Volume and Issues Obtainable at Center for Sustainability Research and Consultancy

Responsible Education, Learning and Teaching in Emerging Economies

ISSN: 2708-4310 (E): 2708-4183

Volume 2: No.1, June 2020

Journal homepage: www.publishing.globalcsrc.org/relate

Relationships between Work-Family Conflict (WFC) and Job Satisfaction of Female Faculty of Private Universities of Lahore City

¹Sumaira Munawar, ²Khadija Sittar,

¹Assistant Professor, Lahore Leads University, Lahore, Pakistan, sumairamunawar16@gmail.com

²Assistant Professor, Lahore Leads University, Lahore, Pakistan, khadijasittar@gmail.com

ARTICLE DETAILS

History

Revised format: May 2020

Available Online: June 2020

Keywords

Work-family conflict, Job satisfaction, Female faculty, Lahore city

JEL Classification:

I20, I23

ABSTRACT

Present study was aimed to explore relationship between work-family-conflict and job satisfaction of female faculty of private universities of Lahore city. Study was quantitative in nature. Correlation research design was used to find out “relationship between work-family-conflict and job satisfaction of female faculty of private universities of Lahore city.” Population was comprised of all the female private universities of Lahore. Sample was consisted of 450 female private university teachers of Lahore. Descriptive and inferential statistics were applied to analyse the data. Findings of the study indicated that there was significant strong positive correlation existed between work-family-conflict and job satisfaction among university teachers. A significant mean difference was found between work-family-conflict and job satisfaction in terms of their gender, age and experience. It is recommended that work-family-conflict at workplace should be managed for teachers’ job satisfaction in private universities.

© 2020 The authors, under a Creative Commons Attribution-NonCommercial 4.0

Corresponding author’s email address: sumairamunawar16@gmail.com

Recommended citation: Munawar, S., & Sittar, K. (2020). Relationships between Work-Family Conflict (WFC) and Job Satisfaction of Female Faculty of Private Universities of Lahore City. *Responsible Education, Learning and Teaching in Emerging Economies*, 2(1), 13-22

1. Introduction

Conflicts over employment and family health are a system of struggles that take place after the strength, time, or work of family conflict and behavior play a role. Family strife is a form of warfare. Family conflict is very important in society as there are important definitions of work, unemployment, and certain consequences such as “productivity”, “profit”, “family” “well-being”, “health” and “stress”. Work-related family disputes are related to important, domestic, and individual health outcomes. These include work outcomes (“job satisfaction”, “commitment”, and “income”), home outcomes (marital happiness and home happiness), and health-related outcomes (bodybuilding, diet and exercise) health (stress) and irreverent indications, the joy of life).

A woman, in her lifetime, goes through many roles. Many of these roles begin at home as a “daughter”, “sister”, “wife”, “daughter-in-law” and “mother”. An important problem for working women begins after the ringing of wedding rings. Roles increase when interacting with a foreign country or trying to be an active hand in better financial holding (Attri & Neelam, 2016).

In our society, it is a woman's primary responsibility to care for her husband's needs whether he is employed or not. Problems linking work and family life are more difficult for women because traditionally women were thought to be available during the day to care for children and do household chores (Attri & Neelam, 2016).

Apart from the significant changes in the physical structures of Pakistan's budget, very little - or no change has taken place in Pakistan's valuing structure and cultural expectations especially as feminine. Overall, women contribute to skills development but their important roles as mothers, mothers and caregivers are different. In this system, their duties and responsibilities are doubled for lack of rest. For example, women leave their family circle to pay in the home budget without a change in the thing that links family respect and women's mobility. This situation puts a lot of pressure on women.

1.1 Work Family Conflict

Greenhaus and Beutell (1985) defined that it is a type of conflict that arises when the power, time, or behavior of a participant role conflicts with those within the his/her family role. The conflict in the workplace is an escalation of family and work conflict that reflects the fact that the role of work can affect people's roles and personal interests. Apart from the role of the family, this can vary from the time of friends, exercise, military service, education, recovery and rehabilitation period (Kosseck, 2016), devotion, or the organization of religious organizations.

Most literature on organizational and industrial ethics uses the terms "family work" and "life work" alike to refer to personal, personal, or family life, health and professionalism, active lives (Hamilton, Gordon, and Welan-Berry, 2006). Previous traditions of domestic violence and occupation do not distinguish between references to fighting. In further controversy, no distinction is made between disputes caused by family disruption in the family, and disputes arising from family responsibilities that interfere with work. In order to keep balance in these roles the cooperative and romantic conflicts were occurred which creates conflict in the workplace and family ultimately. Robbins (2005) argued that if the personal obligations of a person would allowed to meet his work he would be satisfied at work place.

1.2 Job Satisfaction

Employee satisfaction is "an internal state expressed by supporting and / or assessing an employee with knowledge of a certain level of liking or dislike" (Stephen, 2017). The job satisfaction is significant because of its relations with other work outcomes, for example "productivity" and "performance cuts." According to Herrmann and Rockoff (2012) the most widely researchable area is being job satisfaction in the field of family research. Most of the studies related to the motivation the global feelings about work and working conditions was found as job satisfaction (Spector, et al., 2007). Elements of job satisfaction may include one of the aspect of work and those that have been frequently tested including payers, coworkers, supervisors, workplace and more. An international measurement method is used when interest rates are on all transactions. Previous researches has used a global measurement method, however, the methods used can determine which specific aspects of work produce human satisfaction.

1.3 The Relation between Work-family Conflict and Job Satisfaction

Numerous studies have found the negative relationship between WFC with job satisfaction where satisfaction was measured globally (Akinori et al., 2013). Allen et al. (2000) reported in a meta-analysis study that the WFC correlation with posted satisfaction was 0.24 and -0.23, respectively. While meta-analyzes revealed a combination of WFC-linked weight and similar content, the results of one study could not be reversed. In another study found a negative relationship between WFC and work satisfaction (Carlson and Kacmar, 2000). Similarly, flawed relationships were observed between low-income parents in Hongkong (Lyn Craig & Abigail Powell 2012). In a recent study there was negative correlation found between WIF and FIW with global involvement (which is an abbreviated form) of job satisfaction, and in terms of greater job satisfaction than global job satisfaction. Taken as a whole, apart from a lot of research on the relationship between family war and work and job satisfaction, there are still many statistics in the literature. For this reason, further researches are needed to simplify the understanding of the relationship that exists between different family work disputes and job satisfaction factors.

Difficulties in work and family relationships are nothing new, as many workbooks show. People have always been

willing to take on the responsibilities of family life and work. Problems arising from work and family backgrounds were documented earlier and are respected in social science discourses (Pitt-Catsouphe, Kossek, & Sweet, 2006). Changes in family structures and staff employment, as well as signs of social uplift have raised the bar of family and work communication. By the end of the 20th century, the number of single-parent and single-parent families had increased. As the number of women entering the profession increases, the harmony of the traditional family structure, with the husband as the primary breadwinner and the wife as the homemaker, is declining.

One of the consequences of a person's inability to manage the demands of work and family is the level of disagreement he or she faces. Greenhaus and Beutell (1985) "define family conflict as a form of conflict where the role of job stress and family backgrounds are incompatible" (p. 77). The literature review highlights three types of work and family conflicts: time-consuming conflicts, war-torn conflicts and stable conflicts. Time-bound disputes look at multiple competitive roles at the same time. Violence-based violence refers to the hardships created by a particular role, and moral conflict refers to certain patterns of moral inequality (Greenhaus & Beutell, 1985). Netemeyer, Boles, and McMurrian (1996) incorporate these two types of work and family conflicts (time and difficulty-related difficulties) provided by Greenhaus and Beutell (1985) in their definition of the concept of family conflict. Netemeyer et al. (1996) describe family conflicts as "conflicts of interest in which the general demands of time, time allocated, and work-related difficulties affect the performance of family-related activities" (p. 401).

Pakistan is a small country but its culture reflects the origins of the oldest civilization in the world. Integrated self-esteem, asymmetrical relationships and gender considerations are fundamental values of Pakistani culture (Saher, 2010) which sets the framework for social communication and social segregation in the workplace. In traditional Pakistani society, the male is regarded as the breadwinner and female sponsor of participation (Malik & Khalid, 2008). The rise of industry, the abolition of the agricultural system and the ongoing economic and social changes have dramatically changed the fragmentation of families and the increasing number of women, especially mothers, in the labor market. Men are no longer the breadwinner of the family as women are no longer the breadwinners of the family (Ullah, 2010).

Pressures and tasks without rest became double in this way. For example, women leave their homes to contribute to the family economy without a change in the thing that links family respect and women's mobility. This situation puts a lot of pressure on women. The Scholarship revealed that working women face many challenges in balancing their work and family responsibilities. Gordon et al. (2004) stated with limited resource, time and energy a women cannot meet the tasks and responsibilities of home and work then she reveals conflict between work and family with limited energy, resources and time. It is especially difficult for working women who are married to form a line of equality or diversity in their work and family life.

The influences that can disrupt a work ethic can be divided financially, mentally, and personally. The status and functions performed by the private sector and management are currently an emphasis on key management issues. Difficulties in staff employment and holding, mostly in the education sector, have freshly led to a re-examination of the entertainment and volunteer sector in many public and private sectors (Kendal, 2001). The problems of women, which include the different roles of wife, mother and working woman, are many; they can be categorized under a variety of topics such as physical problems, remedial problems, social problems and economic problems. The employment of women, her higher education and economic independence are sometimes seen as causes of family conflict. However, these things are often anointed with the full necessity of the economy.

2. Statement of the Problem

The problems of women, which include the different roles of wife, mother and working woman, are many; can be categorized under different headings such as physical problems, social problems and economic problems. The employment of women, her higher education and economic independence are sometimes seen as causes of family discord. However, these factors have often been overshadowed by the absolute economic need. People-bound culture views working women, like the first, who have missed their role in life. For them, nothing is more sacred and honorable than being a good mother and a good wife. This view is a loss. The traditional commitment of women played many roles that played a role in affecting their health. The female teacher must play multiple roles to fulfill the

obligations, expectations, needs and needs of family members and the community. Being a teacher, women are not able to fulfill their full roles as wife, mother, teacher and social worker.

3. Significance of the Study

The present study might be significant for the teachers in order to solve their domestic obligations and major problems among labours. It can support teachers themselves to identify the causes of conflict and to try to resolve domestic disputes in order to achieve academic excellence and live family relationships and work disputes and job satisfaction by eliminating these causes. It can be helpful to find specific effects of work-related domestic violence (WFC) on teachers' work, home, physical and spiritual health. It can also help university administrators and administrators to manage family and work disputes to increase job satisfaction among female educators.

4. Objectives of the Study

Following were the research objectives of the study:

1. To explore the relationship between work family conflict and job satisfaction of private university teachers.

5. Research Questions

Following were the research questions of the study:

1. What is the level of work family conflict of private university teachers?
2. What is the level of job satisfaction of private university teachers?
3. Is there any significance relationship between work family conflict and job satisfaction of private university teachers?
4. Is there any significance difference among university teachers about work family conflict and job satisfaction based on their academic qualification?
5. Is there any significance difference between among university teachers about work family conflict and job satisfaction based on their professional qualification?
6. Is there any significance difference among university teachers about work family conflict and job satisfaction based on their teaching experience?
7. Is there any significance difference among university teachers about work family conflict and job satisfaction based on their age?

6. Results

Table 1: Level of Work Family Conflict and Job Satisfaction in terms of Academic Qualification

Academic Qualification		Work Family Conflict	Job Satisfaction
M. Phil	Mean	94.5600	98.6800
	N	125	125
	Std. Deviation	14.28421	11.05747
PhD	Mean	94.8462	98.8892
	N	325	325
	Std. Deviation	14.99694	11.42663

In this table findings revealed that the mean scores of female university teachers having qualification PhD regarding work family conflict and job satisfaction was high in terms of their qualification. It means female teachers having qualification PhD perceived work family conflict and job satisfaction more than the teachers having qualification MPhil at university level.

Table 2: Level of Work Family Conflict and Job Satisfaction in terms of Teaching Experience

Teaching Experience		Work Family Conflict	Job Satisfaction
1-5 years	M	87.9595	95.1081
	N	74	74

6-10 years	SD	16.25772	14.42559
	M	90.9346	95.3551
	N	107	107
11-15 years	SD	14.33051	11.63214
	M	102.0116	103.7907
	N	86	86
16-20 years	SD	13.56422	8.29900
	M	100.0500	103.0125
	N	80	80
21-25 years	SD	13.28452	8.46511
	M	96.2500	98.7188
	N	64	64
26-30 years	SD	12.73416	10.40828
	M	88.9487	96.1026
	N	39	39
	SD	10.39977	9.55812

In this table findings revealed that the mean scores of female university teachers having experience 11-15 years regarding work family conflict and job satisfaction was high in terms of their experience. It means female teachers having experience 11-15 years perceived work family conflict and job satisfaction more than the teachers having “(1-5 years, 6-10 years, 16-20 years, 21-25 years and 26-30 years)” at university level.

Table 3

Level of Work Family Conflict and Job Satisfaction in terms of Age

Age		Work Family Conflict	Job Satisfaction
20-25 years	M	80.6316	84.4737
	N	19	19
	SD	16.95815	18.52436
26-30 years	M	88.1600	97.1867
	N	75	75
	SD	15.21116	10.84871
31-35 years	M	90.2857	95.5893
	N	56	56
	SD	14.03724	10.93414
36-40 years	M	100.5045	102.2973
	N	111	111
	SD	13.09675	10.09734
41-45 years	M	100.3793	101.9655
	N	87	87
	SD	13.99106	10.06889
46-50 years	M	93.6863	98.0490
	N	102	102
	SD	12.03623	9.49974

In this table findings revealed that the mean scores of female university teachers having age 36-40 years regarding work family conflict and job satisfaction was high in terms of their experience. It means female teachers having age 36-40 years perceived work family conflict and job satisfaction more than the teachers having “(20-25 years, 26-30 years, 31-35 years, 41-45 years and 46-50 years)” at university level.

Table 4: Correlation between Work Family Conflict and Job Satisfaction of University Teachers

Variables	M	SD	r- value	Sig.
-----------	---	----	----------	------

Work Family Conflict	94.76	14.78	0.669**	0.000
Job Satisfaction	98.83	11.31		

It was showed that “there was significant strong positive correlation between work family conflict and job satisfaction among university teachers at $p \leq 0.05$ level of significance”.

Table 4(a): Linear Regression about Work Family Conflict and Job Satisfaction of University Teachers

Model	Un-standardized Co-efficient	Standardized Co-efficient	β	T	P	df	F	R^2
	B	Std. Error B						
Constant	50.344	2.578	0.669	19.039	0.000	448	362.465	0.447
Work Family Conflict	0.512	0.027						

7. Dependent Variable Job Satisfaction

A linear regression analysis was conducted in order to find the significance effect of work family conflict and job satisfaction of university teachers. As table 4(a) shows that “work family conflict was found to be significant with ($R^2 = 0.44$) at $p \leq 0.05$ level of significance”. The findings of “work family conflict and job satisfaction of university teachers significantly predict the dependent variable with ($\beta = 0.66$, $p = 0.000$)”.

Table 5

Comparison of University Teachers’ Perceptions about Work Family Conflict and Job Satisfaction regarding Academic Qualification

Variables	Academic Qualification	N	M	SD	Df	t - value	$Sig.$
Work Family Conflict	M. Phil	125	94.56	14.28	448	-0.184	0.057
	PhD	325	94.84	14.99			
Job Satisfaction	M. Phil	125	98.68	11.05	448	-0.176	0.513
	PhD	325	98.88	11.42			

An independent samples t-test was applied to find out the differences of university teachers’ perceptions about work family conflict and job satisfaction regarding academic qualification. It is indicated that “no significant mean difference found between university teachers’ perceptions about work family conflict and job satisfaction at $p \leq 0.05$ level of significance”.

Table 4.6: Comparison of University Teachers’ Perceptions about Work Family Conflict and Job Satisfaction regarding Experience

Variables	SS	MS	Df	F	$Sig.$
Work Family Conflict	13208.394	2641.679	5	13.804	0.000
	84970.106	191.374	444		
	98178.500		449		
Job Satisfaction	6123.777	1224.755	5	10.591	0.000
	51345.387	115.643	444		
	57469.164		449		

A one-way ANOVA was applied to find out the differences of university teachers’ perceptions about work family conflict and job satisfaction regarding their experience. It is indicated that “a significant mean difference was found

between university teachers' perceptions about work family conflict and job satisfaction at $p \leq 0.05$ level of significance".

Table 6 (a): Post- hoc test of difference of University Teachers' Perceptions about Work Family Conflict and Job Satisfaction regarding Experience

Experience	Experience (a)	Experience (b)	Mean Difference	P
Work Family Conflict	1-5 Years	11-15 Years	-14.05217*	0.000
		16-20 years	-12.09054*	0.000
		21-25 years	-8.29054*	0.007
	6-10 Years	11-15 years	-11.07705*	0.000
		16-20 years	-9.11542*	0.000
		21-25 years	-8.29054*	0.007
	11-15 Years	1-5 years	14.05217*	0.000
		6-10 years	11.07705*	0.000
		16-20 years	9.11542*	0.000
	16-20 Years	1-5 years	12.09054*	0.000
		6-10 years	9.11542*	0.000
		21-25 years	8.29054*	0.007
	21-25 Years	11-15 years	-13.06291*	0.000
		16-20 years	-11.10128*	0.001
		26-30 years	-7.65736*	0.000
Job Satisfaction	1-5 Years	11-15 years	-8.68259*	0.000
		16-20 years	-7.90439*	0.000
		21-25 years	-8.43556*	0.000
	6-10 Years	11-15 years	-8.43556*	0.000
		16-20 years	-7.65736*	0.000
		21-25 years	-8.29054*	0.007
	11-15 Years	1-5 years	14.05217*	0.000
		6-10 years	11.07705*	0.000
		16-20 years	9.11542*	0.000
	16-20 Years	1-5 years	12.09054*	0.000
		6-10 years	9.11542*	0.000
		21-25 years	8.29054*	0.007
	21-25 Years	11-15 years	-13.06291*	0.000
		16-20 years	-11.10128*	0.001
		26-30 years	-7.65736*	0.000

A post hoc (Tukey) was applied to find out the differences of university teachers' perceptions about work family conflict and job satisfaction regarding their experience. It is indicated that a significant difference was found between teachers' perceptions in terms of their experience regarding work family conflict and job satisfaction.

Table 7: Comparison of University Teachers' Perceptions about Work Family Conflict and Job Satisfaction regarding their Age

Variables	SS	MS	Df	F	Sig.
Work Family Conflict	14708.379	2941.676	5	15.648	0.000
	83470.121	187.996	444		
	98178.500		449		
Job Satisfaction	6958.647	1391.729	5	12.234	0.000
	50510.518	113.762	444		
	57469.164		449		

A one-way ANOVA was applied to find out the differences of university teachers' perceptions about work family conflict and job satisfaction regarding their age. It is indicated that "a significant mean difference was found between university teachers' perceptions about work family conflict and job satisfaction at $p \leq 0.05$ level of significance".

Table 7 (a): Post- hoc test of difference of University Teachers' Perceptions about Work Family Conflict and Job Satisfaction regarding Age

Age	Age (a)	Age (b)	Mean Difference	P
Work Family Conflict	20- 25 Years	36-40 Years	-19.87293*	0.000
		41-45 Years	-19.74773*	0.000
		46-50 Years	-13.05470*	0.002
	26- 30 Years	36-40 Years	-12.34450*	0.000
		41-45 Years	-12.21931*	0.000
		36-40 Years	-10.21879*	0.000
	31-35 Years	41-45 Years	-10.09360*	0.000
		20-25 Years	19.87293*	0.000
		26-30 Years	12.34450*	0.000
	36-40 Years	31-35 Years	10.21879*	0.000
		46-50 Years	6.81823*	0.004
		20-25 Years	19.74773*	0.000
Job Satisfaction	41-45 Years	26-30 Years	12.21931*	0.000
		31-35 Years	10.09360*	0.000
		46-50 Years	6.69304*	0.011
	46-50 Years	20-25 Years	13.05470*	0.002
		36-40 Years	-6.81823*	0.004
		41-45 Years	-6.69304*	0.011
	20-25 Years	26-30 Years	-12.71298*	0.000
		31-35 Years	-11.11560*	0.001
		36-40 Years	-17.82361*	0.000
	26-30 Years	41-45 Years	-17.49183*	0.000
		46-50 Years	-13.57534*	0.000
		20-25 Years	12.71298*	0.000
	31-35 Years	36-40 Years	-5.11063*	0.018
		20-25 Years	11.11560*	0.001
		36-40 Years	6.70801*	0.002
	36-40 Years	41-45 Years	6.37623*	0.044
		20-25 Years	17.49183*	0.000
		26-30 Years	5.11063*	0.007
	41-45 Years	31-35 Years	6.70801*	0.000
		46-50 Years	4.24828*	0.044
		20-25 Years	17.49183*	0.000
	46-50 Years	31-35 Years	6.37623*	0.007
		20-25 Years	13.57534*	0.000
		36-40 Years	-4.24828*	0.044

A post hoc (Tukey) was applied to find out the differences of university teachers' perceptions about work family conflict and job satisfaction regarding their experience. It is indicated that a significant difference was found between teachers' perceptions in terms of their age regarding work family conflict and job satisfaction.

11. Discussion

In the present world of business the most considerable issue is work-family conflict. The interest in the conflict between domains of work and life is increased in recent years. In addition to this, the difference of role played by individuals at work and home is headed as work-family conflict as highlighted by previous studies. Finding out relationship between conflict at work-family and job satisfaction of university teachers was the objective of the study. "A strong relationship between work-family conflict and job satisfaction of university teachers was revealed by the findings of the study as positive significant". These findings concluded that conflict between work and family has significantly affected teachers' job satisfaction at university level. The study conducted by Carly, Allen, and Spector, The University of South Florida (2002) supported the findings of this study which concluded that work-family conflict (WFC) are interrelated (WFC) and by using a six-dimensional measure of WFC and both global as well as summed facet (i.e., composite) measures of job satisfaction, the job satisfaction was examined. The resultant indications showed significant relationship of WFC job satisfaction of both types, however, the relationship was considerably stronger to composite job satisfaction than to global job satisfaction. Another study Rehman, et al. (2018) concluded that there was moderate positive correlation found between two variables with moderating effect of

gender on WFC and job satisfaction of university teachers.

In regards of academic qualification, there was no major mean differentiation observed between perceptions of university teachers with reference to conflict of work-family and job satisfaction at $p \leq 0.05$ level of significance. Moreover, a significant mean difference originated between perceptions of university teachers concerning work-family conflict and job satisfaction on the subject of teachers' experience and age was exposed at university level.

12. Recommendations

Following were the recommendations of the study.

1. In order to increase teachers' job satisfaction family members and administration play a potential role to facilitate them and training sessions are need to conduct for reducing conflicts at workplace.
2. A study on work family conflict and job satisfaction might be conducted at elementary, secondary and college level.
3. It is recommended that study on work family conflict and job satisfaction might be conducted at large sample.
4. A qualitative study might be conducted on teachers' work family conflict and job satisfaction for in depth investigation.

References

- Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: a review and agenda for future research. *Journal of Occupational Health Psychology*, 5(2), 278-287.
- Afzal, S., & Farooqi, Y. A. (2014). Impact of work family conflict/family work conflict on job satisfaction and life satisfaction: A case study of a public sector university, Gujranwala Division, Pakistan. *International Journal of Multidisciplinary Science and Engineering*, 5(8), 31-36.
- Attri, A. K., & Neelam, G. (2016). work-family conflict among female teachers in relation to type of school, their nature of job and job satisfaction. *International Journal of Educational Research*, 2(10), 792-800.
- Eby, L. T., Casper, W. J., Lockwood, A., Bordeaux, C., & Brinley, A. (2005). Work and family research in IO/OB: Content analysis and review of the literature (1980–2002). *Journal of Vocational Behavior*, 66(1), 124-197.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76–88.
- Hamilton, E. A., Gordon, J. R., & Whelan-Berry, K. S. (2006). *Understanding the work-life conflict of never-married women without children*. Women in Management Review.
- Grandey, A., L Cordeiro, B., & C Crouter, A. (2005). A longitudinal and multi-source test of the work–family conflict and job satisfaction relationship. *Journal of occupational and Organizational Psychology*, 78(3), 305-323.
- Gordon, J. R., Karen, S., & Berry, W. (2004). It takes two to tango: An empirical study of perceived spousal/partner support for working women', *Women in Management Review*, 19(5), 260-273. DOI: 10.1108/09649420410545980.
- Herrmann, M. A., & Rockoff, J. E. (2012). Worker absence and productivity: Evidence from teaching. *Journal of Labor Economics*, 30(4), 749-782.
- Kim, J. L. S., & Ling, C. S. (2001). Work-family conflict of women entrepreneurs in Singapore. *Women in Management review*.
- Kossek, E. E., & Lee, K. H. (2017). *Work-family conflict and work-life conflict*. In Oxford Research Encyclopedia of Business and Management.
- Lapierre, L. M., Spector, P. E., Allen, T. D., Poelmans, S., Cooper, C. L., O'Driscoll, M. P., ... & Kinnunen, U. (2008). Family-supportive organization perceptions, multiple dimensions of work–family conflict, and employee satisfaction: A test of model across five samples. *Journal of Vocational Behavior*, 73(1), 92-106.
- Luk, D. M., & Shaffer, M. A. (2005). Work and family domain stressors and support: Within-and cross-domain influences on work–family conflict. *Journal of Occupational and Organizational Psychology*, 78(4), 489-508.
- Malik, A., & Khalid, G. K. (2008). Work/life conflicts and desired work hour adjustments: Banking perspective in Pakistan. *International Review of Business Research Papers*, 4(5), 267-276.

- Netemeyer, R. G., Brashear-Alejandro, T., & Boles, J. S. (2004). A cross-national model of jobrelated outcomes of work-role and family role variables: A retail sales context. *Journal of the Academy of Marketing Science*, 32, 49-60.
- Noor, N. M. (2004). Work-family conflict, work –and family role saliente, and women’s well-being. *J. Soc. Psychol*, 144, 389-405.
- Pitt-Catsoupes, M., Kossek, E. E., & Sweet, S. (Eds.). (2015). *The work and family handbook: Multi-disciplinary perspectives and approaches*. Routledge.
- Robbins, S. P. (2005). *Administración*. Pearson educación. New York: Sage Publishers.
- Spector, P. E., Allen, T. D., Poelmans, S. A. Y., Lapierre, M. L., Cooper, C. L., & Widerszal-Bazyl, M. (2007). Cross-national differences in relationships of work demands, job satisfaction, and turnover intentions with work-family conflict. *Personnel Psychology*, 60, 805-835.
- Saher, N. (2010). *Cultural diversity and human resource development in a modern organization: A case study* (Unpublished PhD dissertation). Quaid-e-Azam University, Islamabad, Pakistan.
- Ullah, S. (2010, January). *Perceived workplace support and work-family conflict: A case study of married admin staff members of Punjab University, Lahore*. In Conference Paper presented at 10th National Research Conference, Shaheed Zulfiqar Ali Bhutto Institute of Information Technology (SZABIST), January.