

## **Relationship of Work-Family Conflict with Job Demands, Social Support and Psychological Well-Being of University Female Teachers in Punjab**

Mahvish Fatima Akram<sup>\*</sup> and Abid Hussain Ch.<sup>\*\*</sup>

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### **Abstract**

The purpose of this study was to explore the relationship of work-family conflict with job demands, social support and psychological well-being of female teachers in universities of Punjab. All female teachers from the public sector universities of the Punjab were the population of the study. Stratified random sampling technique was used to select the sample from female teachers of co-education universities of the Punjab province. Four hundred and ten female teachers were selected from the total number of 1021 teachers. Four questionnaires were used to collect data. For the analysis of the data, Structural Equation Modeling, and t-test were used. Results showed that job demands and social support significantly related with the work-family conflict and the work-family conflict has significant relationship with psychological well-being. It was recommended that teachers and administrators might be introduced to individual and organizational strategies through trainings to reduce the conflict faced by the female university teachers.

**Keywords:** Work-family conflict, job demands, social support, psychological well-being

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<sup>\*</sup>Lecturer, Lahore College for Women University, Lahore.

Email: mahvishfatimakashif@yahoo.com

<sup>\*\*</sup>Professor, Institute of Education & Research, Punjab University, Lahore

## Introduction

Work and family are thought to be two extremely important aspects of adult life (Kanter, 2006). Work and family relation is bilateral. It is evident from the different modes of work-family conflict that (a) work-family conflict starts when demands at workplace are unmatchable with demands of family life, and (b) work-family conflict can affect eminence of both lives at work and family (Greenhaus & Beutell, 1985; Matthews & Barnes-Farrell, 2010). Work-family conflict is a sort of inter-role conflict in which requirements of participating in one domain are not compatible with the requirements of participating in other domain leading to negative impact on the employee (Greenhaus & Beutell, 1985).

Different work, family and personal traits are thought to be considered as factors contributing to individual's experience of work-family conflict (Boyar, Maertz, Pearson, & Keough, 2003). It can be observed from different studies that job demands i.e., long working hours, ambiguity of work role, work role conflict, working in shifts and physical and psychological efforts lead to job strain resulting in overloaded role that culminates in work-family conflict (Grzywacz et. al, 2007; Thompson & Prottas, 2005). Social support at work place is the key factor to overcome work-family conflict (Frone, Yardley, & Markel, 1997). Researchers have supported the fact that employees who are in a position to get social support at their work place show better performance in their several roles at work place and at home. They face work-family conflict of lesser intensity in comparison with employees who receive less social support at work place (Voydanoff, 2004).

Social support is all about exchanging resources between different individuals with the aim of helping them (Hargis, Kotrba, Zhdanova, & Baltes, 2011). Matthews and Toumbeva (2015) explained social support in the form of help for employees to perform tasks on their job. They are also of the view that social support may come from domains of work and family. Family domain means support gained from the members of family. Whereas support originating from job domain can be classified into two entities, (a) supervisor support and (b) coworker support.

Psychological well-being is a vast area that includes mental health, emotional stability and self satisfaction in the field of work and family and also in general life irrespective of perspective. It can be observed from the studies related to work-family conflict and psychological well-being, taking into account work related well-being indicators, that work-family conflict is concerned with job stress, burnout and less job satisfaction (Ford, Heinen, & Langkamer, 2007). Similarly, family related well-being indicators show that work-family conflict has something to do with stress and lower level of family satisfaction. In the context of general social well-being work-family conflict is connected with higher level of psychological strain, psychosomatic manifestations,

depression and lower life satisfaction. Work-to-family conflict has a larger impact on psychological well-being than family to work conflict taking into account the two directions of work-family conflict (Ford, Heinen, & Langkamer, 2007).

Work-family conflict has a profound effect on individuals, families, and organizations. Therefore, it is vital to establish work place factors leading to work-family conflict especially in those segments of the society where studies have not been conducted, for example, such as university teachers. In different cultures work-family conflict may bring different experiences considering the society norms, values and beliefs (Yang, Chen, Choi, & Zou, 2000).

A teacher's role is very critical in increasing the educational standards. If a female teacher faces family life conflict, it results in negative influence on performance of job. For females, work-family conflict has become a problem of great concern. Studies, in the west, (Erdamar & Demirel, 2013; Grant-Vallone & Donaldson, 2001) have been conducted on work-family conflict. Because of the different cultures, traditions and socio economic norms, western researches do not depict the true picture of work-family conflict faced by employees in Pakistan. So it is important to explore the relationship of work-family conflict with job demands, social support and psychological well-being of female teachers in universities in Pakistani context where number of working females is increasing rapidly and teaching is considered most respectable and suitable profession for females. Here the difference of school teaching and university teaching is needed to clarify with respect to nature of tasks to be performed as well as the restriction to spend work hours at workplace. So, researcher ought to examine the relationship between job demands and work-family conflict among female teachers of universities in the Punjab, and to determine whether social support at workplace decreases the experiences of work-family conflict which lead to psychological symptoms such as distress and anxiety. Job demands, social support at workplace and psychological well-being variables were included in the analysis.

## **Objectives**

This research was carried out to attain the following objectives:

1. To explore the relationship of work-family conflict with job demands faced by female teachers in universities.
2. To examine the relationship of work-family conflict with social support faced by female teachers in universities.
3. To explore the relationship between work-family conflict and psychological well-being of female teachers in universities.

## Review of Literature

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) laid the foundation of work-family conflict. They suggested that work-family conflict is the consequence of stress and strain faced due to adapting to multiple tasks and roles as work and family assignments and responsibilities.

Different factors originating from work, family and individual's life are considered to be important for work-family conflict of employees (Boyar, Maertz, Pearson, & Keough., 2003). According to Bakker and Geurts (2004), "Job demands can be said to the physical, psychosocial, or institutional facets of the profession that demand to maintain physical and mental exertion and are related with those physiological, emotional and mental consequences. Job sources are considered to be those physical, psychosocial, or institutional facets of the occupation that could be useful in fulfilling job requirements and could lessen the related physiological and psychological consequences and simultaneously arouse individual's development" (p.348) (cited in Schieman & Glavin, 2011).

Researchers have expressed that job demands e.g., long working hours, work role ambiguity, work role conflict, and physical and psychological efforts all play an important role towards job strain which leads to feeling of overwhelmed and so puts a share to work-family conflict (Grzywacz et al., 2007; Thompson & Prottas, 2005). These factors have also been established to be resulted in work-family conflict in other cultures and societies (Yang, Chen, Choi, & Zou, 2000).

Casey and Chase (2004) talked about flexible job schedule. They pointed out that flexible job schedule was related to low intensity of work-family conflict. In the same way Anderson, Coffey, and Byerly (2002) and Carnicer, Sanchez, Perez, and Jimenez (2004) noticed that flexible job schedule had negative relationship with work-family conflict.

Increased workload pressure can be managed only by consuming excessive resources to meet up job requirements. Higher level of quantitative workload pressure is negatively related with physical and psychological health indicators (Caplan, Cobb, French, Van Harrison, & Pinneau, 1980; Ilies, Dimotakis, & De Pater, 2010).

Social support from supervisors and colleagues is the widely examined entity (Wadsworth & Owens, 2007). Lack or absence of social support from supervisor is known as fact related with increasing work-family conflict (Anderson et al., 2002). Similarly increased social support from supervisor and colleagues is related with decreasing work-family conflict (Wadsworth & Owens, 2007). Pervious researches hint to the point that social support at work is key determing factor for work-family conflict (Voydanoff, 2004; Wadsworth & Owens, 2007).

Psychological health is an essential part of in general well-being and health. It may be described as a condition of well-being through which the person recognizes his or her own capabilities, he/she can deal with the usual problems of life, can perform efficiently and effectively, and can contribute beneficially to his or her community (World Health Organization, 2005, p.18). Psychological health assessment can be made by recognizing indicators of, depression, social interaction, anxiety and emotions of ineffectiveness and insecurity (Goldberg & Smith, 2008). Correlation between psychological health and capability to lead a life full of zeal and energy by throwing light on relation of work-family conflict with psychological distress and depression is evident from literature (Allen, Herst, Bruck, & Sutton, 2000). Psychological well-being indicators are depicted as outcomes of work-family interface. Work-family conflict and role strain lead to psychological symptoms of stress and depression (Chapman, Ingersoll-Dayton, & Neal, 1994; Khan & Yu, 2016). According to Frone (2000) work conflict affected by family life longitudinally envisaged depression, reduced physical health and hypertension.

### Methodology

The research was quantitative in nature. Correlational research method was used to explore the relationship between the variables.

### Sample

All female teachers from the public sector universities of the Punjab were taken as population of the study. Six universities were randomly selected from total nine co-education universities of the Punjab. Stratified random sampling technique was employed to select the sample from female teachers from six universities of the Punjab province. Strata were formed on the basis of designation of the female teachers (Professors, Associate Professors, Assistant Professors & Lecturers). Finally random proportionate sampling technique was employed to select the subjects from each stratum according to their designation. Total number of female teaching faculty in selected universities was one thousand and twenty one approximately. Four hundred and ten female teachers were selected from the universities as the sample of the study.

Table 1  
*Universities' Female Teaching Faculty*

Sr. No	Universities	Total Number of Female Teachers
1	University of the Punjab, Lahore	386
2	University of Education, Lahore	39
3	University of Sargodha	111
4	Govt. College University, Faisalabad	248
5	Bahauddin Zakriya University, Multan	136
6	The Islamia University of Bahawalpur	101

Table 2

*Designation wise Distribution of Universities' Female Teaching Faculty*

Professors	Associate Professors	Assistant Professors	Lecturers	Total
37	35	347	602	1021

Table 3

*Proportionate Sample from Universities' Female Teaching Faculty*

Professors	Associate Professors	Assistant Professors	Lecturers	Total
15	14	139	242	410

### Instruments of the Study

Work-family conflict was examined by nine items selected from a questionnaire consisting of 18 items developed by Carlson, Kacmar and Williams (2000). Questionnaires on five point Likert type scale were developed to measure job demands and social support with the help of literature. The questionnaires were validated by the experts from the field of Education. Psychological well-being was measured by a standardized questionnaire GHQ-12 (General Health Questionnaire) developed by Goldberg (1979) consisted of 12 statements. All questionnaires were pilot tested. Result of the reliability analysis is as follows:

Table 4

*Result of Reliability Analysis*

Sr. No	Variables	Cronbach's alpha (>0.7)
1	Work-family Conflict	0.92
2	Job Demands	0.78
3	Social support	0.83
4	Psychology well-being	0.85

### Data Analysis

#### Checking Confirmatory Factor Analysis Model Significance by using Bootstrapping

Smart PLS can produce *T*-statistics to test the significance of both the inner model and outer model, by using a method known as bootstrapping. In this method, a huge number of subsamples (e.g., 1000) are generated from the original sample with replacement to provide standard errors of bootstrap, which in result provides estimated *T*-values for significance testing of the Confirmatory Factor. The Bootstrap results approximate the normality of data. Number of "samples" for bootstrapping should be 5000 and number of "cases" for bootstrapping and the number of valid observations should be the same (Hair, Ringle, & Sarstedt, 2011).

In Smart PLS, Cases within the Bootstrapping context are known as sample size, whereas the number of subsamples of bootstrap is recognized as Samples. Since there are 700 valid observations in this data set, the number of “Cases” (not “Samples”) in the situation should be raised to 700. The other parameters should not be changed:

1. Sign Change: No Sign Changes
2. Cases: 290, 410
3. Samples: 5000

It is not of significance that if the results of bootstrapping produce as insignificant by using the “No Sign Changes” option, but contradictory outcomes are attained by utilizing the “Individual Sign Changes” option, then should consequently re-run the process utilizing the middle “Construct Level Changes” option and make use of that result as an alternative. This is for the reason that the option is recognized to be an excellent settlement between the settings of two extreme sign change.

The table below shows the factor loading of each factor. The literature said that if the outer loadings is insignificant then remove the items (Hair, Ringle, & Sarstedt, 2011). The criterion of the significant item is that the t-value should be greater than 1.96 and factor loading should be greater than .50 or p-value should be less than .05. The Psychological well being had 12 items and the 12 items are significant at .05 level of significance. The second and third factors are learning requirements and job pressure which consist 5 items and all were significant. The forth factor is job schedule which consists 3 items in which one is insignificant and the 2 were significant. The fifth and sixth factors were supervisor support and co-worker support which have 9 and 8 items respectively and all were significant. In work family conflict, all 9 items were significant. After removing the insignificant item the factor loading are as follow:

Table 5  
*Outer Loading after Removing Items*

	Original Sample (O)	<i>M</i>	<i>SD</i>	T Statistics ( O/STDEV )	P- Values
G1 <- Psychological Well Being	0.599	0.596	0.034	17.400	.000
G10 <- Psychological Well Being	0.466	0.465	0.058	4.584	.000
G11 <- Psychological Well Being	0.467	0.466	0.054	4.910	.000
G12 <- Psychological Well Being	0.587	0.584	0.048	8.030	.000
G2 <- Psychological Well Being	0.646	0.645	0.031	20.792	.000
G3 <- Psychological Well Being	0.576	0.572	0.033	17.312	.000
G4 <- Psychological Well Being	0.764	0.763	0.017	45.897	.000
G5 <- Psychological Well Being	0.687	0.686	0.025	27.418	.000
G6 <- Psychological Well Being	0.494	0.490	0.059	4.992	.000
G7 <- Psychological Well Being	0.443	0.442	0.060	4.081	.000

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G8 <- Psychological Well Being	0.544	0.544	0.039	13.902	.000
G9 <- Psychological Well Being	0.663	0.662	0.027	24.956	.000
J9 <- Learning Requirements	0.706	0.640	0.177	3.977	.000
J10 <- Learning Requirements	0.573	0.516	0.218	2.625	.009
J11 <- Learning Requirements	0.707	0.636	0.181	3.901	.000
J12 <- Learning Requirements	0.907	0.815	0.244	3.714	.000
J13 <- Learning Requirements	0.817	0.739	0.216	3.779	.000
J2 <- Workload Pressure	0.480	0.474	0.061	7.849	.000
J3 <- Workload Pressure	0.597	0.588	0.053	11.273	.000
J4 <- Workload Pressure	0.682	0.676	0.035	19.569	.000
J5 <- Workload Pressure	0.854	0.854	0.016	52.519	.000
J6 <- Workload Pressure	0.837	0.837	0.019	44.703	.000
J7 <- Work Schedule	0.905	0.904	0.020	46.167	.000
J8 <- Work Schedule	0.749	0.745	0.035	21.116	.000
S1 <- Supervisor Support	0.768	0.741	0.109	7.056	.000
S10 <- Co-worker Support	0.742	0.656	0.222	3.339	.001
S11 <- Co-worker Support	0.790	0.714	0.213	3.703	.000
S12 <- Co-worker Support	0.848	0.725	0.262	3.230	.001
S13 <- Co-worker Support	0.834	0.733	0.236	3.528	.000
S14 <- Co-worker Support	0.770	0.689	0.237	3.247	.001
S15 <- Co-worker Support	0.752	0.669	0.233	3.229	.001
S16 <- Co-worker Support	0.718	0.638	0.236	3.046	.002
S17 <- Co-worker Support	0.799	0.706	0.219	3.650	.000
S2 <- Supervisor Support	0.808	0.777	0.110	7.367	.000
S3 <- Supervisor Support	0.791	0.757	0.125	6.314	.000
S4 <- Supervisor Support	0.735	0.690	0.164	4.491	.000
S5 <- Supervisor Support	0.796	0.755	0.129	6.155	.000
S6 <- Supervisor Support	0.722	0.677	0.149	4.838	.000
S7 <- Supervisor Support	0.820	0.781	0.126	6.524	.000
S8 <- Supervisor Support	0.749	0.713	0.113	6.637	.000
S9 <- Supervisor Support	0.819	0.791	0.114	7.184	.000
W1 <- Work Family Conflict	0.494	0.489	0.040	12.281	.000
W7 <- Work Family Conflict	0.583	0.584	0.026	22.136	.000
W8 <- Work Family Conflict	0.588	0.589	0.029	20.173	.000
W9 <- Work Family Conflict	0.675	0.673	0.027	24.830	.000
W2 <- Work Family Conflict	0.499	0.498	0.035	14.231	.000
W3 <- Work Family Conflict	0.696	0.694	0.021	33.947	.000
W4 <- Work Family Conflict	0.609	0.609	0.027	22.659	.000
W5 <- Work Family Conflict	0.705	0.704	0.021	34.309	.000
W6 <- Work Family Conflict	0.644	0.644	0.025	26.281	.000

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### Structural Equation Modeling

In PLS path model, to comprehend the process of assessing the quality of the obtained results, initially, it is required to summarize the prime criteria utilized for PLS path model evaluation and its organized application. After that we check the evaluation of reflective measurement models. The PLS path model of corporate reputation is a practical application that enables you to review the relevant measurement model evaluation criteria and the accurate and appropriate interpretation and reporting of findings.

### Size and Significance of Path Coefficients for SEM

After operating the PLS-SEM algorithm, estimates are achieved for the structural model relationships i.e., the path coefficients, which stand for the hypothesized associations among the constructs. Standardized values for the path coefficients are between -1 and +1. Estimated path coefficients closer to +1 show strong positive associations (and vice versa for negative values) which are approximately always statistically significant (i.e., different from zero in the population). The estimated coefficients that are closer to 0, shows the weaker the relationships. Very low values which are close to 0 are usually non significant (i.e., not significantly different from zero). Significance of the value of the path coefficient eventually depends on its standard error that is obtained through bootstrapping.

### Path Coefficients/Total Effects

“Path Coefficients (Mean, St.E, *T*-Values) through the window to be found within the Bootstrapping section of the Default Report. To assess whether the path coefficients of the inner model are significant or insignificant we have to check the value in the column showing “*T*-Statistics”. The path coefficient will be significant if the value of *T*-statistics will be larger than 1.96, using a two-tailed *t*-test with a significance level of 5%.

Table 6  
*Path Coefficients*

	Original Sample (O)	<i>M</i>	<i>SD</i>	<i>T</i> Statistics ( <i> O/STDEV </i> )	P Values
Co-Worker Support -> Work Family Conflict	0.145	0.147	0.066	2.212	.027**
Learning Requirements -> Work Family Conflict	-0.190	-0.188	0.065	2.933	.004***
Supervisor Support -> Work Family Conflict	0.118	0.119	0.096	1.223	.222
Work Family Conflict -> Psychological Well-being	0.556	0.567	0.034	16.374	.000***

Work Schedule -> Work Family Conflict	0.137	0.137	0.054	2.528	.012**
Workload Pressure -> Work Family Conflict	0.310	0.315	0.050	6.182	.000***

\* > .10, \*\* > .05, \*\*\* > .001

The table 6 shows the significance of the path coefficients. It also shows that factors; job demands and social support significantly related with the work family conflict and the work family conflict has significant relationship with psychological well-being.

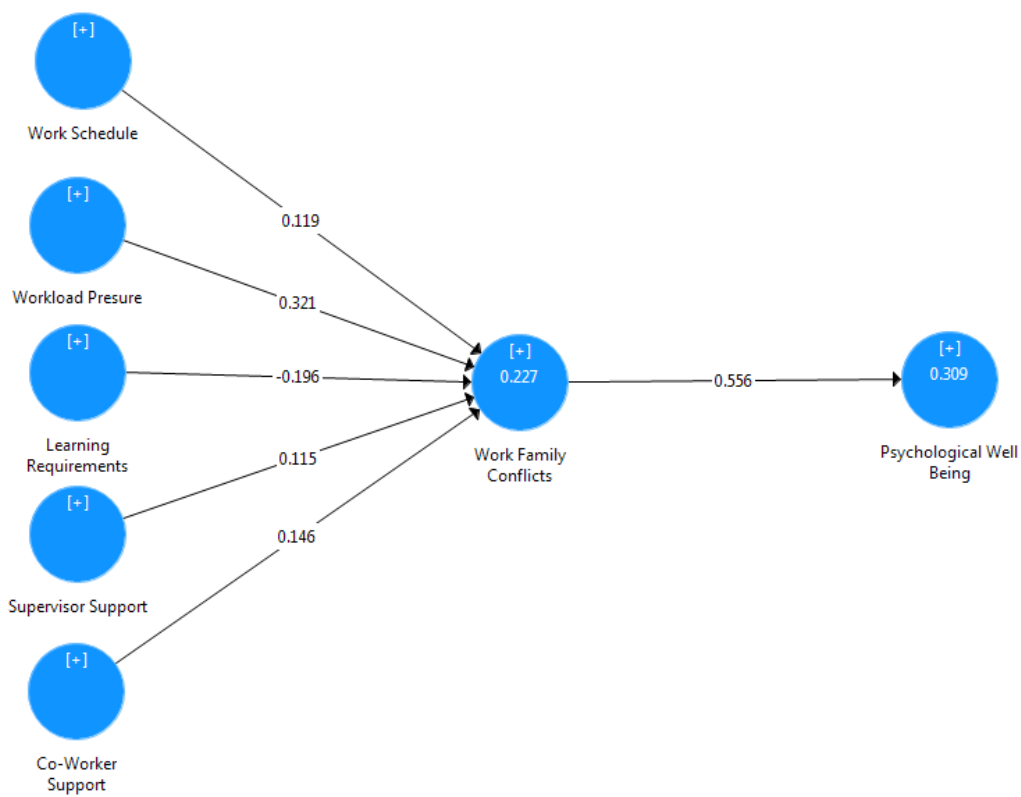


Figure 1. SEM Model

**H<sub>1</sub>: There is correlation between work-family conflict and job demands (work schedule, workload pressure, learning requirements) among female teachers of universities.**

The path coefficients table indicated that the factors, learning requirements, work schedule and workload pressure have significant correlation with work-family conflict (WFC) in universities.

Learning requirements has a negative relationship with work-family conflict having coefficient -0.190. Significant relationship between learning requirements and work-family conflict is evident by the t-value  $2.933 > 1.96$ . The p-value  $0.004 < .05$  at 0.05 level of significance also indicates that there is significant correlation between learning requirements and work-family conflict. It shows that if learning requirements increase then the work-family conflict decreases.

Work schedule has a positive relationship with work-family conflict, shown by the path coefficient 0.137. The t-value is  $2.528 > 1.96$  and p-value  $0.012 < 0.05$ , which indicate that there is a significant relationship of the work schedule with work-family conflict. It shows that if work schedule is highly demanding and tough then the work-family conflict increases.

Path coefficient 0.310 explains that workload pressure has a significant relationship with work-family conflict. The p-value  $0.000 < 0.05$  indicates a significant relationship of the workload pressure with work-family conflict. It has also shown by the t-value  $6.182 > 1.96$ . It shows that if workload pressure is high then the work-family conflict increases.

**H<sub>2</sub>: There is correlation between work-family conflict and social support (administrator, co-worker) among female teachers of universities?**

The SEM model indicated that the factor, co-worker support has positive correlation with the work-family conflict, having path coefficient 0.145. The t-value is  $2.212 > 1.96$  and p-value is  $0.027 < .05$ , both reflects that there is a significant correlation between co-worker support and work-family conflict.

Path coefficient 0.118 shows that supervisor support has positive relationship with work family conflict. The p-value  $0.222 > 0.05$  indicates insignificant relationship between supervisor support and work-family conflict. The t-value  $1.223 < 1.96$  also indicates the insignificant relationship.

**H<sub>3</sub>: There is correlation between work-family conflict and psychological well-being of female teachers of universities?**

Path coefficient 0.556 shows positive correlation between work-family conflict and psychological well-being of female teachers. The p-value  $0.000 < 0.05$  indicates that there is a significant relationship of work-family conflict with psychological well-being. The t-value is  $16.374 > 1.96$  also shows the significance of relationship. It shows teachers having work-family conflict are also having depression and anxiety which reflects their poor mental health and psychological well-being.

**Fit Indices**

Table 7

*Inner Variance Inflation Factor (VIF) Values*

	Work Family Conflict
Co-Worker Support	1.187
Learning Requirements	1.163
Psychological Well-Being	1.353
Supervisor Support	1.142
Work-Family Conflict	1.000
Work Schedule	1.849
Workload Pressure	1.839

**VIF = 1/TOL**

A related measure of collinearity is the variance inflation factor (VIF), defined as the reciprocal of the tolerance. All the outer and inner model VIF values are less than 5. So we conclude that no multicollinearity problem exist in this model.

Table 8

*Outer Variance Inflation Factor Values*

	VIF
G1	1.387
G10	1.380
G11	1.341
G12	1.459
G2	1.446
G3	1.444
G4	1.817
G5	1.661
G6	1.624
G7	1.494
G8	1.466
G9	1.652
J1	1.063
J10	1.932
J11	2.066
J12	1.880
J13	2.224
J14	1.879

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J2	1.949
J3	2.234
J4	1.539
J5	1.615
J6	1.574
J7	1.182
J8	1.242
S1	2.243
S10	1.813
S11	2.742
S12	2.420
S13	2.481
S14	2.292
S15	2.314
S16	2.019
S17	1.996
S2	2.303
S3	2.202
S4	2.228
S5	2.140
S6	1.799
S7	2.403
S8	1.967
S9	2.165
W1	1.733
W2	1.484
W3	2.136
W4	1.801
W5	1.860
W6	1.948
W7	1.856
W8	1.957
W9	1.910

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**Evaluation of the Structural Model**

1. Coefficients of determination ( $R^2$ )
2. Size and significance of path coefficients
3. SRMS common factor

**Coefficient of Determination  $R^2$** 

Table 9

*Coefficient of Determination ( $R^2$ )*

	Original Sample (O)	Sample Mean (M)	Standard Error	T- Statistics	P- Values
Co-Worker Support	0.632	0.634	0.041	8.931	.000
Learning Requirements	0.793	0.791	0.034	23.564	.000
Psychological Well Being	0.689	0.686	0.056	7.665	.000
Supervisor Support	0.908	0.905	0.010	54.675	.000
Work Family Conflicts	0.731	0.732	0.042	11.796	.000
Work Schedule	0.120	0.119	0.031	2.204	.003
Workload Pressure	0.523	0.524	0.057	4.575	.000

The bootstrap is used to check the significance of the Coefficient of Determination. All factors have significant  $R^2$  as all the p-values are less than .05.

**Measurement of fit**

In this table we check out the fit indices for SEM. Some reflective measures are as follows which is used in SEM model fitting:

**Reflective Measurement for SEM**

1. Internal consistency (composite reliability)
2. Indicator reliability (Cronbach's Alpha)
3. Convergent validity (average outer weights variance extracted )
4. Discriminant validity

Table 10

*Construct Reliability and Validity*

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Co-Worker Support	0.905	0.953	0.612
Learning Requirements	0.863	0.910	0.63
Psychological Well-Being	0.736	0.792	0.51
Supervisor Support	0.894	0.876	0.636
Work-Family Conflict	0.906	0.910	0.676
Work Schedule	0.424	0.542	0.596
Workload Pressure	0.804	0.893	0.522

**Rules of Thumb for Evaluating Reflective Measurement Models**

**Internal consistency reliability:** composite reliability should be higher than 0.70. Consider Cronbach's alpha as a conservative measure of internal consistency reliability. In the above table all the factors are reliable because all the values of Cronbach's alpha are greater than 0.70 except work schedule which indicated that the factors are reliable.

**Composite reliability:** the indicator's outer loadings should be higher than 0.70. All the factors are reliable because all the values of composite reliability are greater than 0.70 except work schedule which indicated that the factors are reliable.

**Average Variance Extracted (AVE)**

The AVE should be higher than 0.50. The above table indicated that all the factors are reliable because there AVE is greater than 0.50 which indicated that the factors are convergent.

**Discriminant Validity**

A common measure to establish convergent validity on the construct level is the average variance extracted (AVE). This criterion is defined as the grand mean value of the squared loadings of the indicators associated with the construct (i.e., the sum of the squared loadings divided by the number of indicators). Therefore, the AVE is equivalent to the communality of a construct. Using the same logic as that used with the individual indicators, an AVE value of 0.50 or higher indicates that, on average; the construct explains more than half of the variance of its indicators. Conversely, an AVE of less than 0.50 indicates that, on average, more error remains in the items than the variance explained by the construct. The square root of the AVE of each construct should be higher than its highest correlation with any other construct (Fornell Larcker criterion).

Table 11  
Fornell-Larcker Criterion

	Co-Worker Support	Learning Require-ments	Psychological Well Being	Supervisor Support	Work Family Conflict	Work Schedule	Workload Pressure
Co-worker Support	0.782						
Learning Requirements	0.278	0.794					
Psychological Well-being	-0.019	-0.289	0.714				
Supervisor Support	0.316	0.201	0.026	0.798			
Work Family Conflicts	0.126	-0.122	0.556	0.144	0.822		
Work Schedule	-0.001	-0.123	0.196	-0.026	0.359	0.772	
Workload Pressure	-0.010	0.069	0.234	0.072	0.393	0.652	0.723

### Standardized Root Mean Square Residual (SRMR)

When running the PLS and PLS algorithms, the results reports include the SRMR criterion. In fact, there are two outcomes:

**(1) The SRMR for composite models:** when using PLS, the composite model SRMR is relevant.

**(2) The SRMR common factor models:** When all measurement models are reflective and PLS has been used, then, the common factor model SRMR is the relevant model fit assessment criterion.

Our model is reflective so we use SRMR common factor for SEM. The results of SRMR are shown in the table.

Table 12  
Standardized Root Mean Square Residual (SRMR)

	Original Sample (O)	Sample Mean (M)	Standard Error	T Statistics ( O/STDEV )	P-Values
SRMR	0.016	0.014	0.004	27.576	0.000

The table 12 shows that the SRMR is 0.016 which is significant as a value less than 0.10 or 0.08 is considered good fit for SRMR (Hu & Bentler, 1999). It is indicated that the model is good fitted.



## Discussion

This research tried to determine the conflict between the family and work lives of female and the relationship of this work-family conflict with job demands, social support and psychological well-being of female teachers which was leading to identify the possible preventions and solutions for those hindrances.

Learning requirements, work schedule and workload pressure have positive significant relationship work-family conflict. Thus, females who mentioned nonflexible and tough work schedule and higher levels of workload pressure, they also reported higher work-family conflict. Workload pressure was measured by using the items that evaluated occurrence with which female faculty have to perform several tasks in a work week, do too much work, facing disruption, work swiftly, feeling of overwhelmed, or did not have an adequate amount of time to perform all of their duties and work. This finding is consistent with the literature as Voydanoff (2004) established a negative relationship between learning requirements and work-family conflict, although this was also not significant. In another study, Thompson and Prottas (2005) observed the correlation between job pressure and work-family conflict. Results of their study showed that workload pressure was positively linked with work-family conflict.

Results showed the significant relationship between coworker support and work-family conflict and insignificant relationship between supervisor support and work-family conflict. Frye and Breugh (2004) supported this finding with the results of their study which pointed out that supervisor support was obliging in reducing work-family conflict.

Work-family conflict was significantly related to the psychological well being conflict. The results showed that female faculty facing high work-family conflict has high levels of anxiety and depression which resulted in poor mental health. And those who have low level of work-family conflict, they have less anxiety and depression so they have good mental health. The results are similar with the findings of the research done by Ilyas and Arshad (2017) showing significant positive relationship between work-family conflict and psychological distress among university teachers. Results of the study conducted by Panatik, Badri, Rajab, Rahman and Shah (2011) are consistent with this finding. Findings of the research on impact of work-family conflict on psychological well-being of school teachers showed significant relationship between work-family and mental health. Results of the studies conducted by Joseph, Thomas, Antonio, Lourdes, Bless and Micheal (2007) and Poelmans (2001) showed the same results. They found significant relationship between work-family and mental health.

## Conclusions

The aim of the research was to find out the factors contributing to work-family conflict (WFC) among female faculty of universities, which has implication for overall well-being of female teachers of universities. It can be concluded from the results that job demands and Social support are significantly related with the Work-family conflict and WFC has significant relationship with psychological well-being. It was also observed that having nonflexible and high job demands such as workload pressure and leaning requirements at work females tend to experience decreased level of psychological well-being and larger health related issues. It reflects that if job demands at work interfere with the responsibilities at home, there is a possibility of greater work-family conflict.

It was also evident that presence of social support especially supervisor support was found important in reducing work-family conflict. It came into view that increase in support from supervisors could affect positively. This study found that work-family conflict is a critical problem for organizations and individuals as this conflict is a cause of stress which is related with pessimistic results, such as reduction in mental health.

## Recommendations

It is very important for the development of our country to lessen work-family conflict experienced by teachers to whom we trust for our future and the future of our country as well. Individual and organizational strategies are required to reduce the conflicts they are facing. As results indicated that supervisor support has been considered important in decreasing work-family conflict. Therefore, it is important that supervisors (Head of the departments) should provide encouraging working environment. They should create the atmosphere in which females teachers don't feel any hesitation in communication with them. A qualitative study should be conducted as a follow-up study to obtain the viewpoints of the supervisors (Head of departments) through which they can facilitate teachers to overcome work-family conflict at university level.

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