



A Comparative Study of Work-family Conflict and Job Performance among Public and Private School Teachers in Punjab, Pakistan

Umbreen Khizar¹, Aqsa Islam²

¹ Institute of Southern Punjab, Multan, Pakistan. Email: umbreenkhizar@gmail.com

² Institute of Southern Punjab, Multan, Pakistan.

ARTICLE INFO

Article History:

Received: November 19, 2024

Revised: December 27, 2024

Accepted: December 28, 2024

Available Online: December 30, 2024

Keywords:

Teachers

Work-family Conflict

Job Performance

Public and Private Sector

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

ABSTRACT

The most valuable job in the world is teaching. Teachers deal with a number of issues that impact how well they do their jobs. The levels of work-family conflict and job performance among teachers in public and private schools were investigated in the current study. Data collection was done by using simple random sampling technique. The sample of this study consisted of N=350 participants, including 147 male and 203 female teachers. For data collection, the Work and Family Conflict Scale (WAFCS) and the Individual Work Performance Questionnaire (IWQP) were used. The findings showed a significant correlation between work-family conflict and job performance. The results of this study also showed that public school teachers experienced high levels of work-family conflict than private school teachers. job performance was high among private school teachers as compared to public sector.

© 2025 The Authors, Published by iRASD. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

Corresponding Author's Email: umbreenkhizar@gmail.com

1. Introduction

Teaching is considered a challenging profession with demanding tasks, in which even minor mistakes can pose significant challenges (Loewenberg Ball & Forzani, 2009). Because many variables make teaching difficult, a major one is work-family conflict, which can affect job performance and psychological flexibility. Job performance is considered an essential component of the modern discipline of brain science (Dinc, 2017). The performance of representatives is fundamentally necessary to any foundation, as it ultimately drives its prosperity. Work execution can be affected by several factors (hierarchical qualities, workplace, and professional qualities) across various qualities (Parker, Van den Broeck, & Holman, 2017). Execution alludes to the actual activity and, in addition to that, its consequence or outcome. Effective performance delivers the desired result by appropriately applying the systems the association assumes to complete the task (Kandula, 2006). Teachers' performance can be understood as the undertakings and obligations educators undertake in a specific timeframe, in accordance with the educational system, to accomplish hierarchical objectives (Beri & Gulati, 2021). Numerous investigators support the view that when bosses are thoughtful, kind, and consistent with specialists, then representatives perform better, experience lower pressure, and exhibit more confident execution under their momentary administrators (Forster, 2005). Work performance, which is influenced by a few factors, is perceived when an individual can effectively accomplish the mission assigned to them, despite fewer impediments at the particular workplace (Demissie, 2014; Shammout, 2021).

According to Zhang and Liu (2011), A form of entomb job struggle known as work-family conflict (WFC) occurs when the demands of the work and home environments are frequently at odds with one another. WFC emerges when the order of one's work job clashes with family jobs, to such an extent that accomplishing the burdens remaining by occupation might source preliminaries in achieving the requests of locally situated (Zhang & Bowen, 2021). WFC purposes in two traditions: family-to-work struggle, that is, where family jobs hamper work assignments, and work-to-family struggle, where work liabilities depressingly mark family jobs (Forris, 2015; Zhang & Bowen, 2021). WFC significantly affects people, families, and

associations. With respect to people, it includes life frustrations, issues, emotional fatigue, security concerns, and unfortunate prosperity. For families, it contains marital disappointment, line pressure, and stresses of child support and eldercare; it includes absenteeism, low work execution, turnover, and short-term responsibility (Anderson, Coffey, & Byerly, 2002; Kelly et al., 2008; Stephens et al., 2001). WFC has an insightful result on people, families, and organizations (Scharlach & Boyd, 1989). Thus, it is essential to address workplace impacts that lead to work-family struggle, specifically in areas of development where training has not been coordinated. An educator's job is extremely perilous in developing educational qualities (Ragmoun & Alfalih, 2024; Ragmoun, Alfalih, & Alfalih, 2017). A female educator faces vulnerability in everyday life struggles, which results in an unfortunate impact on the daily practice of work. For females, work-family conflict has become a matter of inordinate concern (Gerson, 2004).

1.1. Hypothesis

1. A significant correlation of work-family conflict and job performance would be found among public and private school teachers.
2. Public school teachers would have a high level of work-family conflict than private school teachers.
3. Private school teachers would have a high level of job performance as compared to public school teachers.

2. Methodology

For research purposes, data was collected from teachers at different public and private schools in Muzaffargarh and Multan. The data were collected using a simple random sampling technique. The sample consisted of N=350 participants, including 147 male and 203 female teachers, with half from public schools and half from private schools.

2.1. Research Instruments

2.1.1. Work and Family Conflict Scale (WAFCS)

(Matthews, Kath and Barnes-Farrell, (2010) developed a 10-items Work-Family Conflict Scale that assess work family conflict. This is a seven-point likert scale ranging from strongly disagree to strongly agree. Participants have to answer from 1 to 7 points. are asked to indicate how much they agree with each topic. The total score range is from 7 to 35. Scores are calculated by adding the items for each subscale; higher scores indicate more conflict.

2.1.2. Individual Work Performance Questionnaire (IWPQ)

IWPQ is used to check individual work performance. This questionnaire is the most updated version developed by Linda Koopmans in 2015 (Koopmans, 2015). This scale has 18 items, organized into three subscales: task performance, contextual performance, and counterproductive work behavior. The IWPQ scales' mean scores can be computed by adding up all of the items in each subscale and dividing the total by the subscale's item count. The IWPQ produces three subscale scores between 0 and 4, with higher scores denoting superior job performance. The recall period for this scale is three months. The only recognized time is the three-month recall period (Ahmed, Azhar, & Mohammad; Mohammad & Ahmed, 2017).

2.2. Procedure

To conduct the current research study, permission was first obtained from the authors to use the tools. After obtaining permission from the authors of the scales and the principals of the schools, the participants were approached. Participants were recruited from different public and private schools. Their willingness was taken into account for their participation in the research work. Participants expressed their opinions about the research determination. The contributors were given the tuition before the filling of indexes and the demographic data, with the declaration that their data would be kept private and would be used only for research purposes. After getting the data, the Statistical Package for the Social Sciences (SPSS) was used for data analysis.

3. Results

Table 1: Demographic characteristics

Demographics	N	Frequency	%
Age	350		
20-30 years		214	61.1
31-40 years		93	26.6
41-50 years		43	12.3
Gender	350		
Male		147	42.0
Female		203	58.0
Sector	350		
Public		175	50.0
Private		175	50.0

Table 2: Correlation of work family conflict and job performance

Variables	1	2	3
1. Work family conflict	1		
2. Job performance		-.176**	.182**
			1

** $p < .01$, *** $p < .001$.

Table 2 revealed that work-family conflict has a negative correlation with job performance ($r = -.176$, $p < .01$).

Table 3: Mean comparison of teachers of the public and private sectors on work-family conflict and job performance

Variables	Public		Private		<i>t</i> (348)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Job performance	38.03	14.18	39.12	17.85	-.443	.678	0.046
Work family conflict	36.14	19.12	31.17	14.29	2.410	.017	0.244

The results of an independent sample t-test showed a noteworthy difference in job performance between public and private school teachers. The level of job performance is higher among private school teachers ($M=39.12$, $SD=17.85$) than among public school teachers ($M=38.03$, $SD=14.18$). On average, public school teachers ($M=36.14$, $SD=19.12$) report higher work-family conflict than private school teachers ($M=31.17$, $SD=14.29$).

4. Discussion

The goal of our study is to examine the relationship between work-family conflict and job performance, and to compare the levels of work-family conflict and job performance between public and private school teachers. This research examines the association between work-family conflict and job performance; the results show that work-family conflict, psychological flexibility, and job performance are positively and significantly correlated. Some past studies have shown that work-family conflict is associated with job performance (Molina, 2021; Moreira et al., 2023; Zhao et al., 2023). Another goal of the study was to measure job performance levels between government and private school tutors. The results of this research show a slight difference in job performance scores between public and private school teachers. Teachers in private schools do better on the job. The findings are consistent with previous study conducted by Ahmad, Kausar, and Taseer (2023) that concluded that public school instructors experience more work-family conflict than private school teachers. This is an intriguing finding that merits more investigation. It implies that either other factors are at work to compensate or that higher WFC does not necessarily convert into observably lower performance in a way that is captured by traditional metrics. According to one perspective, job security is crucial. The unwavering stability of a government job may encourage public school teachers to maintain a baseline level of performance even in high-conflict settings; they carry out their responsibilities consistently since the repercussions of failing to do so are severe. The direct and immediate performance pressure in private schools, where employment is more dependent on results, may lead to a comparable level of productivity. In essence, security and competition have different motivators, but measured performance results are similar.

In conclusion, Teachers must be viewed as both employees and complex individuals with lives outside of the classroom. Assisting them in keeping that equilibrium is crucial for the overall health of the educational system, not just for the teachers. Future study may explore the qualitative nuances of this conflict, go more into the influence of gender, and determine which specific school policies best promote teachers' performance at work and at home, given the composition of our sample.

References

- Ahmed, D. M., Azhar, Z., & Mohammad, A. J. The Corporate Governance and International Standards for Accounting Role in Reducing Information Asymmetry.
- Anderson, S. E., Coffey, B. S., & Byerly, R. T. (2002). Formal organizational initiatives and informal workplace practices: Links to work-family conflict and job-related outcomes. *Journal of management*, 28(6), 787-810.
- Beri, D., & Gulati, S. (2021). Employee engagement as an essential for performance of teachers. *European Journal of Molecular & Clinical Medicine*, 7(7), 6439-6443.
- Demissie, E. D. (2014). A study on impact of psychological empowerment on employee performance in small and medium scale enterprise sectors.
- Dinc, M. S. (2017). Organizational commitment components and job performance: Mediating role of job satisfaction. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 11(3), 773-789.
- Forris, S. (2015). *The quest for work and family balance using flexible work arrangements* [Walden University].
- Forster, N. (2005). *Maximum performance: A practical guide to leading and managing people at work*. Edward Elgar Publishing.
- Gerson, K. (2004). Understanding work and family through a gender lens. *Community, work & family*, 7(2), 163-178.
- Kandula, S. R. (2006). *Performance management: Strategies, interventions, drivers*. PHI Learning Pvt. Ltd.
- Kelly, E. L., Kossek, E. E., Hammer, L. B., Durham, M., Bray, J., Chermack, K., Murphy, L. A., & Kaskubar, D. (2008). 7 getting there from here: research on the effects of work-family initiatives on work-family conflict and business outcomes. *Academy of Management Annals*, 2(1), 305-349.
- Koopmans, L. (2015). IWPQ©.
- Loewenberg Ball, D., & Forzani, F. M. (2009). The work of teaching and the challenge for teacher education. *Journal of teacher education*, 60(5), 497-511.
- Mohammad, A. J., & Ahmed, D. M. (2017). The impact of audit committee and external auditor characteristics on financial reporting quality among Malaysian firms. *Research Journal of Finance and Accounting*, 8(13), 9-16.
- Molina, J. A. (2021). The work-family conflict: Evidence from the recent decade and lines of future research. *Journal of Family and Economic Issues*, 42(Suppl 1), 4-10.
- Moreira, A., Encarnação, T., Viseu, J., & Au-Yong-Oliveira, M. (2023). Conflict (work-family and family-work) and task performance: the role of well-being in this relationship. *Administrative Sciences*, 13(4), 94.
- Parker, S. K., Van den Broeck, A., & Holman, D. (2017). Work design influences: A synthesis of multilevel factors that affect the design of jobs. *Academy of Management Annals*, 11(1), 267-308.
- Ragmoun, W., & Alfalih, A. A. (2024). Inclusive Special Needs Education and Happiness of Students with Physical Disabilities in Saudi Arabia: The Role of School Satisfaction and Self-Concept. *Education Sciences*, 14(2), 209. <https://doi.org/10.3390/educsci14020209>
- Ragmoun, W., Alfalih, A. A., & Alfalih, A. A. (2017). A Proposal for an Integrative Model of Academic Innovativeness: The Case of Business Schools in the Kingdom of Saudi Arabia. *International Journal of Human Resource Studies*, 8(1), 1. <https://doi.org/10.5296/ijhrs.v8i1.11953>
- Scharlach, A. E., & Boyd, S. L. (1989). Caregiving and employment: results of an employee survey. *Gerontologist*, 29(3), 382-387. <https://doi.org/10.1093/geront/29.3.382>
- Shammout, M. (2021). The impact of work environment on employees performance. *International Research Journal of Modernization in Engineering Technology and Science*, 3(11), 78-101.

- Stephens, M. A., Townsend, A. L., Martire, L. M., & Druley, J. A. (2001). Balancing parent care with other roles: interrole conflict of adult daughter caregivers. *J Gerontol B Psychol Sci Soc Sci*, 56(1), P24-34. <https://doi.org/10.1093/geronb/56.1.p24>
- Zhang, J., & Liu, Y. (2011). Antecedents of work-family conflict: Review and prospect. *International journal of business and management*, 6(1), 89.
- Zhang, R. P., & Bowen, P. (2021). Work-family conflict (WFC)–Examining a model of the work-family interface of construction professionals. *Safety Science*, 144, 105469.
- Zhao, L., Wu, J., Ye, B., Tarimo, C. S., Li, Q., Ma, M., Feng, Y., Guo, X., Song, Y., & Zhang, M. (2023). Work–family conflict and anxiety among nurses of the maternal and child health institutions: the mediating role of job satisfaction. *Frontiers in public health*, 11, 1108384.