



## Work-family Conflict and Work-life Balance: A Study of Secondary School Teachers in Sargodha

Dr. Rizwan Ahmad\*, Dr sumaira Majeed\*\*, Dr. Shabana Kausar\*\*\*, Naveed Ahmed Taseer\*\*\*\*

\*Assistant professor, university of Education. Lahore. [rizwanhmad@ue.edu.pk](mailto:rizwanhmad@ue.edu.pk)

\*\*Assistant professor (Visiting) University of Education, Lahore. [sumairamajeed160@gmail.com](mailto:sumairamajeed160@gmail.com)

\*\*\*PhD Education STEM Education department, Lahore College for Women University. Lahore [Shabana.rehman@lcwu.edu.pk](mailto:Shabana.rehman@lcwu.edu.pk)

\*\*\*\*PhD Education scholar at institute of Education and Research, university of the Punjab. Lahore [taseer642nat1@gmail.com](mailto:taseer642nat1@gmail.com)

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### ABSTRACT

*The purpose of this study was to investigate the association between work-family conflict and work-life balance among secondary school teachers in Sargodha. Philosophical roots of quantitative approach lie in the positivism. The research adopted quantitative approach adopted correlational research where the relation was explored between the variables. Variables were measured through cross-sectional survey. The population of the study was drawn from all public secondary schools in the Sargodha area. Sargodha has 390 government secondary schools, with 1954 secondary school teachers working there. Two stage random sampling technique was employed for the study. At stage first, schools were selected while at stage second the schools were considered clusters and all the teachers working therein were considered clusters and their teachers were part of the sample. Instrument if the study was comprised of three sections (demographic data sheet, Work-family conflict Scale and Work-life balance Scale adapted with prior permission and were pilot tested. Descriptive and inferential statistics were applied to the data. Present research concluded there was a positive relation between the Work-family conflict and Work-life balance.*



### Introduction

Without a doubt, the most influential persons in our society are teachers. By creating future leaders in the most efficient way possible, teachers have the power to positively influence society on both a local and global scale and inspire new generations. The most influential individuals on the earth are teachers. Those who have a beneficial impact on society's young can improve people's life (Bascia et al., 2017). People began to place increasing importance on their jobs, especially the rising number of dual-earner couples (Boles et al., 2001). They knew it was getting more and harder to juggle work and family responsibilities. Due to pressure and a lack of downtime, workers may suffer from major psychological effects including absenteeism, job unhappiness, poor interpersonal relationships, and subpar work performance, to mention a few (Anafarta, 2011). These kinds of psychological responses led to conflict. The ability to manage oneself and others, rather than just one's competence to perform a task, is how one's actions are judged, according to Goleman (1995), who claims that employment norms are developing.

Conflict arises when an employee could not spare time for his job and family simultaneously. Work-

family conflict (WFC) might be defined as a mismatch between work and family role expectations. These expectations make participation in both roles challenging. This is an illustration of role conflict. It exists when work interferes with family life and family interferes with work (Anafarta, 2011). Conflict in both roles might take place when the employee is unable to manage the obligations simultaneously. These obligations might be assigned to an employee, a student, a father, a spouse, or a partner. When a person's personal and professional life are out of sync, conflict is inescapable.

The researchers believe that conflict can emerge in both directions, from work to family (WFC) and from family to work (FWC), underlining its bidirectional character. According to Carlson et al. (2000), there are three dimensions of work-family conflict that are time based, behavior based and strain based. When people priorities specific commitments at work and at home, they engage in time-related conflict and spend most of their time satisfying those obligations while disregarding other obligations. Conflict involving behavior occurs when behaviors that are generally appropriate for use in one setting (a profession or family) are inappropriate for use in another (a family or a workplace). Strain-based conflict occurs when a person's capacity to fully participate in one of their duties (such as their profession or family) is hampered (Carlson et al., 2000). Different theories are proposed in literature regarding WFC like social identity theory, conservation of resources theory, interdependence theory and social exchange theory. Social workers investigated how WFC and FWC affected family well-being in India and Australia (Kalliath et al., 2015).

Work-life balance (WLB) is regarded as devoting sufficient time to job as well as for family. It is defined as allocating sufficient time to family and work while achieving a satisfactory work-life balance. There is no controversy as an outcome. Greenhaus et al. (2011) define it as a person's professional performance and satisfaction, as well as family duties, being consistent with their life priorities. It is considered as enjoyment and outstanding achievement in both situations (work and home), with no conflict. Fisher and Layte (2003) examine three different kinds of WLB indicators: Free time, work-life balance, and time spent with others are all important factors. Age, gender, life stage, ethnicity, citizenship, and child-care arrangements are all factors to consider have all been recognized as variables that should be included in management can be divided (Clark, 2000; Wallace & Cousins 2004).

Researchers identified three sorts of WFC policies that may be beneficial individuals in balancing work and family lives. A person unhappy with family and work life might not be able to devote sufficient time and attention to work and family. Poor performance and a terrible quality of life might be the outcome. Purpose of the study is to examine the relationship between work-family conflict and work-life balance.

### **Purpose of Research**

The goal of this study was to explore how work-family conflict (WFC) and work-life balance are associated (WLB). This research study also explored the perception regarding WFC and WLB. In order to find the answers, following research questions were framed:

1. What is the perception regarding work-family conflict (WFC) and work-life balance (WLB) in SSTs of Sargodha?
2. Is there any relationship between work-family conflict and work-life balance in SSTs of Sargodha?

### **Literature Review**

A variety of factors impact people's capacity to balance office and home tasks, including the type of jobs they have, the networks they use, and the economic, social, and societal conditions in which they reside. Additionally, many individuals all across the world manage their lives by juggling these two realities, Resolve disputes that arise as a result of the tough workout, and work on their entire life character (Munn, 2013; Peeters et al., 2005). This notion has been separated into two categories due to the continuous interference between work and family obligations: WFC and FWC (Cinamon & Rich, 2002; Kuzulu et al., 2013).

### **Work-Family Conflict (WFC)**

WFC happens when people who are facing difficulties at work limit their resources like energy and time requiring family involvement (Lappiere & Allen, 2006). According to Bakker & Demerouti (2007), those who have greater access to workplace social support are better able to manage stress because they have more job-related psychological resources. As a consequence, instead of perceiving WFC as a one-way street, think about job-to-home and home-to-job overflow. Individuals who are stressed out about due to a mismatch between their duties at work and at home, WFC is a form of inter-role conflict (Ford et al., 2007). Although there have not been many studies on home-to-work overflow, the findings imply that a person's energy, mood, and attention at work are affected by family life (Crouter, 1984). WFC arises when job

instructions have an influence on family life, whereas FWC arises when work expectations have an impact on family life (Carlson et al., 2000).

When an employee's professional and personal life are out of sync, conflict is expected. WFC was defined as overall sum of time spent on and stress generated by professional duties that interfere with completing domestic-related commitments. Inter-role conflict refers to the difficulty of balancing work and family obligations. WFC is a sort of internal conflict where individual as well as work-related demands clash (Kalliath & Kalliath, 2013). WFC might be influenced by spousal support, division of work, childcare arrangements, workings orientation, conjugal status, and the age of ward children. All these factors might influence WFC (Fredriksen & Scharlach, 2001; Twenge et al., 2003).

When numerous responsibilities compete for an individual's attention, time-based conflict arises. Time restrictions from one activity might prevent someone from participating fully in another. Stress can cause a person to get fixated on one position, which can affect their involvement in other activities. According to the writers, a restriction of freedom is a constraint on a person's freedom inside a marriage (Twenge et al., 2003). The majority of dual-earner parents and fathers cite time restrictions when it comes to spending time with their children, spending time with their spouse, and spending time on themselves. WFC, regardless of gender, is highly connected with being unavailable for their family due to economic activities among dual-earner parents (Nomaguchi et al., 2005; Voydanoff, 2005).

When one function's performance is influenced by another, strain-based conflict arises. As people attempt to handle the obligations and expectations of several jobs, WFC may come from poor experiences in one function that influence events in another. Role conflict is subjective in nature therefore two people doing the same job may perceive it differently. Studies show that people's interpretations of their role experiences, rather than the triggers that expose them to role strains, influence the psychological repercussions of role conflict and overload (Hecht, 2001; Voydanoff, 2005). Trying to balance many responsibilities, such as a work and a family, may lead to stress and tension. Role conflict has been linked to lower levels of psychological and physical wellbeing (Frone, 2003; Hecht, 2001).

Conflict arises when a specific result of role behavior is misaligned with performance potentials in another area. As a result of playing many roles with varied expectations, people may find it more difficult to engage in some activities, such as sexual intimacy, which can lead to dissatisfaction. Those who have children may feel greater behavioral stress than those who do not. Couples without children can interact more and priorities their relationships than parents since children occupy a large chunk of parents' time and can interfere with relationship-focused activities (Barnet-Verzat et al., 2001; Dew & Wilcox, 2011).

### **Work-Life Balance (WLB)**

WLB has been studied as an independent driver of conflict since it was originally identified as requiring low levels of dispute between work and family (Hill et al., 2005). When the expectations of the individual and others are recognized and acknowledged, WLB should be viewed as a crucial idea (Grzywacz & Carlson, 2007). According to Greenhaus et al. (2003), it refers to how well a person's life priorities coincide with their productivity and happiness in their work and family responsibilities. Clark (2000) maintains that work-life balance includes enjoyment and well-working with reduced role conflict. According to Greenhaus and Allen (2006), one's efficacy and enjoyment in one's career and family obligations are consistent when one uses their lifelong character preferences at each given time. When people maintain a healthy work-life balance, they make ample time for their careers as well as for their families, friends, and interests (Smith, 2010). Job satisfaction, family contentment, and general happiness are all linked to work-life balance (Carlson & Kacmar, 2000).

WLB is defined as an important and significant interaction between work-related and non-work-related activities that happens when the time commitment for one job and the other overlap. This definition leaves out the essential elements of work-life balance, such as different work arrangements and the numerous daily family, social, religious, or other activities (Kelliher et al., 2019). Work-life balance, according to Törnquist et al. (2017), is happiness in effectively balancing work and non-work resources integrated in a multidimensional network. Work-life equilibrium is defined by researchers (Greenhaus & Powell, 2006; Misra & Soni, 2019) as a positive balance between the effort and non-effort domains. The term WLB refers to the anticipated or necessary activities that working people engage in that may conflict with their obligations both at work and outside of the office (Feeney & Stritch, 2017). Clutterbuck (2003) defined WLB is a condition in which an individual fully meets his needs for happiness and self-satisfaction while juggling conflict and struggle across various demands on his time and energy. WLB is described as an arrangement of a person's primary worries and problems; it is a state in which all necessities and obligations

are met by setting aside enough time for both work and family responsibilities (Mc Lean & Lindorff, 2000).

WLB, according to Dundas (2008), is the harmony between employment and all significant spheres of human life, including family, community, helper work, personal development, leisure, and enjoyment. Work-life balance is all about adjusting work habits to achieve overall happiness (Agarwala, 2007). Companies may expand, and people can easily combine work with their other objectives and responsibilities, owing to a healthy WLB. It does not mean equal balance or allocating the same number of hours to work and personal hobbies. Achieving and maintaining a healthy work-life balance is crucial.

It has certain qualities in common. The idea of WLB is the first. Researchers (Clark, 2000; Kirchmeyer, 2000) all indicate that people in a range of occupations have high levels of happiness, functioning, health, and effectiveness. When it comes to work equality, the concept of "balanced consciousness" as a beneficial balancing component is probably the most obvious. According to Marks and Mc Dermids (1996), even negative balance refers to a persistent lack of awareness when doing a variety of tasks. Personal resources are the inputs to each position (Kirchmeyer, 2000). To preserve balance, you must give each duty, such as employment and family, almost equal attention, time, effort, or devotion. Negative balance calls for equal participation, attention, or time, whereas positive balance calls for equal focus, time, engagement, or commitment. These inputs show how involved a person is in their roles, which is affected by how much time or effort they put into each one. The other component of balance is the knowledge of the outcomes in terms of work and family responsibilities. Most definitions of balance seem to get at a conclusion that is satisfaction (Clark, 2000). Negative balance shows equal degrees of discontent with either role, whereas positive balance reflects equal levels of satisfaction with both professional and family responsibilities (Kirchmeyer, 2000).

Three types of balance between serious and fun activities were suggested by Greenhaus et al. (2006): (a) period balance, which offers equal opportunity for work and family jobs; (b) Having the same amount of mental engagement measures for both work and household duties is association equilibrium; and (c) fulfillment balance, which measures happiness in both work and family responsibilities. According to Munn (2013), individual choice, the value and meaning individuals place on their career, family, friends, and local occupations, organizational culture, and the availability and usage of work-life programs are all variables influencing this delicate balance.

A comprehensive picture is shown by the WLB viewpoint, which takes time, association, and fulfillment into account (Munn, 2013). In terms of time management, someone who works 60 hours per week is likely to have a poor work/life balance. This individual would put in more time yet, like the person who just works a few hours per week, be content with the increased contribution in a paid employment. Someone who works a day and a half seven days a week but despises their job and spends the rest of their time looking for loved external activities may be time-adjusted at this stage. As a result, establishing balance necessitates considering a wide range of issues (Omran & Kamel, 2016; Pattusamy & Jacob, 2017). WLB has been linked to teamwork at work and general happiness. It is described as falling between work-family conflict and job contentment in the middle. It was promoted as a compromise between hard work and stability at home, but the word was questioned further on the grounds that life in this sense only refers to activities that take place away from the workplace (Carlson et al., 2009; Haar, 2013). WLB and both professional and personal satisfaction are tightly related (Haar et al., 2014).

Conflict between work, family, or individual vocations is typically referred to as WLB (Frone, 2003). Balance and difficulty are two obvious concepts that coexist, and a person may encounter significant quantities of both at once (Balmforth & Gardner, 2006; Hanson et al., 2006; Wayne et al., 2004). Business lifetime equilibrium is the capacity to manage the concurrent pressures of paid work, family responsibilities, and personal obligations while juggling their emotional, social, and temporal demands (Hill et al., 2001). Yet when one's interest in one area—such as work or personal life interrupts their participation in another, it becomes difficult to maintain the effort in that other area (Hanson et al., 2006).

### **Research Methodology**

In the study, the quantitative technique was applied for research design. To collect information from participants, a questionnaire-based survey was employed in the study. The researcher employed a correlational study strategy in order to investigate the association between the variables. Population of the study consisted of secondary school teachers working in government secondary schools of Sargodha. There are total 390 government secondary schools in Sargodha where there are 1954 SSTs performing their duties. To pick the appropriate sample, a random sampling technique was used. Total 997 SSTs participated in this research study.

**Table 1***Demographic Properties of sample*

Demographic variable		N	Frequency	Cumulative Frequency
Gender	Male	415	41.6	41.6
	Female	582	58.4	100
Age	16-25	33	3.3	3.3
	26-35	336	33.7	37
	36-45	303	30.4	67.4
	46-55	211	21.2	88.6
	56 & above	114	11.4	100
Qualification	B.Ed./BS	194	19.5	19.5
	MA/M.Ed.	415	41.6	61.1
	MPhil	298	29.9	91
	PhD	90	9.0	100
Marital Status	Married	925	92.8	92.8
	Not married	72	7.2	100

Table 1 presents the demographic attributed of the sample. Demographic characteristics (Gender, age, qualification and marital status) of the SSTs were collected with the instrument.

**Instrumentation**

Instrument of the research was comprised of three sections that are Demographic Data Sheets (DDS), Work-family Conflict Scale (WFCS) and Work-life Balance Scale (WLBS). Demographic attributes of the sample were collected like gender, age, qualification and marital status. WFCS developed by Carlson et al. (2000) was used to measure Work-family conflict of SSTs. It consisted of 18 items on six subscales and 2 dimensions of WFC. It was adopted with prior permission. WLBS was used to measure WLB of SSTs. It consisted of 15 statements on four sub scales of WLB. WLB developed by Fisher (2001) was adopted with prior permission. The researcher validated the instrument through expert opinion. For the purpose it was discussed with experienced SSTs and head teachers of government high schools. It was further pilot testing on 75 SSTs who are not part of the final sample. Cronbach alpha was calculated. It yielded the value .82

**Data Collection and Analysis**

The instrument contained measures of WFC and WLB that was used to collect data. The researcher collected the data from the SSTs. The responses of the participants were kept confidential. Prior permission was taken to collect the data from the concerned head teachers and the SSTs. Anonymity of the identity was assured to the SSTs. The details of the instrument were explained by the researcher to all the respondents. Instruments were collected from each school after the completion. The data were entered in SPSS and were cleaned. Prior to data analysis, assumptions were tested and confirmed. The data was analysed using both descriptive and inferential statistics. The research ethics were adhered to.

**Data Analysis and Interpretation****Descriptive Statistic of WFCS****Table 2***Item wise Descriptive Statistics of WFCS*

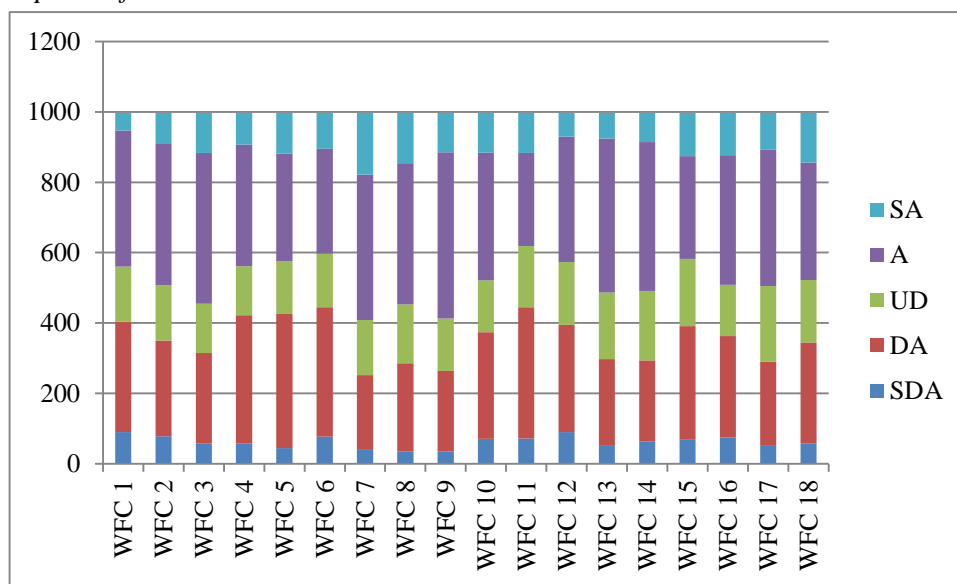
Items	N	M	SD	SDA	DA	UD	A	SA
TBWIF								
WFC 1	997	2.99	1.13	90	314	156	387	50
WFC 2	997	3.15	1.15	79	271	158	401	88
WFC 3	997	3.28	1.14	58	257	140	428	114
TBFIC								
WFC 4	997	3.05	1.14	58	364	139	346	90
WFC 5	997	3.07	1.15	45	381	150	305	116
WFC 6	997	2.98	1.18	78	367	152	298	102
SBWIF								
WFC 7	997	3.47	1.13	42	210	157	412	176

WFC 8	997	3.37	1.11	36	250	167	401	143
WFC 9	997	3.40	1.07	35	229	149	472	112
SBFIW								
WFC 10	997	3.14	1.18	71	303	147	363	113
WFC 11	997	2.97	1.18	72	373	174	264	114
WFC 12	997	3.01	1.14	90	305	178	357	67
BBWIF								
WFC 13	997	3.23	1.06	51	247	189	437	73
WFC 14	997	3.23	1.09	64	230	197	423	83
WFC 15	997	3.08	1.18	69	322	191	292	123
BBFIW								
WFC 16	997	3.17	1.19	75	288	146	368	120
WFC 17	997	3.26	1.09	51	239	215	387	105
WFC 18	997	3.21	1.17	58	287	177	334	141

Table 2 presents the responses of SSTs on WFC items. It also presents item wise mean and standard deviation of WFCs.

**Figure 1**

*Modes of Responses for Each Item on the WFCs*



**Table 3**

*WFC Descriptive Statistics*

Scale	N	M	SD	MPI	Range		Skewness	Kurtosis
					Potential	Actual		
TBWIF	997	9.43	2.81	3.14	3-15	3-15	-.18	-.86
TBFIW	997	9.09	2.84	3.03	3-15	3-15	.07	-.93
SBWIF	997	10.24	2.72	3.41	3-15	3-15	-.29	-.79
SBFIW	997	9.13	2.90	3.04	3-15	3-15	-.00	-.95
BBWIF	997	9.54	2.49	3.18	3-15	3-15	-.27	-.32
BBFIW	997	9.64	2.75	3.21	3-15	3-15	-.13	-.59
WIF	997	29.21	6.05	3.25	9-45	13-45	-.15	-.54
FIW	997	27.86	6.94	3.10	9-45	9-45	.16	-.57
WFC	997	57.06	11.97	3.17	18-90	22-90	.08	-.31

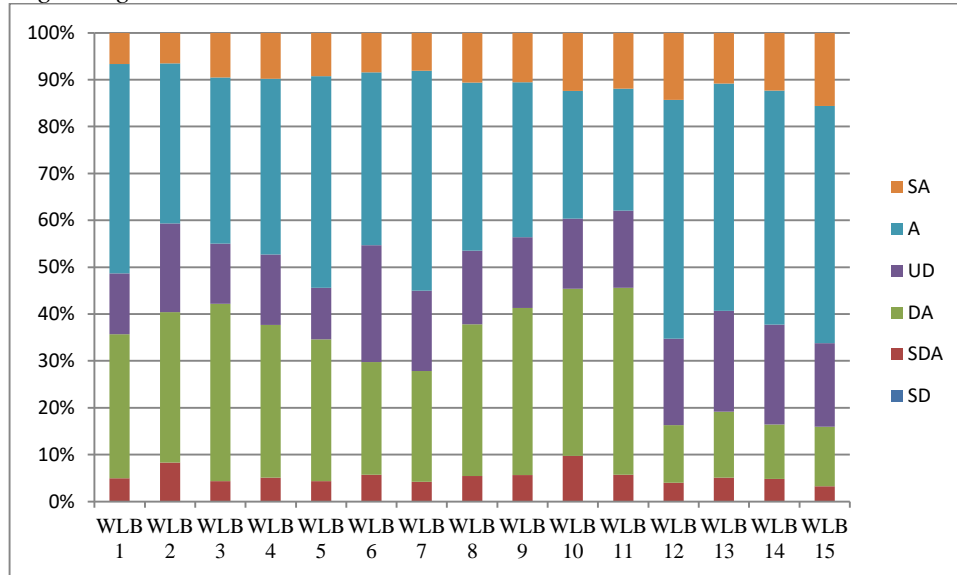
Table 3 presents descriptive statistics of WFC and its sub scales. Skewness and kurtosis were calculated that confirmed the normality of the data since the values are in the +1 to -1 range. It is revealed that mean score of the WFC falls above the scale median near the scale point agree. Mean value of WIF (MPI=3.25, M=29.21, SD=6.05) is greater than FIW (MPI=3.10, M=27.86, SD=6.94) asserting that SSTs face more WIF than FIW. SBWIF has the higher mean value (MPI=3.41, M=10.24, SD=2.72) while TBFIW has the lowest mean value (MPI=3.03, M=9.09, SD=2.84).

**Descriptive Statistic of WLBS**

**Table 4***Item wise Descriptive Statistics of WLBS*

Items	N	M	SD	SDA	DA	UD	A	SA
WIPL								
WLB 1	997	3.22	1.11	47	99	126	434	65
WLB 2	997	2.99	1.12	82	20	189	341	65
WLB 3	997	3.08	1.13	42	78	128	354	95
WLB 4	997	3.15	1.129	50	25	150	374	98
WLB 5	997	3.25	1.11	42	02	110	451	92
NPWB								
WLB 6	997	3.18	1.07	56	40	249	368	84
WLB 7	997	3.31	1.048	41	36	171	468	81
PLIW								
WLB 8	997	3.14	1.14	53	23	157	358	106
WLB 9	997	3.07	1.15	55	56	151	330	105
WLB 10	997	2.97	1.23	96	56	149	272	124
WLB 11	997	2.99	1.17	56	98	164	260	119
WPLE								
WLB 12	997	3.59	1.00	39	23	184	508	143
WLB 13	997	3.46	1.02	50	40	215	484	108
WLB 14	997	3.54	1.01	47	16	213	498	123
WLB 15	997	3.63	1.00	31	24	174	494	152

**Table 4** presents the responses of SSTs on WLBS items. It also presents item wise mean and standard deviation of WLBS.

**Figure 2***Responses Regarding WLBS***Table 5***WLB Descriptive Statistics*

Scale	N	M	SD	MPI	Range		Skew	Kurt
					Potential	Actual		
WIPL	997	15.69	4.38	3.14	5-25	5-25	-.22	-.88
NPWB	997	6.50	1.67	3.25	2-10	2-10	-.24	-.26
PLIW	997	12.18	3.68	3.04	4-20	4-20	.04	-.96
WPLE	997	14.23	3.03	3.56	4-20	4-20	-.58	.11
WLBS	997	48.65	8.95	3.24	15-75	25-70	.04	-.55

**Table 5** presents descriptive statistics of WLB and its sub scales. Skewness and kurtosis were calculated that confirmed the normality of the data since the values are in the +1 to -1 range. It is revealed that mean score

of the WLB falls above the scale median near the scale point agree. As far as the sub scales are concerned, WPLE has the highest mean value (MPI=3.56, M=14.23, SD=3.03) while the PLIW has the lowest mean value (MPI=3.04, M=12.18, SD=3.68). Moreover, NPWB has higher mean value (MPI=3.25, M=6.50, SD=1.67) as compared to WIPL (MPI=3.14, M=15.69, SD=4.38).

### Relationship between WFC and WLB in SSTSs of Sargodha

Table 6

#### Relationship between WFC and WLB in SSTs

Scale	M	SD	TBWIF	TBFIW	SBWIF	SBFIW	BBWIF	BBFIW	WIF	FIW	WFC	WIPL	PWB	PLIW	WPLE
TBWIF	9.43	2.81													
TBFIW	9.09	2.84	47**												
SBWIF	10.24	2.72	44**	51**											
SBFIW	9.13	2.90	34**	59**	49**										
BBWIF	9.54	2.49	30**	40**	31**	54**									
BBFIW	9.64	2.75	22**	46**	29**	46**	64**								
WIF	29.21	6.05	79**	61**	78**	60**	69**	49**							
FIW	27.86	6.94	42**	84**	53**	84**	64**	78**	70**						
WFC	57.06	11.97	64**	79**	70**	79**	72**	70**	91**	93**					
WIPL	15.69	4.38	52**	42**	44**	38**	32**	29**	57**	44**	55**				
NPWB	6.50	1.67	29**	28**	25**	31**	28**	21**	36**	32**	37**	39**			
PLIW	12.18	3.68	37**	48**	27**	52**	41**	43**	46**	59**	57**	46**	41**		
WPLE	14.23	3.03	16**	20**	20**	12**	22**	21**	25**	22**	25**	21**	20**	20**	
WLBS	48.65	8.95	52**	52**	44**	50**	45**	43**	62**	60**	66**	79**	62**	78**	51**

### Regression Analysis

Table 7

#### Model Summary

Model	R	R <sup>2</sup>	Adj. R <sup>2</sup>	Std. Error	F	p
	.66	.43	.43	9.10	729.91	.00

- WLB: Predictor Constant
- WFC: Dependent Variable

Table 7 displays the regression analysis findings. The model summary displays the amount of variance in WFC explained by WLB. The dependent variable was WFC, while the independent variable was WLB. Value of R<sup>2</sup> is .43, indicating that WLB explains 43% of the variance in WFC. The regression model produces statistically meaningful outcomes. F=729.91, p=.00, R<sup>2</sup>=.43, Adjusted R<sup>2</sup>=.43. WFC showed statistical significance (= .65).

### Regression Equation

Table 8

#### Regression coefficient<sup>a</sup> (N=800)

Model	Unstandardized Coefficients		Standardized Coefficients		t	P
	B	SEB	β			
Constant (WFC)	14.39	1.61			8.94	.00
WLB	.88	.04	.65		27.02	.00

- Dependent Variable: WFC

Table 8 displays the variables required to estimate WFC from WLB. The table also illustrates that WLB makes a considerable contribution to the model. It affirms that WFC is associated with WLB.

The regression equation is:

$$WFC = 14.39 + .88(WLB)$$



## Conclusions and Discussion

The mean score of SSTs for WFC is determined to be pretty excellent, falling above the scale's median. My findings in the study corroborate the presence of WFC and its subscales in the lives of SSTs. The findings are consistent with Madhavi's (2003) WFC studies in India. Several earlier investigations that are consistent with the literature show the same results (Clark, 2001). The findings are also backed by many research studies (Allen, 2001; Thompson et al., 2010). Many researchers also affirm the findings (Frone et al., 1992; Kossek et al., 2005). Several researchers (Frone et al., 1997; Mauno et al., 2006) have confirmed the findings.

The mean score of SSTs for WLB is determined to be pretty excellent, falling above the scale's median. It may be concluded that work/personal life improvement (WPLE) in schools has an impact on secondary school teachers' ability to accomplish their obligations. Several earlier investigations that are consistent with the literature show the same results (Hyman & Summers, 2004; Singh, 2013; Vloeberghs, 2002). Furthermore, several research papers exist in the literature that is congruent with this research (Adisa et al., 2017). Some other researchers also affirm the findings (Mushfiqur et al., 2018; Oludayo et al., 2018).

The relationship was established between WFC and WLB in this study. The positive correlation indicates that higher WFC scores are connected with higher WLB scores. WFC and WLB are closely related. Furthermore, WFC has been demonstrated to be positively related to the WLB subscale. This research study also validates previous researchers' findings (Burke et al., 1979; Kofodimos, 1993). Literature also confirms the presence of such findings as revealed in this study (Friedman & Greenhaus, 2000). Results of regression analysis also confirm the findings. WFC and FWC were negatively related to WLB (Greenhaus et al., 2002). The findings contradict the study and are comparable to published research findings (Haar, 2013; Haar et al., 2014).

## Implications

Positive relationships between the variables are suggested by the literature. Several factors must cooperate for the school to operate and be organized effectively. The new study adds to the corpus of information on WFC and WLB that is currently available. It expands on earlier studies that distinguished WLB from WFC as a holistic notion (Carlson et al., 2009; Greenhaus & Allen, 2011; Kossek et al., 2014; Valcour, 2007). It would be beneficial to promote further WFC and WLB research. This corresponds to research trends affecting the employees (Haar, 2013; Kossek et al., 2014). According to the findings of this study, WFC is related to WLB.

According to researchers (Beutell, 2010; Lu et al., 2010; Spector et al., 2007) WFC has detrimental consequences for both persons. Many other researchers are of the same view (Grandey et al., 2005; Kinnunen et al., 2010). WLB is examined in relation to their WFC (Allen, 2001; Eaton, 2003). Hammer et al. (2011) also agreed to the view.

## Recommendations and Limitations

In order to reduce WFC and increase WLB, psychological development should be considered. There may be numerous family-friendly policies created to lessen the work-family conflict among instructors. Incentives may serve as either inner or external motivation. People are more motivated and driven to improve their management abilities in order to operate better in educational settings as a result. Teachers should receive the greatest training possible on conflict resolution techniques from management. The findings of this study may provide a number of ideas for further research. The researcher applauds the possibility of doing this research in many Punjabi cities. The researcher expects that a large sample size may produce more encouraging results. Future qualitative research will leverage this study's quantitative findings to further understand the link. There are several restrictions that the researcher cannot change. In the study, a cross-sectional survey was employed. As the sample of the study was made up of students from Lahore's government high schools. The study's findings might not apply to other regions of the world.

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