



## Work-Family Role Conflict and its Impact on Job Performance of Academicians: A Case Study of Bahauddin Zakariya University

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### ARTICLE INFO

#### Article History:

Received: February 20, 2022

Revised: March 29, 2022

Accepted: March 30, 2022

Available Online: March 31, 2022

#### Keywords:

Work-family Role Conflict

Job Performance

Work to Family Role Conflict

Stress

### ABSTRACT

The purpose of this study was to explain how work-family role conflict impacted the lecturers, assistant professors, associate professors, professors differently and how much it affected their job performance. Following the simple random sampling technique, 160 academicians were selected from Bahauddin Zakariya University Multan, and the final data analysis was based on the data of 120 academicians. The data was collected using two adopted tools, i. e., the work-family role conflict scale and the individual work performance scale. SPSS was used for data analysis. The study used Independent Sample t-Test and One-Way analysis of the variance to measure the impact of work-family role conflict on academicians and their work performance. The results showed that work-family role conflict affected female academicians more than male academicians, and lecturers were more impacted by work-family role conflict than assistant professors, associate professors, and professors. Furthermore, results indicated that work-family role conflict impacted female job performance more than male academicians, and lecturers' job performance affected more than assistant professors, associate professors, and professors.

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## 1. Introduction

The transformation of economy, technology, and demography has changed organizations' job roles, duties, and structures (Minnotte, Minnotte, & Pedersen, 2013). This change incorporates the difference in working individuals' work and family roles (Javed, Hussain, & Irshad, 2020). Making a balance between family and work is more critical for academicians working in higher education institutions (Kinman & Jones, 2008; Md Mizanur Rahman, Ali, Jantan, Dato'Mansor, & Rahaman, 2020). The boundaries between academicians' families and the working domain have blurred, and energy and stress eroded their personal life and leisure (Kinman & Jones, 2008; Lewis, 2003).

In today's world of scholars and researchers, the constant changes and advances in universities and institutions are emerging as new trends and researchable concerns that need to be addressed (Basarudin, Yeon, Yaacob, & Abd Rahman, 2016; Noor & Zainuddin, 2011; Md Mizanur Rahman et al., 2020). Academicians are more likely than other professionals to experience difficulties maintaining family and work-life balance, as their work is essentially open-ended and encompasses a diverse range of responsibilities with potentially conflicting demands (Fisher, 1994). The researchers from all over the world have discovered the potential for work-family role conflict in academicians, which is inherent in their academic work (Austin & Pilat, 1990; Kinman & Jones, 2008; Md Mizanur Rahman et al., 2020), as well as the impact of work-family role conflict on academicians' job performance via moderating effects (Md M Rahman & Ali, 2021; Md Mizanur Rahman et al., 2020). Whereas, according to Winefield et al.

(2003), the majority of academicians surveys reported conflict between their work and family roles.

A few studies have been directed in Pakistan to explore the concept of work-family role conflict from the viewpoint of academics, although there is reason to suppose that it is much higher. Kinman (1998) has discussed that job dissatisfaction and psychological distress are the strongest predictors of work and family role conflict. Furthermore, most academicians regularly work at home during the evening and at weekends, restricting themselves from participating fairly in their domestic commitments as Jacobs and Winslow (2004) have reported that academicians work 50 to 60 hours a week which has become their routine. This practice increases the risk of work-family role conflict, as, by performing the maximum time duration, academicians blur the boundaries of their work and family roles and responsibilities. Evidence suggests that blurring the lines between family and work life has a negative impact on family functioning, self-concept confusion, and individual well-being (Frone, 2003).

More study is required to examine problems related to family and work role conflict among academics, particularly in Pakistan. By reviewing the current circumstances, work-family role conflict is challenging and an issue in universities. This contemporary study is based on earlier research investigating the difference in work-family role conflict of male and female academicians working in the universities. Furthermore, it also examines the influence of work-family role conflict on academicians based on their designations.

Specific resources received from an employee's job position may have influenced the individual's work-life conflict, and this work-family role conflict may have affected job performance and satisfaction (Javed et al., 2020; Omran, 2016; Pattusamy & Jacob, 2016; Md M Rahman & Ali, 2021). As a result, people's perceptions of control may be anticipated to assist them in structuring their job in a way that decreases the chance of work-family conflict (Javed et al., 2020; Parasuraman & Simmers, 2001; Md Mizanur Rahman et al., 2020).

Employees with schedule flexibility (or the ability to adjust working hours to accommodate personal and family needs) may be able to balance work and non-work obligations better (Loscocco & Roschelle, 1991; Md M Rahman & Ali, 2021). Organizations are increasingly offering facilities to assist their workers in striking a healthy balance between work and family obligations. Lower levels of work-life conflict may be predicted due to such assistance (Thomas & Ganster, 1995), but to the best of our understanding, no research has concluded the influence of work-family role conflict on work performance indigenously. At the same time, this contemporary study aims to assess the influence of work-family role conflict on academicians' job performance based on their designation.

## **2. Literature Review**

Work-family conflict was a type of inter-role conflict that occurred when the work and home domains had conflicting role constraints. "Double conflict" was a term used to describe it. "A type of inter-role conflict that developed due to incompatible role pressures from the work and family domains", according to one definition (Greenhaus & Beutell, 1985). The so-called spillover theory was an essential point of view that had garnered experimental backing for work and family issues. Brough and O'Driscoll (2005) indicated that individuals' attitudes and experiences in one area were linked to their attitudes and experiences in another domain (for example, employment). Despite the fact that spillover effects can be beneficial or harmful, most research focused on the negative consequences of work-family conflict (Carlson & Kacmar, 2000; Frone, 2003; Md Mizanur Rahman et al., 2020; Rehman & Waheed, 2012).

Another view of WFC was that work-related participation expectations conflict with family-related participation demands, while FWC occurred when family-related participation demanded conflict with work-related participation demands. It was also feasible to see how the disputes between these two domains might significantly impact both domains' quality of life (Adams, King, & King, 1996). A study mentioned that such a description of WFC was predicated on the notion that we were dealing with a complex structure with numerous forms interacting in different domains (Krause, 2003). These phenomena were thought to be bidirectional, with work interfering with family (work-to-family conflict) and family interfering with work (work-to-family role conflict) (Frone, Yardley, & Markel, 1997). According to

evidence, WFCs and FWCs seemed distinct yet mutually connected (Byron, 2005; Javed et al., 2020; Mesmer-Magnus & Viswesvaran, 2005).

In addition to this, in the previous studies, Wang, Tsai, Lee, and Ko (2021) measured the work-family conflict on workers. The study found a link between emotional exhaustion and job performance, as well as a link between work-family role conflict and emotional exhaustion. They also stated that organizational care reduced the impact of work-family role conflict on emotional exhaustion. Md Mizanur Rahman et al. (2020) identified work-family conflict, family-work conflict, and work-family balance as predictors of job satisfaction in the Malaysian academic community. Work-family role conflict and family-work role conflict were found to be negatively associated with academicians' job satisfaction in this study. Work-family conflict helped to moderate the relationship between work and family to family role conflict and job satisfaction.

In the indigenous literature, most researchers (Chaudhry & Ahmad, 2011; Fatima & Sahibzada, 2012; Javed et al., 2020; Mansoor, Fida, Nasir, & Ahmad, 2011; Nadeem & Abbas, 2009) discussed the phenomena of work-family role conflict within different perspective. Nadeem and Abbas (2009) explored the impact of work-life conflict on Nadara employees' job satisfaction. Chaudhry and Ahmad (2011) looked into the link between work-life conflict and workers' performance while working in Nadra. Javed et al. (2020) investigated the link between work-family role conflict and job performance among nurses working in Lahore's public-sector hospitals.

In another study, Mansoor et al. (2011) explained the impact of job stress on employees' job satisfaction of telecommunication sector workers. However, Fatima and Sahibzada (2012) explored the empirical analysis of factors that affected the work-life balance of university teachers, in which they sampled the academicians working in public and private universities. The previously mentioned literature focused and mainly measured the association of work-family role with job performance, job satisfaction, and self-efficacy. However, this contemporary study examined the difference in work-family role conflict by gender and its impact on the job performance of academicians working at Bahauddin Zakariya University Multan, Pakistan.

### **3. Methodology**

The respondents of this contemporary study were based on academicians working at Bahauddin Zakariya University Multan. The questionnaire used in this study was based on three levels; the first level measured the respondents' demographic profile, the second level was based on work-family role conflict measurement in which time-based, strain-based, and behaviour-based work to family role conflict and family role conflict was measured of respondents, and at the same time, the third level measured the individual work performance within the organization. For this research study, the data was collected by applying the simple random sampling technique, and 160 copies of questionnaire were distributed to the academicians selected with the help of a simple random sampling technique and sample was working as lecturers, assistant professors, associate professors, and professors in Bahauddin Zakariya University Multan.

Neither any public nor private university in Pakistan existed in the top 200 QS world ranking 2020. The evidence above showed that academicians' performance was very pitiful within universities, which did not help universities uplift their QS World Ranking. Ranking of universities was based on development accomplishment, ability to consult the social problems, university administrative work, and teaching abilities of academicians. Due to the work-family role conflict, academicians could not perform their academic commitments in universities, restricting them to uplift their ranking. Furthermore, in the previous indigenous literature, Rehman and Waheed (2012) conducted a study on the work-family role conflict of universities academicians, while Javed et al. (2020) conducted a study to explore the work-family role conflict of nurses working in the public sector hospitals of Lahore. But, less attention was given to exploring the difference in work-family role conflict of academicians based on their designations. A pilot study was conducted with 35 academicians working in different faculties before distributing the questionnaire, and the data of these 35 academicians was excluded from the final data analysis.

### 3.1 Participants

Out of 631 academicians, 160 academicians were randomly selected from Bahauddin Zakariya University Multan. 160 copies of questionnaire were distributed among the academicians. However, the final data analysis was based on the data of 120 academicians because the academicians returned 130 copies of questionnaire and ten copies of questionnaires were omitted during data screening.

### 3.2 Measurement

#### 3.2.1 Work-family role conflict scale

The eighteen items of the work-family conflict scale developed by Carlson et al. were used to measure two dimensions of work-family role conflict (i.e. work to family role conflict and family to work role conflict) in the study (Carlson & Kacmar, 2000). Work-family role conflict scale had a Cronbach’s alpha of .87.

#### 3.2.2 Individual work performance Questionnaire

The work performance of academicians was measured with the help of an individual work performance questionnaire developed by Koopmans et al. (2016) and had 18 items with three different levels, and the Cronbach’s Alpha of the individual work performance questionnaire was .83.

### 3.3 Data Analysis

Data was analyzed using SPSS, and outliers, Multicollinearity, and normality of the data were checked before the final data analysis. The kurtosis and skewness results were both less than 3, indicating that the data in this study was normally distributed. Cook's distance was used to check for outliers, and the data was found to be free from outlier; variance inflation factor (VIF) and tolerance value were used to see Multicollinearity within the data. Multicollinearity did not exist in the data set. The difference between work-family role conflict and academicians' job performance was investigated using descriptive analysis based on the demographic profile of academicians and Independent Sample *t*-Test and one-way analysis of variance with post hoc test.

## 4. Analysis and Findings

In the findings and analyses portion, the study focused on the descriptive part, which was based on the demographic profile of the academicians. In the second part, the study tested the impact of work-family role conflict on male, female academicians, lecturers, assistant professors, associate professors, and professors and the impact of work-family role conflict on academicians' job performance of Bahauddin Zakariya University Multan.

**Table 1: Demographic profile of Academicians (n = 120)**

Demographic profile	F	%	Demographic profile	F	%
<b>Gender</b>			<b>Age of Academicians</b>		
Male	78	65	21-30	07	05.8
Female	42	35	31-40	57	47.5
<b>Marital Status</b>			41-50	38	31.7
Single	15	12.5	51-60	18	15
Married	99	82.5	<b>Designation</b>		
Separated	06	05	Lecturers	42	35
<b>Working Experience</b>			Assistant Professors	48	40
1-10	52	43.3	Associate Professors	22	18.3
11-20	44	36.7	Professors	08	6.7
21-30	15	12.5	<b>No. of Children</b>		
31-40	09	7.5	0	20	16.7
<b>Family Structure</b>			1	12	10
Nuclear	73	60.8	2	33	27.5
Joint	42	35	3	38	31.7
Single Parent	05	4.2	4	15	12.5
			5	02	1.7

The table 1 depicted the demographic profile of the academicians who participated in this research study. The majority 78(65%) of the respondents were male, and 42(35%) of respondents were female who participated in this research study. Of these 120 academicians,

most of the academicians 99(82.5%) were married and 15(12.5%) academicians were single; however, 6(5%) of academicians were divorced or separated. Out of these 120 academicians, 31.7% academicians had three children, 27.5% academicians had 2 children, 16.7% academicians had no children (single academicians were also added in this figure), 12.5% academicians had four children, 10% academicians had one child and the rest of the 1.5% academicians had five children. In addition to this, the majority of the academicians, 47.5% belonged to the age group of 31-40, 31.7% academicians belonged to the age group of 41-50, 15% academicians were from the age group of 51-60, and the remaining 5.8% academicians were from the age group of 21-30.

Furthermore, most of the academicians, 60.8% lived in the nuclear family system, 35% of academicians lived within the joint family system, and 4.2% of academicians lived as single parents. In this study, 40% of academicians were assistant professors, 35% were lecturers, 18.3% were associate professors, and 6.7% were professors by job designation. As far concerned with their working experience, 43.3% of academicians had 1-10 years of working experience, 36.7% had 11-20 years of working experience, 12.5% of academicians had 21-30 years of working experience, and the remaining 7.5% academicians had 31-40 years of working experience.

**Table 2: Independent sample *t*-test to measure the difference in work-family role conflict score by gender**

	Gender	N	M	SD	SEM	t	df	P
<b>Work-family role conflict of academicians</b>	Male	78	51.1	16.07	1.82	-1.89	118	.05
	Female	42	57.2	17.78	2.74			

The difference in work-family role conflict between male and female academicians working at Bahauddin Zakariya University Multan was measured using an Independent Sampling *t*-Test. The table 2 showed that there was a significant difference in work-family role conflict between male academicians (M = 51.1, SD = 16.07) and female academicians (M = 57.2, SD = 17.78), whereas, it was  $t(120) = -1.89, p = .05$ , two-tailed. The magnitude of the difference in the mean score (mean difference = -6.06 and 95% CI = -12.38 to .26) and the Eta square was (.02), which showed a small size effect. The finding showed that women academicians faced more work-family role conflict, impacting their family and working lives.

**Table 3: One way ANOVA to measure the difference between work-family role conflicts of academicians according to their job designation**

Work-family conflict based on designation	role on	Lecturers		Assistant Professors		Associate Professors		Professors		F (3, 116)	p	$\eta^2$	Post hoc
		M	SD	M	SD	M	SD	M	SD				
		61.5	16.83	51.06	15.02	45.3	15.3	45.1	15.3	6.72	.000	.17	1>2>3>4

The impact of work-family role conflict on academicians based on their job designation was investigated using a one-way analysis of the variance in this research study. Group 1 = lecturers, Group 2 = assistant professors, Group 3 = associate professors, and Group 4 = professors) were formed based on job designations, and analysis was conducted on these groups. There was a significant difference at the  $p < .05$  level in work-family role conflict of the four groups [ $F(3, 116) = 6.725, p = .000$ ]. The results depicted the statistical significance, and the actual difference between the groups' mean scores was large. The Eta square measured the effect size, which was also large .17. The post-doc test was applied to measure the difference within the groups of academicians. The results indicated that Group 1 = lecturers mean score (M = 61.52, SD = 16.837) was significantly different from Group 2 = assistant professors (M = 51.06, SD = 15.028), Group 3 = associate professors (M = 45.32, SD = 15.370) and Group 4 = professors (M = 45.13, SD = 15.338). Whereas, Group 2 = assistant professors significantly differed from Group 3 = associate professors and Group 4 = professors, Group 3 = associate professors differs from the professors.

**Table 4: Independent sample T-test to measure the difference in job performance scores of male and female academicians**

	Gender	N	M	SD	SEM	T	Df	p
<b>Job performance of academicians</b>	Male	78	53.47	11.967	1.355	2.451	118	.01
	Female	42	47.90	11.701	1.806			

An independent sample *t*-Test was used to measure the difference between male and female academicians' job performance scores. There was a significant statistical difference found between male and female job performance as male score was ( $M = 53.47, SD = 11.967$ ) and female score was ( $M = 47.90, SD = 11.701; t(120) = 2.451, p = .01$ , two-tailed). The magnitude of difference between male and female academicians was (mean difference = 5.570, 95% CI: 1.069 to 10.070), and the effect size was measured with the help of Eta square, which was moderate (.04). The result indicated that the difference in job performance of males was better than the job performance of females, which might be impacted by their work-family role conflict, which they experienced more than the male academicians.

**Table 5: One way ANOVA to measure the difference between job performance' of academicians according to their job designation**

	Lecturers		Assistant Professors		Associate Professors		Professors		F (3, 116)	P	$\eta^2$
	M	SD	M	SD	M	SD	M	SD			
<b>Work-family role conflict based on designation</b>	47.8	11.6	51.5	12.9	57.1	10.8	55.3	12.1	3.303	.02	.07

A one-way analysis of the variance test was conducted to explain the difference in job performance of academicians on the bases of their designation. In this study, the group formulation was based on their designation (lecturers, assistant professors, associate professors, professors) and Group 1 = lecturers, Group 2 = assistant professors, Group 3 = associate professors, Group 4 = professors. There a significant statistical difference was found between groups as the  $p < .05$  in all four groups of academicians was ( $F(3, 116) = 3.303$ ). The result was statistically significant and the actual mean difference between the groups was large. The effect size was measured by using Eta square which was .07 and considered as medium level of size. The descriptive statistics depicted a difference between the Group 1 = lecturers, ( $M = 47.86, SD = 11.611$ ) from Group 2 = assistant professors ( $M = 51.52, SD = 12.904$ ), Group 3 = associate professors ( $M = 57.14, SD = 10.899$ ) and Group 4 = professors ( $M = 55.38, SD = 12.123$ ). Whereas, mean score of Group 2 = assistant professors ( $M = 51.52, SD = 12.904$ ) was significantly different from Group 3 = associate professors ( $M = 57.14, SD = 10.899$ ) and Group 4 = professors ( $M = 55.38, SD = 12.123$ ) and Group 3 = associate professors ( $M = 57.14, SD = 10.899$ ) were significantly different from Group 4 = professors ( $M = 55.38, SD = 12.123$ ).

## 5. Discussion

This contemporary study examined the work-family role conflict of academicians working in Bahauddin Zakariya University Multan, how to work-family role conflict impacted the academicians differently, and how these work-family role conflicts impacted the job performance academicians. The most imperative gap in the current study related to the previous studies in this context was the lack of instantaneous and specific attention to how work-family role conflict differently impacted males and females, especially in academia.

Reviewing the previous indigenous literature, many researchers tried to enlighten the concept of work-family role conflict. However, their specific objectives were to find out the relationship between work-family role conflict with job satisfaction (Mansoor et al., 2011; Nadeem & Abbas, 2009), job performance (Bashir & Ismail Ramay, 2010; Chaudhry & Ahmad, 2011; Javed et al., 2020), and organizational commitments (Rehman & Waheed, 2012). Our study found that work-family role conflict impacted women academicians more than the male academicians working in the university because women could not manage their work and family roles together, generating conflict between their work and familial roles.

These findings were consistent with an indigenous research study conducted by Fatima and Sahibzada (2012), whereby a difference between the work-life balance of male and female academicians was found, and it was indicated that male university academicians had more work-life balance than female university academicians. Moreover, the study findings of Md Mizanur Rahman et al. (2020) were also consistent with the study finding of this research, while the results of Rehman and Waheed (2012) contradicted this study's findings and did not find any difference in the impact of work-family role conflict on male and female academicians. However, Akintayo (2010) reported that female academicians experienced higher work-family

role conflict than male academicians, which also supported the finding of this study that work-family role conflict impacted female academicians more than male academicians.

In addition to this, our results also suggested that the concept of work-family role conflict was associated with the job designation of academicians. As work-family role conflict impacted the lecturers more than the assistant professors, associated professors, or professors. As the academicians achieved a higher rank, it helped balance their work and family life in a manner able way. These study findings were supported by Erdamar and Demirel (2014) study findings, which explained that work-family role conflict impacted lecturers more than the senior academicians of the university. But, indigenous literature previously did not discuss the impact of work-family role conflict on employees based on their job designation.

The study finding showed a statistically significant difference in the job performance among the male and female academicians. The study reported that male academicians had more job performance than female academicians. This study finding strengthened the argument that the person whom work-family role conflict impacted the most would decrease the his/her job performance. We found that work-family role conflict-affected females more than male academicians, that's why female academicians were unable to maintain their performance in their job. This study finding consisted of Bashir and Ismail Ramay (2010) study findings, which discussed that work-family role conflict or stress was negatively associated with employees' job performance. However, these study findings consisted of Javed et al. (2020) study, which described that work-family role conflict and job performance were positively associated with each other.

Furthermore, the results attained from the data with the help of a one-way analysis of the variance indicated that the job performance of lecturers was comparatively lower than the job performance of assistant professors, associate professors, or professors. These findings also fortified that lecturers had low job performance because they experienced more work-family role conflict. Whereas assistant professors, associate professors and professors experienced less work-family role conflict, that's why they had better job performance than lecturers. The study of Haddad and Taleb (2016) did not find any difference in academicians' job performance based on their job designations. The indigenous literature was unable to elaborate the difference in employees' job performance based on their job designations due to the impact of work-family role conflict.

## **6. Conclusion**

Work-family role conflict unceasingly and destructively distressed the employees, their job satisfaction, and job performance. Previous literature had studied two dimensions of work-family role conflict (work to family role conflict and family to work role conflict) and their relationship with health, psychological development, job satisfaction, and job performance. But, there was a dire need to explain the impact of work-family role conflict on individuals, and how work-family role conflict impacted the job performance of individuals. This study illustrated whether work-family role conflict affected male and female academicians working in Bahauddin Zakariya University Multan, Pakistan.

Work and family roles were crucial matters for the academicians working in universities. The academicians who experienced work-family role conflict faced health pressure; they became less comfortable with their jobs and felt stress that led them towards quitting academia earlier. Moreover, the person who participated in the dual role might have more work-family role conflict, impacting individuals' job performance. This study showed that work-family role conflict mainly affected the women academicians and lecturers, which directly impacted their job performance and made them unable to perform their duties as academicians. These findings suggested a need to develop policies favoring women and lecturers to cope with their work-family role conflict, which directly helped them enhance their job performance. The findings also suggested a need to hire assistance for women and lecturers to support them within their office work to manage their work and family roles and boost their job performance.

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