

**The Relationship between Work-family Conflict and Job Performance: A  
Study on the Perceptions of Pakistani Secondary School Female Teachers**

### **Abstract**

If they want to get to the top of any company in today's competitive economic environment, individuals today must constantly push themselves to improve. This research aims to better understand how secondary school teachers' personal experiences with work-family conflict affect their ability to do their jobs. One hundred and three female secondary school teachers in Lahore, Pakistan, took part in the survey. The survey's questions was closed and scored on a 5-point Likert scale. One crucial factor in our study would be the women teachers' marital status. This finding provides evidence linking work-family stress to decreased output. The findings of this study contribute to the reestablishment of a causal relationship between work-family conflicts, job strain, and performance. The research provides novel insight into the relationship between the two, as well as recommendations for how secondary school teachers in Pakistan might increase their productivity at work and reduce the negative effects of work-life conflicts.

**Key Terms:** Work-family conflict, Job stress, job performance, well-being, relationship.

## **Introduction**

Teachers are the most valuable resource because they impart information and skills to the next generation. After finishing school, the students work in a variety of fields, making a positive impact on the economy. Challenges have arisen for educators and the educational system as a whole as a result of recent worldwide developments. Stress among educators is another hot problem, although it has received surprisingly little research attention. Teachers' performance in the classroom suffers as a result of the crises caused by the interplay between work and home responsibilities and the demands of modern life. This study intends to shed light on the factors that have a detrimental effect on the professional effectiveness of secondary school female teachers in Pakistan. The primary objective is to look into how much of an impact work-family tension has on productivity on the workplace. This research aims to better understand what causes stress among female educators and how it affects their performance in the classroom. The link between job performance and the three factors (time-based conflict, strain-based conflict, and work-family conflict) would be explained. Finding and evaluating the connection between these factors will aid elementary schools in Pakistan in recognising the challenges faced by female educators and their impact on students' academic and behavioural outcomes. The research aims to explore the negative impact of time-based conflict on the job performance of teachers. It also highlights the negative effect of the strain-based conflict on the job performance of the teachers. Moreover, the work family conflicts also restrict the job performance of the teachers of secondary schools in Pakistan. The knowledge obtained from this analysis will help provide information to manage teachers stress and their job performance. This will not only save teachers

form the negative effects of stress and poor performance but would also lead to individual and institutional growth, development and productivity in Pakistani secondary schools.

### **Research Questions**

1. How does this time difference affect the productivity of Pakistani female elementary school teachers?
2. To what extent do female elementary school teachers in Pakistan experience conflict as a result of stress?
3. To what extent do female elementary school teachers in Pakistan have difficulties in balancing work and home responsibilities?

### **Scope of the Study**

The purpose of this research is to illuminate the obstacles that female primary school teachers in Pakistan face in achieving their professional goals. The major goal is to examine the relationship between work-family stress and employee output. The goal of this research is to better understand the sources of stress for female educators and its effects on their performance in the classroom. Workplace productivity would be studied in relation to three types of conflict: those involving time, stress, and family. If the characteristics that affect female teachers' performance in Pakistani primary schools can be discovered and analysed, the findings of this study might be used to inform policy and practise.

## **Limitations**

Since we lacked details on the Pakistani industry, one important limitation of our study is that it only considers a subset of the many elements known to affect workers' productivity and satisfaction on the job. The research did not have the resources to survey all of Pakistan's population, especially its public schools, so this may be one of its shortcomings. Although we did our best to include as many public schools as possible in Lahore with our surveys, some were left out. Qualitative information loses its versatility and richness when reduced to numbers. The research can be hampered by this as well.

The fact that the study's subjects were almost all female also presents a problem. The majority of Pakistan's school instructors are women. One disadvantage is that, because of time constraints, we could not investigate additional conflict elements that influence workers' health and productivity on the workplace.

## **Literature Review**

Previous investigations on the effects of stress on the productivity of female educators are included in this section of the research. This section contains a figure that illustrates the correlation between job-related family conflict and performance. This section also provides the theoretical foundation the study will utilise to explain the effects of work-family conflict on productivity on the job.

As more and more people say that their jobs are interfering with their family responsibilities, it's clear that the modern workplace is struggling with the issue of work-family conflict. Since it may have far-reaching effects on both professional and personal outcomes including productivity, employee turnover, household wealth, health, and stress levels, work-family conflict is gaining

attention in the public sphere. Work-family tension is linked to fundamental outcomes in one's professional, personal, and familial life. According to (Kossek, 2017)

Most studies on the topic of work-family conflict have been conducted in the West. Eight hundred English and French teachers participated in a survey by Travers & Cooper (1997). It was with this goal in mind that the study of teacher stress and its consequences on classroom performance was undertaken. Nonetheless, it has a strong connection to the overarching concept of stress in the workplace, and there is a pressing need to investigate the prevalence and nature of burnout in the performing arts industry as a whole. A look at the current situation in school administration reveals some of the social and authoritative factors that create tension and collapse. The increasing complexity of the teacher's role and the increasing demands of the modern classroom are the result of a confluence of social and pedagogical shifts. (Nyambongi, 2013)

Nart, S., and Bature, O., authors of another academic publication, discovered that teachers at the fundamental level were significantly impacted by work-family conflict and stress. It's somewhat endearing that, although not having an effect on job performance or results, work-family conflict and occupational stress related to hierarchical responsibility affect elementary school teachers. Educators have a far higher rate of positive self-judgment and a greater number of socio-mental benefits than those in other professions, as Trevor and Enright (2000) put it. The scientists who made this discovery credit their extraordinary personal choice of calling, which they were able to turn into devotion on schedule with the help of authoritative goals, and their sense of duty to educate people in the future as the primary reasons for their discovery. Increasing teachers' sense of duty and purpose while decreasing their stress caused by work-family conflicts would be a

worthy homage to the hard work of our country's educators, and this goal may be achieved through strict monitoring and the board approach of school management.

Work-family conflict and teacher burnout are two issues that have been highlighted by the research of Nart and Batur (2014). The first objective is to analyse how teachers' work-family conflicts influence their levels of stress, dedication to their organisations, and output in the classroom. The second objective is to learn how teacher stress impacts their dedication to the school and their productivity on the job. Work-family conflict and stress on the job have been shown to have a detrimental effect on job performance and organisational commitment among female instructors (Nart, 2014).

Numerous studies have found that tensions between the workplace and the home may negatively impact productivity. These results, based on the available data, are consistent with the literature. Previous studies have already shown the link between stress and poor performance on the job. Bad performance in the classroom has been linked to teacher stress, which has been shown to have a variety of mental and social effects (Stansfield et al., 1999; Friedman, 2000). However, numerous studies demonstrate that stress and work performance may have a positive link, since there are certain individuals who report doing better under stress or pressure. There is also the fact that students have a large say in how their teachers are evaluated, yet their input can be tainted by bias and a lack of focus.

A study done in 2021 on secondary school teachers found that EI is positively correlated with work-family conflict. It also has a beneficial effect on productivity in the workplace. Teachers may benefit from this research by adopting the innovative strategies and practises that will push

secondary education forward. Future research should focus on how varying national contexts and contributing variables affect secondary school student achievement.

According to role theory, two of a woman's most significant roles in life are that of a mother and employee (Grandey, 2005). When a person's personal experience at work becomes more demanding than usual, stress and tension within their family unit may grow. Therefore, it becomes more challenging for women to meet the requirements of their household duty. In addition to the work-related family conflict outlined above, there is another sort of conflict known as family-work conflict. This type of conflict arises when members of a person's family try to get in the way of him or her doing their job. This danger to jobs is often seen as a failure to fulfil the obligations and responsibilities associated with the function (Shockley, 2011).

According to Wijayati's study, a middle school teacher's job performance suffers when she is distracted by personal issues at home. It was concluded that the best way to motivate teachers to do their best work was for administrators to show concern for their personal lives by listening to and responding to teachers' concerns about the classroom (Dewie Tri Wijayati, 2020).

The study's authors divided educators into three unique profiles based on whether they placed a higher value on family or job. Teachers were divided into three groups: those who prioritised work over family, those who prioritised family over work, and those who prioritised both. This was determined by each person's own perspective on the balance between work and family responsibilities, with some individuals being more family focused than others (Grandey, 2005).

When people place various values on these tasks, they act differently and devote varying amounts of time and effort to them (Greenhaus, 1985). Therefore, a teacher's professional identity is formed through a multifaceted psychological and social process in which she takes on



positions with varied degrees of responsibility and dedication. Changes in a teacher's work-family profile are a natural response to the dynamic nature of their profession and the students' needs. Teachers' job performance has been shown to suffer when they are under stress or have an excessive workload. Because stress and support factors may be the most modifiable for interventions to prevent or alleviate teachers' work-family conflict, it is important to investigate their effects on work-family conflict among women teachers.

Several studies (Allen et al., 2000; Frone, 2003), among others, have linked work-family conflict to low productivity on the job in the United States. Because of the time, effort, and dedication required to successfully juggle all of one's responsibilities, the number of Canadian workers who provide care for children or the elderly has steadily increased over the course of the country's industrial history (Duxbury, 2003). Family problems may arise as a result of long, unchanging work hours, stress at work, an excessive workload, a lack of expertise, or an obsessive focus on the workplace. It causes people to pull away from family obligations, which has a negative impact on their happiness levels. A person's ability to work, interest in and connection with their job, job happiness, and dedication to and consistency in their employment can all be severely impacted by their caregiving obligations at home and elsewhere.

Greenhaus (1985) distinguished between three categories of work-family conflict based on their origins: stress, conduct, and duration. Stress between jobs is common when there are too many commitments and not enough time in the day. Lack of time and resources has been associated to increased mental and physical fatigue, stress, decreased performance, lessened organisational commitment, and worse work satisfaction (Magnus, 2005). It is accepted that one's focus may be shifted away from one role's responsibilities in order to meet the needs of another (Ashforth,

2000). According to the spillover theory, feelings, thoughts, and stress that originate in one role area can easily spread to another. "(William, 1994).

The impact of job and family pressures on productivity has been the subject of much research. However, there is a lack of information about the ways in which primary school teachers in Pakistan handle work-family problems and stress. The study's objective is to shed light on the challenges faced by female elementary school teachers in Pakistan. The primary objective is to study how stress from work and family life affects performance on the job. The goal of this research is to gain a better understanding of the causes of stress among female educators and its consequences on their professional performance. The negative effects of time-based conflict, strain-based conflict, and work-family conflict on productivity in the workplace would be examined. Finding and evaluating the factors that influence female teachers' effectiveness in Pakistani primary schools would help shape education policy and practice.

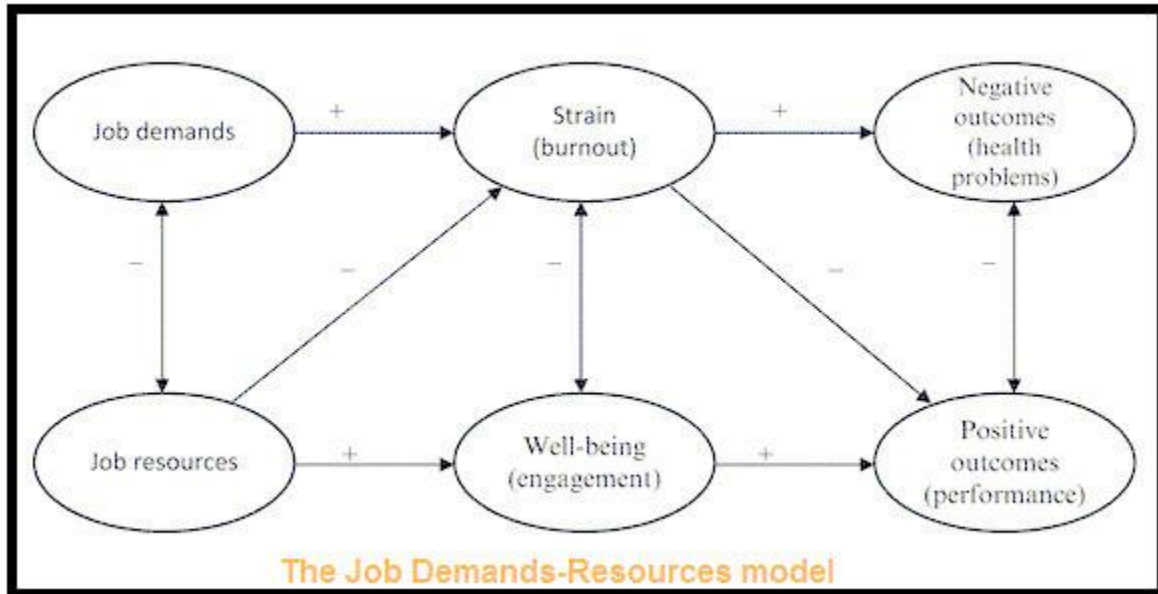
### **Problem Statement**

Examining this connection is essential to the research's goals, hence the following serves as a problem statement:

*"To identify the factors that contribute to job performance in the context of work-family conflict, time-based conflict, and strain-based conflict."*

The theoretical framework for this study is Role Theory. Both the JD-R Model and the Role Theory of Conservation of Resources have been used to learn more about work-family conflicts and their effects on productivity in the workplace. For this reason, scientists Arnold Bakker and Evangelia Demerouti developed the Job Demands-Resources (JD-R) Model in 2006. In order to comprehend how job pressure contributes to work-family conflict, resources-and-demands

methods stress the need of investigating both demands and resources. Job requirements and their impact on workers' happiness were visualised with this model. (Janse, 2019).



JD-R Model

The following hypotheses were developed to investigate the connection:

H1a: A considerable negative correlation exists between time-based disputes and productivity on the work (H1a).

H1b: Job performance is significantly negatively correlated with strain-based disputes (H1b).

H1c: Work-family tensions significantly correlate with worse job performance, H1c.

H0: Work-family conflicts are positively correlated with job performance, hence the null hypothesis must be rejected.

## Research Methodology

### *Research Design*

This research is quantitative since it draws on the results of other correlation studies. Using work-family conflict as an independent variable, this study will analyze the connection between job performance and employee satisfaction. Due to the short time frame (less than a year), this

study is a cross-sectional one. This study takes a deductive strategy, meaning that it gathers its material from secondary sources (such as the published literature) and then tests its hypotheses and analyses its findings based on the results. Using the quantitative approach, such as by conducting surveys, the veracity of hypotheses might be examined. The collected data was then subjected to statistical tests to ensure its accuracy.

Google Questionnaires were used to compile the data for this study. Data entry and analysis were both performed in SPSS. SPSS was used to conduct in-depth statistical analyses, including t-tests for independent samples and linear regressions, on all collected data. To ensure validity and reliability, several statistical tests were performed in SPSS. Bivariate correlation tests were performed to ensure validity. Cronbach's Alpha was used to check the dependability of all variables and their associated items. Typically, a score between 0.3 and 0.7 is trusted to demonstrate data stability and consistency.

Validity of items and validation of research variables are two more uses for factor analysis.

### ***Research Instrument***

In order to learn more about the issue at hand and find the answers to the research questions. In order to collect information, questionnaire surveys were developed. The surveys we created had a strong emphasis on the issue at hand. There was a conscious effort to think about issues that may affect work performance, such as stress, family obligations, and lack of free time. Data collection included both closed- and open-ended questions. There were a total of 31 questions in this survey, and they were broken up into three groups based on the three potential points of contention. Questions might be answered with a yes/no or free-form response. Google forms were used to create the online questionnaires. We used a 5-point Likert scale with the options "1=strongly disagree" and "5=strongly agree" and "Never" and "Always" for collecting closed-

ended responses. Statistics were analysed and evaluated using SPSS for this study. Job performance was linked to work-family conflict, time-based conflict, and strain-based conflict using SPSS.

### ***Population and Sample***

Female educators in Pakistani secondary schools will make up the study's population. Since 103 people responded to the survey, the sample size is  $n=103$ . Female secondary school educators in Lahore were the intended readers. Data was collected using Google forms in a convenient and voluntary online sample.

### ***Pilot Testing***

Before beginning the real investigation, a pilot test of the questionnaire was conducted. To ensure the survey is free of ethical concerns and can be completed by respondents. How simple it is for respondents to understand the survey's questions. Ten surveys were sent as a preliminary run. In addition to filling out the survey, respondents were also asked for suggestions on how to improve it. In order to implement the suggested adjustments to the survey.

### **Ethical Considerations**

Ethical considerations were taken into account, and all rules were observed. No questions on social status were included. Respondents were given a brief overview of the study and the researcher's goals for collecting this data before beginning the survey questions. Individuals' identities and the names of their organisations will remain concealed throughout the research process. In addition, participants were reassured that their participation in the study was voluntary and they might end their involvement at any time.

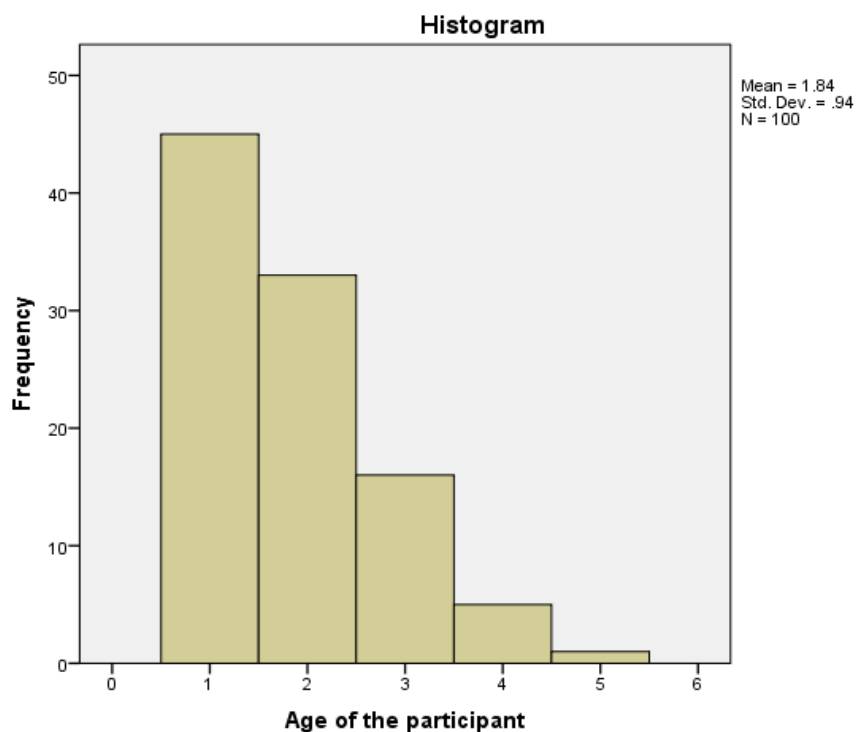
## Research Findings

### Respondents Demographic Profile

Table no.1

#### **Age of the participant**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	45	43.7	45.0	45.0
	30-39	33	32.0	33.0	78.0
	40-49	16	15.5	16.0	94.0
	50-59	5	4.9	5.0	99.0
	60-69	1	1.0	1.0	100.0
	Total	100	97.1	100.0	
Missing	System	3	2.9		
	Total	103	100.0		



The table no. 1 shows that mostly the participants who filled the survey were within the age bracket of 20-29.

Table no. 2

### Marital Status of the participant

	Freque ncy	Percent	Valid Percent	Cumulative Percent
Single	48	46.6	46.6	46.6
Married	37	35.9	35.9	82.5
Valid Divorced	8	7.8	7.8	90.3
Separated	10	9.7	9.7	100.0
Total	103	100.0	100.0	

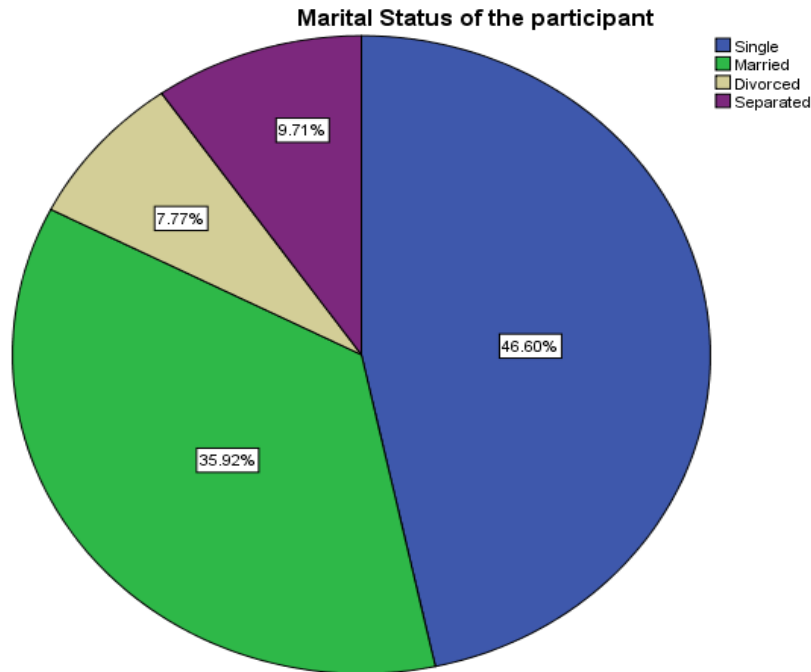


Table 2 and the accompanying pie chart reveal that 46.60 percent of survey takers were unmarried, with married people making up 35.92 percent of the sample. There were 7.77% divorcees and 9.71% separated people.

### ***Reliability Test***

One way to judge how "good" a measurement instrument is by its capacity to measure a notion is to look at its dependability.



Table no. 3

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.744	.757	36

The instrument's measurement scales were reliable, as shown by a Cronbach's Alpha rating of 0.744.

### *Validity Test*

In order to verify the reliability of the items and the relevance of the variables, a bivariate correlation analysis was performed.

Table no. 4

		<u>MeanWF</u> <u>C</u>	<u>MeanT</u> <u>B</u>	<u>MeanSB</u>
<u>MeanWF</u> <u>C</u>	Pearson Correlation	1	<u>.692**</u>	<u>.667**</u>
	Sig. (2-tailed)		.000	.000
	N	103	103	103
<u>MeanTB</u>	Pearson Correlation	<u>.692**</u>	1	<u>.717**</u>
	Sig. (2-tailed)	.000		.000
	N	103	103	103
<u>MeanSB</u>	Pearson Correlation	<u>.667**</u>	<u>.717**</u>	1
	Sig. (2-tailed)	.000	.000	
	N	103	103	103
<u>MeanJP</u>	Pearson Correlation	<u>.589**</u>	<u>.477**</u>	<u>.438**</u>
	Sig. (2-tailed)	.000	.000	.000
	N	103	103	103

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

There is a positive correlation between the dependent and independent variables, as shown in the table, despite the fact that the significance level is quite high (0.000).

### ***Regression Analysis***

The linearity of the connection between the independent factors and the dependent variables was tested using multiple linear regression analyses. The significant level and inter-variable variation were revealed by means of the analysis of variance (ANOVA) test.

Table no. 5

**Descriptive Statistics**

	Mean	Std. Deviation	N
Mean score of Job Performance	3.50	.403	103
Mean score of Work Family Conflict	3.46	.453	103
Mean score of Time Based	3.40	.588	103
Mean score of Strain Based	3.48	.710	103

Table no. 6

**Correlations**

		Mean score of Job Performance	Mean score of Work Family Conflict	Mean score of Time Based	Mean score of Strain Based
Pearson Correlation	Mean score of Job Performance	1.000	.551	.246	.265
	Mean score of Work Family Conflict	.551	1.000	.404	.573
	Mean score of Time Based	.246	.404	1.000	.619
	Mean score of Strain Based	.265	.573	.619	1.000
Sig. (1-tailed)	Mean score of Job Performance	.	.000	.006	.003
	Mean score of Work Family Conflict	.000	.	.000	.000
	Mean score of Time Based	.006	.000	.	.000
	Mean score of Strain Based	.003	.000	.000	.
N	Mean score of Job Performance	103	103	103	103
	Mean score of Work Family Conflict	103	103	103	103
	Mean score of Time Based	103	103	103	103
	Mean score of Strain Based	103	103	103	103

Descriptive data, including mean values and standard deviations, are shown in Table 5. There is little dispersion among the variables, with a mean of 3.5 and a standard deviation of .5.

Based on the data in Table 6, we can conclude that there is no multicollinearity among these predictors. In addition, the result variable should have a correlation of at least 0.3 with the predictor factors. There is a significant association between the outcome variable (in this case, job performance) and only one of the predictor variables (Work-Family Conflict) with a value larger than 0.3.

Table No. 7

**Variables Entered/Removed<sup>a</sup>**

Mode	Variables Entered	Variables Removed	Method
1	Mean score of Strain Based, Mean score of Work Family Conflict, Mean score of Time Based <sup>b</sup>	.	Enter

Table No. 8

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.559 <sup>a</sup>	.312	.291	.340	1.705

a. Predictors: (Constant), Mean score of Strain Based, Mean score of Work Family Conflict, Mean score of Time Based

b. Dependent Variable: Mean score of Job Performance

Table No. 9

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.182	3	1.727	14.971	.000 <sup>b</sup>
	Residual	11.423	99	.115		
	Total	16.605	102			

The test for whether or not this R-squared is substantially higher than 0 is found in the ANOVA table. In the ANOVA table, the value in the Sig. column is less than .05, coming in at .000. R-squared is statistically larger than zero, showing that the test is significant. This indicates that our predictors can capture a sizable proportion of the variation in productivity at work. Importantly, the regression model has been shown to have statistical significance.

Table No. 10

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.731	.280		6.188	.000
Mean score of Work Family Conflict	.524	.091	.588	5.764	.000
Mean score of Time Based	.059	.073	.086	.809	.420
Mean score of Strain Based	-.071	.068	-.125	-1.053	.295

Table No. 11

**Collinearity Diagnostics<sup>a</sup>****Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Mean score of Work Family Conflict	Mean score of Time Based
1	1	3.958	1.000	.00	.00	.00
	2	.021	13.613	.27	.04	.05
	3	.014	17.055	.00	.14	.83
	4	.007	24.131	.73	.82	.12

a. Dependent Variable: Mean score of Job Performance

Table no. 10, the coefficients table, breaks down the predictors one by one. A significant predictor is one whose value is smaller than the significance level of .05. With a p-value less than .05, Work-Family Conflict stands out as the strongest predictor of Job Performance among the three factors. If the p-value for a given variable is greater than .05, it is not a significant predictor of job performance.

Table No. 12

**Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.80	4.03	3.50	.225	103
Residual	-1.080	.634	.000	.335	103
Std. Predicted Value	-3.100	2.366	.000	1.000	103
Std. Residual	-3.180	1.867	.000	.985	103

Table No. 13

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.80	4.03	3.50	.225	103
Residual	-1.080	.634	.000	.335	103
Std. Predicted Value	-3.100	2.366	.000	1.000	103
Std. Residual	-3.180	1.867	.000	.985	103



Table No. 14

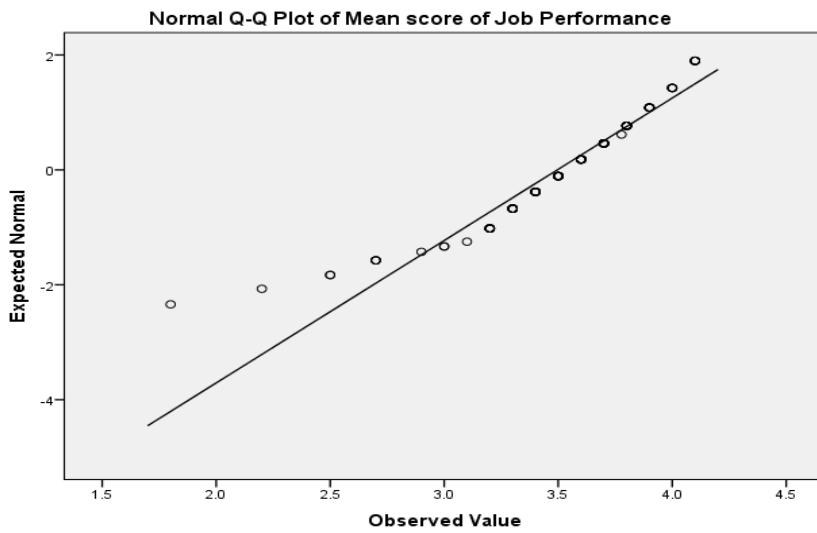
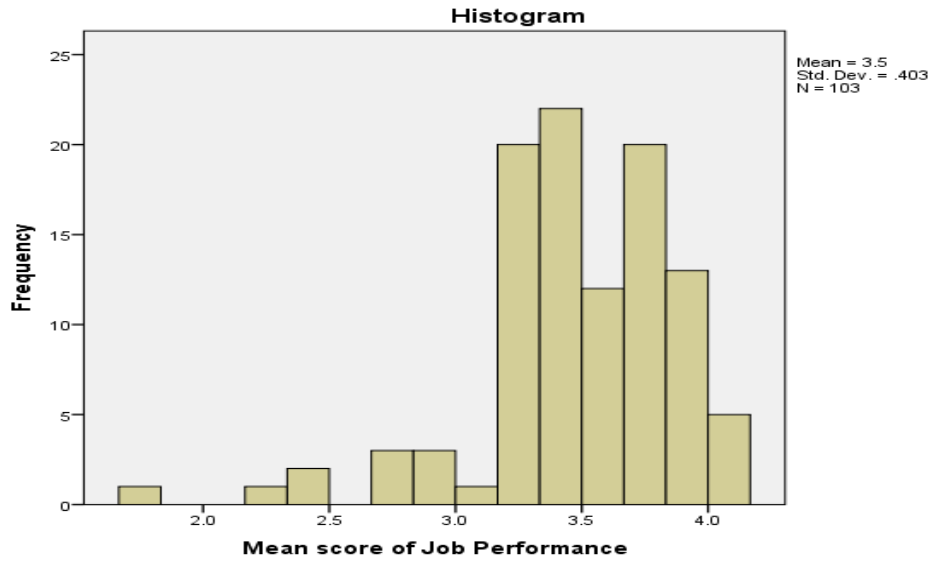
¶ **Descriptives**

		Statistic	Std. Error	
Mean score of Job Performance	Mean	3.50	.040	
	95% Confidence Interval for Mean	Lower Bound	3.42	
		Upper Bound	3.57	
	5% Trimmed Mean	3.53		
	Median	3.50		
	Variance	.163		
	Std. Deviation	.403		
	Minimum	2		
	Maximum	4		
	Range	2		
	Interquartile Range	1		
	Skewness	-1.330	.238	
	Kurtosis	3.158	.472	

Table No. 15

**Tests of Normality**

	<u>Kolmogorov-Smirnov<sup>a</sup></u>			<u>Shapiro-Wilk</u>		
	Statistic	<u>df</u>	Sig.	Statistic	<u>df</u>	Sig.
Mean score of Job Performance	.125	103	.000	.909	103	.000



Screenshot No. 1

Output1.spv [Document2] - IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Factor Analysis

[DataSet1] D:\BNU MPhil-ELM\3rd Semester\Quantitative Research Methodology\Quant data file.sav

Communalities

	Initial	Extraction
Number of people in household	1.000	.741
Average number of work hours per week	1.000	.763
My job keeps me away from my family	1.000	.559
I feel physically drained when I get home from work	1.000	.750
I feel emotionally drained when I get home from work	1.000	.732
I worry about how my family is doing when I'm working	1.000	.699
I feel that I miss out spending quality time with family due to hectic time routine	1.000	.820
Defining set of goals for yourself at the beginning of the week for effective time management	1.000	.682
Satisfied with the amount of work assigned by the supervisor	1.000	.764
I think my supervisor doesn't communicate to me in my off time	1.000	.657
I think work-family conflict leads to stress	1.000	.718
I think work-family conflict leads to a change in the mood of an employee	1.000	.790
I think that effective time management increases the productivity at work	1.000	.806
I think there is a negative impact of personal life on the professional life	1.000	.710
I have a good balance between my job and my family time	1.000	.569
I feel an employee can still perform well even if he/she can't manage time effectively	1.000	.716
I feel an employee must know how to deal with extreme workload	1.000	.678
The amount of work expected from me is reasonable	1.000	.729
I get stress and anxiety due to the extreme workload	1.000	.695
I think role overload i.e. a teacher, a mother, a daughter or a wife leads to burnout	1.000	.735

Extraction Method: Principal Component Analysis.

Screenshot No. 2

Output1.spv [Document2] - IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.055	30.274	30.274	6.055	30.274	30.274	4.189	20.947	20.947
2	2.175	10.876	41.150	2.175	10.876	41.150	3.041	15.205	36.152
3	1.589	7.947	49.097	1.589	7.947	49.097	1.965	9.825	45.977
4	1.303	6.513	55.610	1.303	6.513	55.610	1.489	7.447	53.424
5	1.109	5.544	61.154	1.109	5.544	61.154	1.240	6.201	59.626
6	1.051	5.256	66.409	1.051	5.256	66.409	1.205	6.026	65.652
7	1.034	5.169	71.579	1.034	5.169	71.579	1.185	5.927	71.579
8	.972	4.858	76.437						
9	.794	3.970	80.406						
10	.750	3.752	84.158						
11	.574	2.868	87.026						
12	.533	2.665	89.691						
13	.409	2.046	91.737						
14	.373	1.866	93.603						
15	.328	1.640	95.243						
16	.295	1.475	96.718						
17	.220	1.102	97.820						
18	.192	.962	98.782						
19	.147	.733	99.515						
20	.097	.485	100.000						

Extraction Method: Principal Component Analysis.

Scree Plot

Screenshot No. 3

Output1.spv [Document2] - IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Direct Marketing Graphs Utilities Add-ons Window Help

Component Matrix<sup>a</sup>

	Component						
	1	2	3	4	5	6	7
Number of people in household	-.238	.069	.244	.427	-.289	.587	-.105
Average number of work hours per week	-.392	.174	.275	.470	.192	-.181	.462
My job keeps me away from my family	.604	-.179	-.202	-.267	-.153	-.128	.101
I feel physically drained when I get home from work	.806	-.089	-.264	-.081	.021	.101	.074
I feel emotionally drained when I get home from work	.823	-.104	-.186	-.034	.066	-.035	.053
I worry about how my family is doing when I'm working	.699	.120	-.222	-.078	.039	.046	.371
I feel that I miss out spending quality time with family due to hectic time routine	.798	-.073	-.281	.014	.113	.092	.279
Defining set of goals for yourself at the beginning of the week for effective time management	-.010	-.165	.288	-.388	.490	.424	.036
Satisfied with the amount of work assigned by the supervisor	-.424	.668	.216	-.058	.246	.124	.108
I think my supervisor doesn't communicate to me in my off time	.243	.407	-.137	.114	-.117	-.279	-.556
I think work-family conflict leads to stress	.748	-.038	.340	-.168	-.068	.033	-.086
I think work-family conflict leads to a change in the mood of an employee	.653	.168	.544	.046	-.148	-.047	.112
I think that effective time management increases the productivity at work	.581	.284	.554	.116	-.108	-.236	.025
I think there is a negative impact of personal life on the professional life	.608	.200	.029	.307	.419	-.152	-.081
I have a good balance between my job and my family time	-.130	.523	-.079	-.375	.252	-.237	-.113
I feel an employee can still perform well even if he/she can't manage time effectively	-.046	.619	-.440	.209	.191	.228	-.069
I feel an employee must know how to deal with extreme workload	-.220	.342	.064	-.554	-.425	.038	.141
The amount of work expected from me is reasonable	-.008	.670	-.262	.040	-.344	.195	.232
I get stress and anxiety due to the extreme workload	.663	-.026	.016	.131	.053	.342	-.343
I think role overload i.e. a teacher, a mother, a daughter or a wife leads to burnout	.767	.239	.201	-.017	.130	.123	-.132

Extraction Method: Principal Component Analysis.  
a. 7 components extracted.

Rotated Component Matrix<sup>a</sup>

Screenshot No. 4

Output1.spv [Document2] - IBM SPSS Statistics Viewer

File Edit View Data Transform Insert Format Analyze Direct Marketing Graphs Utilities Add-ons Window Help

/EXTRACTION=PC  
/ROTATION=NONE  
/METHOD=CORRELATION.

**Factor Analysis**

[DataSet1] D:\BNU MPhil-ELM\3rd Semester\Quantitative Research Methodology\Quant data file.sav

**Communalities**

	Initial	Extraction
My job keeps me away from my family	1.000	.461
I feel physically drained when I get home from work	1.000	.762
I feel emotionally drained when I get home from work	1.000	.749
I worry about how my family is doing when I'm working	1.000	.561
I feel that I miss out spending quality time with family due to hectic time routine	1.000	.795
I think work-family conflict leads to stress	1.000	.687
I think that effective time management increases the productivity at work	1.000	.731
I feel an employee must know how to deal with extreme workload	1.000	.242
I think work-family conflict leads to a change in the mood of an employee	1.000	.820

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.158	46.202	46.202	4.158	46.202	46.202
2	1.648	18.313	64.515	1.648	18.313	64.515
3	.942	10.470	74.985			
4	.685	7.617	82.602			

## Screenshot No.5

/ROTATION NOROCATE  
/METHOD=CORRELATION.

**Factor Analysis**

[DataSet1] D:\BNU MPhil-ELM\3rd Semester\Quantitative Research Methodology\Quant data file.sav

**Communalities**

	Initial	Extraction
My job keeps me away from my family	1.000	.466
I feel physically drained when I get home from work	1.000	.765
I feel emotionally drained when I get home from work	1.000	.752
I worry about how my family is doing when I'm working	1.000	.537
I feel that I miss out spending quality time with family due to hectic time routine	1.000	.775
I think work-family conflict leads to stress	1.000	.591
I think that effective time management increases the productivity at work	1.000	.606
I feel an employee must know how to deal with extreme workload	1.000	.292
I think work-family conflict leads to a change in the mood of an employee	1.000	.740
I get stress and anxiety due to the extreme workload	1.000	.431
I think role overload i.e. a teacher, a mother, a daughter or a wife leads to burnout	1.000	.678
High motivation leads to better performance	1.000	.697

Extraction Method: Principal Component Analysis.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.368	44.731	44.731	5.368	44.731	44.731
2	1.962	16.347	61.078	1.962	16.347	61.078

Using confirmatory factor analysis, we ran three rounds of item reduction to see if doing so would alter the results or the direction of the connection. No amount of simplifying or adjusting the products yielded different results. Because "fishing," or running the findings until a nonexistent association is identified, which would raise the error rate, the results were not tampered with.

Most of those who participated in the survey made the connection between work-family conflicts, stress, and decreased output. It was found that there is a positive relationship between the criteria variable and the predictor variables. In this study, we tested for three hypotheses and found evidence to support two of them while rejecting the third. Below, we examine the research hypothesis.

**H1a: There is a significant negative relationship between time-based conflicts and job performance.**

Analysis using Regression and Bivariate Pearson The relevance and link between time-based and work performance indicators were tested using a correlation analysis. Tables 4 and 6 summarise the findings of this study. The data demonstrated a positive link between time-based conflict and performance on the work, however the significance level was low ( $p = 0.000$ ,  $p 0.05$ ). Thus, we cannot accept H1a.

**H1b: Stressful disagreements at work have a strong, detrimental effect on productivity.**

Analysis using Regression and Bivariate Pearson The importance and link between stress at work and productivity was tested with a correlation analysis. Tables 4 and 6 summarise the findings of this study. As can be seen from the data, there is a positive association between strain-based conflict and performance on the work ( $p .0001$ ,  $p .05$ ). Thus, H1b cannot be accepted.

**H1c: Conflict between work and home life has a detrimental impact on productivity in the workplace.**

Regression and Bivariate Pearson Analysis Using a correlation test, we investigated the significance and connection between work-family conflict and performance on the job. This research is summarised in Tables 4 and 6. The study found that employees who had work-family conflicts had a favourable correlation with their job performance ( $p0.0001$ ,  $p0.05$ ). Hence, H1c cannot be the cause.

## Discussion

The items' validity and reliability were tested, and the results showed a positive correlation between the variables. Job satisfaction, work-family balance, stress, and time pressure all have a role in a teacher's ability to do their job well. A total of 103 Lahore school teachers participated in the survey that was used for the evaluation. All three hypotheses about the relationship between work-family conflict, time-based conflict, and strain-based conflict were examined and shown to have p-values greater than 0.05, indicating that they are not substantially connected to job performance. However, they benefit each other much from working together. Workers were asked to score their levels of conflict, stress, time pressure, and job performance on a scale from 1 (strongly disagree) to 5 (strongly agree). To proceed using Multiple Linear Regression, the ANOVA table's R<sup>2</sup> value must be greater than zero, and the 0.05 significance level must be met or exceeded. R<sup>2</sup> is greater than 0 if and only if the p-value is less than 0.05. This indicates that our predictors are capable of explaining a large percentage of the variation in productivity in the workplace. The whole regression model is statistically significant, with  $F(3, 99) = 14.971$ ,  $p = 0.000$  and  $R^2 = 0.312$ .

The reliability of the items, as well as the connection between and statistical significance of the variables, were tested with a bivariate correlation analysis. There is a statistically significant link if the p value is less than 0.05. Work-family conflict, time-based conflict, and strain-based conflict were all found to have a positive connection with job performance ( $p = 0.0001$ ,  $p = 0.05$ ). The items' consistency was evaluated using Cronbach's Alpha. In most cases, data stability and consistency may be inferred from a number between 0.3 and 0.7.

Responses from educators were positively related to both independent and confounding variables. The purpose of statistics is to determine whether or not a finding is likely to be real. Type I Error, wherein a connection is assumed where none exists, was found to be present in the data. The study's major aim was to predict the inverse connection between the variables; thus, the null hypothesis was rejected. A Confirmatory Factor Analysis was performed since it was possible that the results had been skewed. It was accomplished by removing extraneous elements, allowing for more extensive testing of the remaining aspects. An increase in the mistake rate, sometimes known as "fishing," was avoided by not running the tests many times. After conducting a factor analysis test to check the items' validity, the number of items was reduced and the results reevaluated. Since attempting to skew the results would increase the risk of making a mistake if tests were repeated several times and false positives were identified, no such attempts were made.

Work-family conflict, time-based conflict, and strain-based conflict were all found to have a favorable effect on performance on the job. Previous research has shown that all of these factors might reduce one's productivity on the job. Based on the responses of educators from different institutions, there is strong evidence of a positive relationship between the elements. In 2021, researchers discovered that high levels of emotional intelligence were associated with greater levels of work-family conflict among secondary school teachers. Workplace productivity is boosted as a result. This study is beneficial to educators since it identifies methods that have been shown to enhance secondary schooling (Butt, R. Y., & Hussin, F. 2021). Our results, showing a favorable and statistically significant relationship between the variables, are in line with those of the aforementioned research. Some research has established a positive correlation between workplace stress and productivity, despite the fact that other studies have indicated quite



the opposite. According to Majekodunmi's research, working mothers who struggle to balance their personal and professional life have a negative impact on their productivity at work. (Majekodunmi, 2017).

These results suggest a link between work-family conflicts, strain-based conflicts, and time-based conflicts, among others. However, there was a favourable relationship found in the study between work-family, tension, and time-based factors and productivity on the job.

### **Conclusion**

This research suggests that it may be counterproductive for workers to experience stress at home as well as at the office. There is a strong correlation between work effectiveness and time-based and strain-based factors, as well as work-family conflict. A limited number of criteria are considered in this study. Work-family issues may be investigated further by examining aspects like job requirements and employee performance. This study's lack of gender parity suggests the need for follow-up research aimed at both sexes, such as an examination of the correlation between teachers' job stress and home conflicts. The current study also lends credence to the idea that stress at home and in the workplace might have a negative impact on both fronts. Last but not least, the results of the current study point to a favourable correlation between the variables, suggesting that future researchers can develop the products with more precision and choose their target audience with better accuracy.

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