = 19$ app) was calculated between the maximum and minimum score, i.e. 19. Three categories, low range (14-33), medium range (34-52), and high range (53-70), were prepared. These categories, including 14 (minimum score) and 70 (maximum score), were postulated. The high range showed a high level of Individual Performance, and the low range presented a low level of Individual Performance in female teaching faculty of female-based educational institutions (See Table 4).

Table 4
Level of Individual Performance of Respondents

Level of Individual Performance	Range	Frequency	Percentage
High	53 – 70	38	13
Medium	34- 52	255	85
Low	14 – 33	8	2
Total		301	100

Out of 100%, 2% of participants presented a low level of performance, whereas 85% of participants pointed out a medium level of Performance .13% of participants demonstrated a high level of performance in female teaching faculty. The

questionnaire was self-administered; therefore, only 2% showed low performance.

4.7 Correlation

Correlation analysis depicts the association among variables. Correlation coefficient ranged from -1 to

+1. It was used to assay the strength of association among different variables of study (See Table 5).

Table 5

Correlation matrix of Independent and Dependent variables of study

		Family Interference with Work	Work Interference with Family	Work-Family Conflict	Individual Performance of Females Teaching Faculty
Family Interference with Work	Pearson Correlation	1	-.050	.886**	-.597**
Work Interference with Family	Pearson Correlation	-.050	1	.418	-.008
Work-Family Conflict	Pearson Correlation	.886**	.418**	1	-.547**
Individual Performance of Females Teaching Faculty	Pearson Correlation	-.597**	-.008	-.547**	1

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

The correlation matrix exhibited a relationship between Work-to-family conflict (independent variable) and individual performance (dependent variable). There was an inverse affiliation between Family Conflict and Individual Performance. If Work towards Family disagreement is restricted, then the performance of individuals at work can be enhanced and vice versa. The coefficient correlation, $r = -.547$, showed that there was a moderate association between the independent and dependent variables ($r = -.547, p < 0.01$). The correlation matrix illustrated that the relationship did exist between one domain of the independent variable (Family meddling with the job) and the dependent (Individual Performance). The inverse relationship was found between Family intrusion with the job and Individual Performance. If Family intervention with work were curtailed, the performance of individuals at work could be potentiated and vice versa. The coefficient correlation $r = -.597$ demonstrated a strong association between one domain of independent and dependent variable ($r = -.597, p < 0.01$).

There was a negative connection between job intervention and family and individual performance at 0.01 levels. If work intrusion with family is increased, then the performance of individuals at work can be lowered and vice versa. The coefficient correlation $r = -.008$ showed a weak association between independent and dependent variables ($r = .008, p < 0.01$).

4.8. Regression

Regression was employed to observe the relationship between FIW (first domain of independent variable), WIF (second domain of independent variable), WFC (Independent variable), and IP (dependent variable).

Hypothesis 1: Work-family conflict negatively affects the individual performance (at work) of female teaching faculty.

The regression model showed a significant relationship between individual performance and work-family divergence (See Table 6).

Table 6

Regression of Work-Family Conflict as independent variable

	B	Sig.	R	R Square	F	Sig
(Constant)	59.970	.000	0.547	.299	127.433	0.000
Work-Family Conflict	-.180	.000				

a) Dependent Variable: Individual Performance

b) Predictors: (Constant), Work-Family Conflict

Work-family divergence indicated an exceedingly significant relationship with an individual performance at work as the p-value was .000. Work-family conflict was presented by - ve sign of β . The negative sign of β showed that there was a negative bond between job-family disagreement and individual performance of female teaching faculty. This association could be analyzed if more disturbances occurred in work activities due to family indulgences or vice versa that would, in turn, influence performance at the workplace.

The value of R ($r = 0.547$) showed that Work-Family Conflict was correlated with the individual performance of female teaching faculty at work. 30% variation in the Individual performance of female teaching faculty was explained by Work-Family Conflict and the remaining 70% of variations by

other factors. The value of the F-test was 127.433. Value of level of significance was .000 which was less than .005 therefore it was concluded that the model was good fit.

With the help of the above regression analysis, the following regression equation can be presented: -

Individual performance of female teaching faculty at work =

$$59.970 + (-0.180) (\text{Work-Family Conflict})$$

The above regression equation indicated that a one-unit change in Work-Family Conflict would decrease the individual performance of female teaching faculty by -0.180. Without Work-Family Conflict among female teaching faculty, their performance at work would be 59.970.

Hypothesis 2: Family interference with work negatively affects the individual performance (at work) of female teaching faculty.

Table 7

Regression of Family Interference with Work as independent variable

	B	Sig.	R	R Square	F	Sig
(Constant)	53.268	.000	0.597	0.356	165.512	0.000
Family Interference with Work	-.216	.000				

a) Dependent Variable: Individual Performance

b) Predictors: (Constant), Family Interference with Work

It was indicated that a highly significant relationship existed between Family Interference with Work and individual performance at work, as the p-value was .000. Family interference with work was presented by a negative sign of β . - Ve sign of β depicted a negative connection between Family intrusion with the job and individual performance of female teaching faculty.

The value of R ($r = 0.597$) showed that Family Interference with Work was correlated with the individual performance of female teaching faculty at work. 36% variation in the individual performance of female teaching faculty was explained by family interference with work, and other factors caused the

remaining 64% of variations. The value of the F-test was 165.512. The value of the level of significance

was .000, which was less than .005; therefore, it was concluded that the model was a good fit (See Table 7).

With the help of the above regression analysis, the following regression equation can be presented:-

Individual performance of female teaching faculty at work =

$$53.268 + (-0.216) (\text{Family Interference with Work})$$

The above regression equation was presented: If there were one unit change in family interference

with work, then the individual performance of female teaching faculty would decrease. If there was no

family work conflict, then their performance at work would be 53.268.

Hypothesis 3: Work Interference with Family is negatively affecting the individual performance (at work) of female teaching faculty.

Table 8

Regression of Work Interference with Family as independent variable

	B	Sig.	R	R Square	F	Sig
(Constant)	48.393	.000	0.008	0.000	.020	0.889
Work Interference with Family	-0.006	.889				

- a) Dependent Variable: Individual Performance
- b) Predictors: (Constant)

Work Interference with Family Regression analysis indicated that insignificant trends existed in individual performance at work, and Work Interference with Family as p-value was .889. Work-family conflict was presented with - Ve sign of β . A negative sign of β was shown that there was a negative connection between Work interference with family and individual performance of female teaching faculty. This relationship could be analyzed as if more disturbance would be in family activities due to work diligence; then, it would sway the family badly. The value of R ($r = 0.008$) showed that work interference with family was correlated with the individual performance of female teaching faculty at work. The other factors explained all the variations in the Individual performance of female teaching faculty, as Work Interference with Family explained 0% of variations. The value of F-test was .020. The value of the level of significance was .889, which was more significant than .005; therefore, it was concluded that the model was not a good fit (See Table 8).

With the help of the above regression analysis, the following regression equation can be presented: -

Individual performance of female teaching faculty at work = 48.393 + (-0.006) (Work Interference with Family)

The above regression equation presented that if there were one unit change in Work Interference with Family, the individual performance of female teaching faculty would increase by 48.387. If there was no Work Interference with Family, their work performance would be 48.393.

5. DISCUSSION

According to this research study's findings, a significant negative affiliation exists between WFC, FIW, and WIF with individual performances of female teaching faculty of female educational institutions in Lahore, Punjab. Some members of management tried their best to understand the problem of their female teaching faculty related to Family Interference with Work. There needs to be more than the efforts at a certain level to deal with the issue of FIW. An increase in the performance of employees and enhancement of commitment towards institutions would be possible with the help of some policies and programs. These policies and programs would help reduce work-related stress and reduce intentions to quit the job. These programs and policies would help reduce WFC (Halpern, 2005). Training was required at the level of management as well as at the individual level. Management should be trained enough to observe the problem in their employee's life and then devise a solution before that problem affects the individual work performance badly. Institutions' management is responsible for conducting counselling seminars, training sessions, and workshops on reducing WFC, WIF, and FIW. Individual employees must attend different seminars and training sessions to avoid Work-Family Conflict, WIF, and FIW (Netemeyer et al., 2005). The programs and policies related to work-life balance would be flexible, well communicated at all employee levels and easily understood by the employees. The planning and designing policies for work-family balance would be prepared with the consultation and involvement of all employees. Organizations would adopt an evaluation method to observe whether or not the policies of WLB are helping and assisting their employees.

The policies of WFC should be associated with the vision and mission of an institution, consider different rules and regulations by considering all levels of employees, according to the budget of an institution, according to the post of employee, and appreciative environment towards work of job be accomplished.

The policies can include different programs like daycare centres for employees' children, flexible work schedules, job sharing, internet working, pension fund, provident funds, availability of residence near job place with workers, paid maternity leave of 6 months, leave of eldercare or child care. The entity of various work possibilities was amplified to encourage employees to accomplish constraints and obligations in job and family life. These work options afforded such job discretion and provided satisfaction with the WFB approach and plans (Bailyn, 2006).

5.1. Policy Implications

Employees and employers must take a hands-on approach to alleviate each other by considering home and work-life levees. Personal life dilemmas and job predicaments were simultaneously required to be assessed in accordance with the worker's singularity. The progression of cooperation was supposed to be the spice of WFB's policies since there were no principal preplanned agendas and procedures to correspond to workers's jobs and home lives (Bailyn, 2006).

Organizations can lessen the adverse impacts of work-family conflict by introducing supportive measures like flexible work schedules, childcare support, and employee assistance initiatives. Moreover, nurturing a work environment that prioritizes work-life balance and fosters transparent dialogue regarding problems can empower employees to handle their obligations, thereby enhancing their overall effectiveness.

5.2 Limitations

This research study selected educational institutions from Lahore city, Punjab. Expanding the criteria for data collection in terms of population will be more helpful in providing effective results. Moreover, the comparative study (male and female) will be helpful for future studies and provide a more comprehensive insight into work-family conflicts. The results of this research study cannot be generalized to other industries, businesses, and sectors because the data

were collected only from females belonging to academia.

5.3 Future Direction

In the future, the researchers can employ a mixed-method approach (quantitative and qualitative) to provide more valuable and authentic results related to the current research variables. Different sources of support at work (like supervisor, management, co-workers) and Family (Parents, Husband) on WFC, WIF, and FIW should also be investigated in future. Different job outcomes like turnover intentions, job commitment, and job satisfaction should also be part of future studies of Work-Family Conflict. The future researcher can conduct the Bibliometric Study as the prior research study of Gull et al. (2022) to explore more mediating and moderating factors which influence the individual work performance of female' teaching faculty in female educational institutions at the national or international level.

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