



## IMPACT OF TEACHERS' WORK-FAMILY CONFLICT ON THE PERFORMANCE OF THEIR CHILDREN

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### **Abstract**

*This study was conducted to measure the impact of teachers' work-family conflict on the performance of their children at the secondary level. The study was correlational in its nature. The province of Punjab was selected as the population for study. A convenient sampling technique was used to select the sample. The instrument namely works family conflict for Secondary Schools Teachers (WFC-SSTs) and Teacher Performance Scale (TPS) was used for taking the opinion of respondents. SPSS (Statistical Package for Social Sciences) version 20 was used for analysis. Pearson (r), independent sample t-test, and simple percentages were computed against the collected data. According to the study, there was a negative relationship between teachers' work-family conflict and their children's performance. This study inferred that teachers' family conflict is negatively correlated with their children's performance. It was also depicted that work-family conflict was a very important factor of teachers' performance.*

**Key Words:** Work Family, Conflict, Performance, Children

### **Background of the Study**

Work-family conflict refers to a specific kind of problem which arises when workload disturbs the family life. Like all working people, teachers also have to face this issue because they have to deal with both issues family life and job life. While performing their roles they have to face many problems which become a cause of their low performance in any one field. Especially it affects teacher's family life and performance of their children in education and other fields. In this article, I will discuss the impact of teachers' work-family conflict on the performance of their children (French, Dumani, Allen & Shockley, 2018).

The conflict between work and family occurs when teachers have to perform multiple roles in daily routine life as workers, spouses, and parents. Every role requires proper time and energy for good performance. Otherwise, they feel difficulties in performing their roles in a better way at work and home (Allen, French, Dumani, & Shockley, 2020). Work-family conflict is a type of resistance that falls on the work and family life of the teachers. Research reveals that individuals utilize more time in performing their duties which are most essential for them, thus they spend less time performing their other roles which increases the chances of a conflict.

Spector, Cooper, Poelmans, Allen, O'driscoll, and Sanchez, (2017) have presented three elements of work-family conflict which are time conflict, strain conflict, and behavior conflict. Time conflict happens because the teacher spends more time performing one role that does not match with the time which has to spend to perform another role. It has further two types. This time conflict happens when the time to

perform one task makes it difficult to accomplish the goals of another task. For example, planned duties at work would make it unmanageable for an individual to look after the child who is at home. Thus, it is clear that an individual cannot perform double duties at one time at two locations. Work responsibilities do not allow them to fulfill the expectations of the family.

Another type of time conflict happens when stress from one role creates anxiety as well as hurdles to fulfill the requirements of another role. In this type of conflict, a teacher can fulfill the duties of multiple roles but stress makes an individual unable to meet the challenges of that task. Various studies have highlighted numerous factors that cause the work-family conflict which are the number of family members, children's age, the number of working hours, sensitivity of the duty hours, and community support influence the work-family conflict (Asbari, RudyPramono, DylmoonHidayat, VirzaUtamaAlamsyah, & MiyvFayzhall, 2020).

Ajala, (2017) explained family-work conflict as a form of interlinked-role conflict where a person is supposed to be burdened from both work and family matters, it creates a conflict between family matters and work matters. This sort of conflict draws a negative impact on job involvement and job satisfaction (Howard and Krannitz, 2017). Moreover, the outcomes of such conflicts also influence a person's psychology and cause frustration among individuals. Current explanations of work-family conflict have described this in two ways: family interfering in family and work interference in work. Every form of conflict has a matchless background. The definite backgrounds of the family disturbance with work conflict lie in the work area (Warokka, & Febrilia, 2015). Bowen, Govender, Edwards, and Cattell, (2018) discussed that teachers' duties typically harm children's life than anything else, the recent study emphasizes the influences of work stress instead of family stress.

Gamor, Amissah and Boakye, (2014). stated that duty stresses may be created from the unbiased and particular emotional situation. Teacher work demand rising from the natural setting linked with long paid duty hour's i.e. school work overload. They believed that job participation presents a type of work demand linked with individuals' particular atmosphere. Thus, work-family conflict is a dual conflict that comes into being because as is impossible without human beings. So currently all organizations are emphasizing mismatched parts in the family and work areas. The human being is the most valuable strength of an organization because application of all other resources on catching brilliant human wealth and all organizations are putting their utmost effort to recollect that gifted human wealth (Van Steenberg, Kluwer, & Karney, 2014).

Work conflict happens when involvement in one character creates hurdles in performing another part of life. It is stated that teacher family work conflict happens just because of difficult demands and stress which influence the quality of work badly. So work-family conflict occurs when there is a mismatch between the work demand and family demands (Nweke & Ezueh, 2015). Work-family conflict becomes a cause of mental instabilities in workers. Therefore, work-family conflict happens when there is an encounter between work role and family role. It happens in two forms as a family-to-job encounter and job to family encounter (Ulucan, & Yavuz, 2019). These types of conflicts create problems for an individual to manage his timetable to perform dual tasks at the same time and draw negative impact on their job involvement. Holmbeck, (2018) discussed that work-family conflict puts burdens on the individuals to complete their assigned tasks with a lot of pressure from the work and the family. He stated that the teacher's duty and their family life

the encounter will influence the work and family roles due to high demands which result in poor performance of the employees.

Therefore, the work-family conflict has an undeniable role in the performance of their employees' children. The secondary school teachers in Punjab have also faced work-family conflict in their organization hence, this work-family conflict affects the academic performance of their children. There is a lack of empirical evidence from the local setting. So, the researcher tried to investigate the impact of secondary school teachers' family conflict on their children.

**Research Questions of the Study:**

The research questions relevant to the study were following:

1. Is there any significant relationship of secondary school teachers' work family conflict on the performance of their own children?
2. Is there any significant difference in secondary school teachers' work family conflict on the bases of demographics?

**Research Design**

The nature of the study was descriptive and was completed through the survey of different secondary schools of concern. The survey technique was used to elaborate on the current status of society. Moreover, a survey was used to assess the various information, viz; demographic information; characteristics and opinion of concerned people. Fraenkel and Wallen (2003) and Gay, Mills & Airasian, (2011) defined that survey research is used to collect the data in the form of different samples size according to different research needs and that sample provide the current information about the facts. This survey research is used when we have needed to obtain information on a large group of the population. This research indicator was carried out with the help of one questionnaire namely the work-family conflict scale.

**Population of the Study**

The population of this research at hand was included all male and female secondary schools teachers of the area of Punjab Pakistan. The population of the study was scattered in 09 divisions (38 districts) of Punjab. There were 4935 secondary schools in the Punjab in which 98167 secondary school teachers were performing their responsibilities. The detail of the population is presented in the table below.

**Table 1**

*Details of population of the study is shown below*

<b>Punjab Statistics (Census 2012)</b>				
<b>School Level</b>	<b>Schools</b>		<b>Teachers</b>	
	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>
<b>High Schools</b>	2588	2347	66432	52472

As shown in table 1 there were 2588 male and 2347 female high schools in Punjab. From the above-mentioned table, the teachers of the High schools (Secondary schools), i. e. 66432 male teachers and 52472 female teachers were part of the population. The selecting the population of the current research was based on the following aspects:

The secondary school educational setup has prime importance because it provides the raw material for higher education. Moreover, it plays the role of bridge between elementary and higher education. Thus that was sufficient for the researcher

to discover stress management strategies for secondary school teachers in their teaching-learning process. We have to need to remember the above-mentioned aspects, the researcher has selected the population from the secondary schools' teachers.

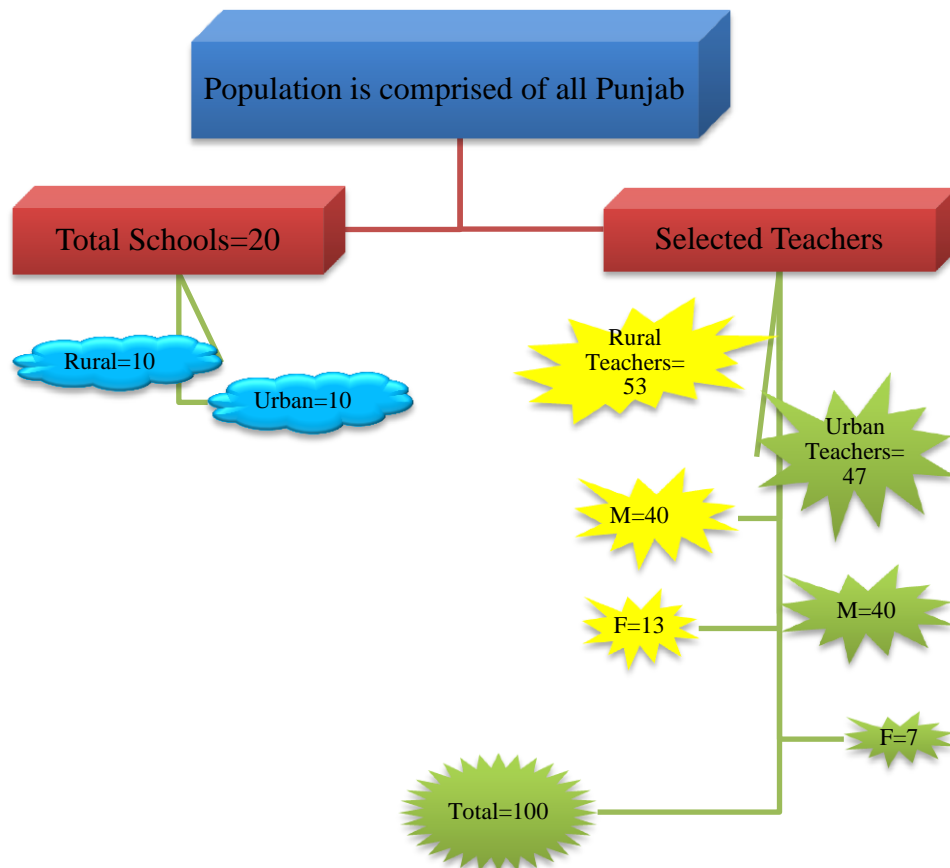
### Sample of the Study

For the researcher, it was not possible to select the whole population due to limited periods and economic resources, thus, a convenient sampling technique was used to select the sample. To ensure the truthful representation of the population, three divisions from 9 divisions of Punjab were conveniently selected. Moreover, one district namely Sahiwal Division (District Okara), Lahore Division (Lahore District), and Faisalabad Division (District Chiniot) were conveniently selected. From each district, 24 schools were randomly selected. Moreover, from each school 5 secondary school teachers (SSTs) were randomly selected.

The pictorial depiction of the selected sample and response is presented in figure 1.

**Figure 1**

*Sample tree of the study*



**Table 2**  
*Selected Sample and response rate*

Name of District	District Okara was selected under convenient sampling technique			
	No, of selected school location wise (20 schools)	No, of teachers(SSTs Eng.)		Total
Okara		Male	Female	
	Rural	40	13	<b>53</b>
	Urban	7	40	<b>47</b>
	<b>Total</b>	<b>47</b>	<b>53</b>	<b>100</b>

As stated earlier a convenient sampling technique was used to select the true representation of the targeted population. The following sampling tree depicted the true picture of the selected sampling.

**Instruments of the Study**

The researcher gathered two types of information from the selected sample of the study through work-family conflict scale (WFCS), these are as under:

1. The demographic information i.e. gender, qualification, designation, teaching experience, administrative experience.
2. The work-family conflict of secondary school teachers and its impact on their children's academic performance.

Concerning the above characteristics, the data was collected with the help of one questionnaire namely the work-family conflict scale (WFCS). The scale was developed by Stephens and Sommer (1996). The researcher has taken formal permission from the owner of the scale in black and white. (Appendix, B) The detail of the pilot testing of the instrument was as under.

**Piloting of Instruments**

The said instrument work-family conflict scale (WFCS) was initially developed by Stephen and Sommer (1996). The researcher piloted the inventory in the local setting before its actual implementation. The Cronbach Alpha (Reliability Coefficient) was calculated. It was 0.882. The modified, as well as the applied instrument, is presented in Appendix A. The factor-wise distribution items are given in table 3.

**Table 3**  
*Factor Wise Division of the Items of WFCS*

Serial .No	Factors	Items
<b>1</b>	Time conflict	1, 2,3,4
<b>2</b>	Strain conflict	5,6,7,8
<b>3</b>	Behavior conflict	9,10,12,13,14

From the above table it appears that sub factors time conflict (4 items), strain conflict (4 items) and behavior conflict (6items).

**Data Collection**

Secondary schools twenty (20) in number were selected at random by the researchers at district Okara for data collection. By using a convenient sampling technique, 10 urban and 10 rural schools were selected while male and female teachers were randomly selected according to the researchers' ease. Data were collected from SSTs of English (Subject) from the selected schools. The data was collected personally by the researcher. In the process of data collection the researcher had to face many problems i. e. the respondents were hesitant to share the information especially female teachers. The researcher gave the instructions to respondents beforehand and assured them that data would be confidential and will be used only for research purposes.

**Data Analysis**

The data were analyzed by using Statistical Package for Social Sciences (SPSS) version 20, and Microsoft Excel, 2010. As the study was comparative, thus independent sample *t*-test and Pearson *r* one-way ANOVA were applied. The following table represents the hypotheses and their corresponding statistics.

**Table 4**

*Research Questions and Corresponding Statistical Techniques*

Sr. #	Research Questions	Tests
1	1	Pearson ( <i>r</i> )
2	2	t-test & ANOVA

**Research Question 1:** Is there any significant relationship of secondary school teachers' work family conflict with performance of their own children?

**Table 5**

*Relationship of work-family conflict with' performance of their own children*

	N	Mean	Standard Deviation	r-value	Significance (Two tailed)	Result
work family conflict	100	3.05	.630	-.061**	.000	Significant
Students Performance	100	3.58	1.191			

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

The above table indicated that a weak and negative relationship existed between work-family conflict and the performance of children at  $r=-0.061$  &  $p<0.01$ . It was concluded that the children's performance decreased as the work-family conflict increased but at a very low rate.

**Research Question 2:** Is there any significant difference in secondary school teachers' work family conflict on the bases of demographics?

**Table 6 (a)**

*Work Family Conflict Difference on the basis of Gender, Location & Professional Qualification*

Gender	N	Mean	SD	Df	t-value	p-value	Effect size (d)	Result
Male	47	2.82	.472	98	-3.599*	.001	.742	Difference is

Female	53	3.25	.686					significant	
Rural	53	2.78	1.433	98	-4.977	.000	0.234	Difference significant	is
Urban	47	3.35	1.120						
B.Ed.	54	2.93	.679	98	-2.164	.033	.403	Difference significant	is
M.Ed.	45	3.20	.538						

It was found in the above table that the difference in means based on gender was significant at  $t=-3.599$  &  $p<0.05$  with *df.* (98) and effect size  $0.742>0.2$ . As the mean value of female teachers ( $M=3.25$ ,  $SD=.686$ ) was higher than male teachers ( $M=2.82$ ,  $SD=.472$ ) therefore the work-family conflict due to the female teachers' jobs was higher than male teachers. On the other hand, the difference in the means of rural and urban teachers was significant at  $t=-4.977$  &  $p<0.05$  with *df.* (98) and effect size ( $d=0.234$ ). As the mean scores of urban teachers were higher (3.35) than rural (2.78), therefore it was concluded that work-family conflict in urban teachers' jobs was higher than rural teachers. Therefore, the difference in the means of B.Ed. and M.Ed. teachers was significant at  $t=-2.164$  &  $p<0.05$  with *df.* (98) and effect size ( $d=0.403$ ). As the mean scores of M.Ed. teachers are higher (3.20) than B.Ed. teachers (2.93), therefore it was concluded that work-family conflict of teachers with professional qualification M. Ed higher than B. Ed teachers.

**Table 6 (b)**

*One way-ANOVA on the academic qualification (Teachers' work family conflict)*

		Sum of Squares	df	Mean Square	F	P	Result	
Academic Qualification	Between Groups	5.603	2	2.802	8.060	.001	Difference significant	is
	Within Groups	33.716	97	.348				
	Total	39.319	99					
Age	Between Groups	.856	3	.285	.712	.547	Difference significant	is not
	Within Groups	38.463	96	.401				
	Total	39.319	99					

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The F value (8.060) for the difference in work-family conflict based on academic qualification was significant at  $p=0.001<0.05$ . It was concluded that the difference in the perceptions of teachers' work-family conflict based on their academic qualifications was significant. The F value (8.060) for the difference in work-family conflict based on age was not significant at  $p=0.547>0.05$ . It was concluded that the difference in the perceptions of teachers' work-family conflict based on their ages was not significant.

**Findings**

It was observed that a weak and negative relationship existed between work-family conflict and the performance of children at  $r=-0.061$  &  $p<0.01$ . Therefore, the performance of children decreased as the work-family conflict increased but at a very low rate.

It was indicated that the difference in means based on gender was significant at  $t=-3.599$  &  $p<0.05$  with *df* (98) and effect size  $0.742>0.2$ . As the mean value of female teachers ( $M=3.25$ ,  $SD=.686$ ) was higher than male teachers ( $M=2.82$ ,  $SD=.472$ )

therefore the work-family conflict due to the female teachers' jobs was higher than male teachers.

It was found that the difference in the means of rural and urban teachers was significant at  $t=-4.977$  &  $p<0.05$  with  $df$  (98) and effect size ( $d=0.234$ ). As the mean scores of urban teachers are higher (3.35) than rural (2.78), therefore it was concluded that work-family conflict in urban teachers' jobs is higher than rural teachers. It was found that difference in the means of B. Ed and M. Ed teachers was significant at  $t=-2.164$  &  $p<0.05$  with  $df$  (98) and effect size ( $d=0.403$ ). As the mean scores of M.Ed. teachers are higher (3.20) than B.Ed. teachers (2.93), therefore it was concluded that work-family conflict of teachers with professional qualification M.Ed. higher than B. Ed teachers.

The F value (8.060) for the difference in work-family conflict based on academic qualification was significant at  $p=0.001<0.05$ . It was concluded that the difference in perception of teachers about the difference in work-family conflict due to differences in academic qualification was significant. For further details, Least Significant Difference (LSD) was used as a posthoc test.

The F value (8.060) for the difference in work-family conflict based on age was not significant at  $p=0.547>0.05$ . It was concluded that the difference in perception of teachers about the difference in work-family conflict due to age difference is not significant.

### Conclusions

1. It was concluded that the performance of children decreased as the work-family conflict increased but at a very low rate.
2. The work-family conflict due to the female teachers' jobs was higher than male teachers.
3. It was concluded that work-family conflict in urban teachers' jobs was higher than in rural teachers.
4. It was also established that work-family conflict of teachers with professional qualification M. Ed higher than B. Ed teachers.
5. It was deduced that a significant difference for work-family conflict was only present for educational level BA/BSc with MA/MSc and M.Phil.
6. It was inferred that difference in perception of teachers about the difference in work-family conflict due to age differences was not significant.

### Discussion

The research was conducted to explore the relationship of teachers' work-family conflict and to check the performance of their children at the secondary level. It was concluded that the performance of children decreased as the work-family conflict increased but at a very low rate. The study of Erdamar and Demirel, (2014). Muasya, (2015) found the relationship between teachers' work-family conflict and its impact on their own children's achievement. They also found the relationship between these two variables that were teachers' work-family conflict and their own children's performances. This was also in line with findings of current studies as the researchers viewed the teachers' work-family conflict and their children's performance and found a relationship between the two.

Research by Nart and Batur, (2014) found that teachers 'work-family conflict and their children's performance had negative relationships. This study did not fully support the findings of the current study but to some extent as this study showed that there was no specific relationship of teachers' work-family conflict on the performance of their own children.



Soomro, Breitenecker and Shah, (2018) investigated the relationship of teachers 'work-family conflict with their children's performance and found in their studies that there was a correlation between teachers' work-family conflict and their own children achievements. These studies also supported the findings of the current study in which a relationship of teachers' work-family conflict with their children's performance was observed. The similarity in the studies showed that teachers' children could enhance their academic level by decreasing the conflict, in the same way; teachers' performance could be increased by decreasing conflict.

As this was explained by Mathieu, Neumann, Hare, and Babiak, (2014) that work to family conflict and family- to work conflict had a weak positive correlation all over the world. Therefore, parents did not give proper attention to their children's education. The study at hand was also favored because there was a relationship between teachers' work-family conflict and their children's academic performance. According to a study by Zhou and Gao, (2020) it was found that teachers' work-family conflict was closely related to the performance of their own children. This result was in the right way to the study at hand. Winefield and Winefield, (2014) pointed out that the work-family conflict of teachers' affected the way their children perform. Therefore, work-family conflict affected the life of teachers' and their children and the results of this conflict created stress and tension in their lives.

Shreffler, Shreffler, and Murfree, (2019) showed that work-family conflict of teachers' is negatively correlated to their children's achievements, while current stated that work-family conflict the teachers' could adversely affect their children performance. So, from the findings of these two studies, it could be concluded that using different activities could be fruitful only for their children but not for teachers' work-family conflict.

### **Recommendations**

The researchers after the completion of this research recommend the following recommendations.

1. This study provides a comprehensive outlook on teachers' performance concerning their reading habits. So used of its findings in actual life situations will be proved very fruitful for the organization.
2. It is recognized through this study that teachers' performance should be regularly evaluated particularly related to their reading behaviors.
3. It is also recommended that libraries in public sectors should be not increased but also functional so that reading habits and reading motivations should be elevated.
4. Engaging in books fairs in schools is the best way of promoting reading for students. As reading is not only important for teachers' reading habits but also students. Their active participation is very figuratively for the learning process.
5. Free science fiction and dictionaries should be distributed in schools so that students' and teachers' interests may be increased.
6. Home tasks should be assigned by the heads to teachers' reading habits so that a sense of time generation for reading and project completing should be gained which in turn enhanced the performance of teachers' reading habits.
7. Games and quiz completion in schools are very necessary. They are important because they are not only a source of recreation but also a mean of generating reading habits in students.

### Suggestions for Further Researches

These suggestions are helpful for future researches.

1. This research is applied to a large sample and the results of this research provide multiple results.
2. This research is helpful for new teachers and institutions.
3. This research is conducted at the secondary level and in the future, this research is applied at the university level.
4. This research is used to compare to other countries at the secondary level maybe this comparison show different results.
5. This research is used in other fields of life.
6. These research results are helpful at different school levels.

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