

# VALIDATION OF WORK-FAMILY SCALE [WFS] IN INDIAN CONTEXT

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**ABSTRACT:** The primary aim of this study is the adaptation and validation of the “Work-Family Scale” by J.H. Wayne et al. (2004). The sample for the study consisted of 309 teachers teaching in different government and private secondary schools in the districts of Jalandhar and Kapurthala in the state of Punjab in India. Out of these 197 were retained after the EFA and CFA and the other 112 were dropped due to split loading and non-clarity in values. The tool has four dimensions, measured by 16 items on a five point Likert scale. Items on the scale show the mutually corresponding impact (both positive and negative) that the two spheres of life (‘work and family’) leaves on each other. The positive mutual influence is termed as ‘facilitation’ and the negative mutual impact is called ‘conflict’. It makes four dimensions in total (WFC, FWC, WFF, FWF), and each dimension is with four items each. While conflict items would evaluate the degree of interference ( i.e. how much does the fulfillment of one’s obligation in one domain of life impede/disturb the fulfillment of his/her responsibilities in the other sphere of life (negative effects), facilitation questions check the positive impact of mutual support for better performance. In the present study, the total variance explained is 57.590 which is much higher than the requirement. Thus it is very good. With the assistance of SPSS AMOS Ver. 23.0 programming, the factor structure of SSS was validated by conducting CFA. An analysis was tried by dissecting the inside consistency of the scales, and this investigation affirmed its unwavering quality/reliability. Cronbach’s Alpha for five items (1-4 & 11) was .781, for the second group of four items, it was .764; for third group of four items it was .719 and for the final group of three items, it was .611. The found CA values are very good. The revised version of the W-F S, with its 16 items and four dimensions is thus found to possess the required psychometrics for administration on the Indian secondary school teachers.

**KEYWORDS:** School life and Family Life, Work and Family: Conflict and Facilitation; Scale: Development, Validity, and Reliability.

## I. INTRODUCTION

Every person’s life has two realms – home and work. Accordingly, she/he will have two roles to play. ‘Home and work’ are two realms of life that can influence mutually. It means that these two spheres of one’s life may either interfere with or facilitate/support the life in the other realm. The former is the negative impact (conflict) while the latter is the positive influence (facilitation). If the dual roles of the persons results in conflicts, then it is the negative impact of one over the other. WFC is bi-directional: FIW & WIF. Family interferes with work (FIW) when long and inflexible schedule for job, involvement in the job beyond limits, and occupational tensions, etc. generate inconvenience/tensions inside the family domain; it may withdraw us from our family duties. Work interferes with family (WIF) when a person’s too much of care-giving obligations and escalated association with family exercises do restrict his/her job choices, professional decisions, aspirations/yearnings, etc. and it exerts adverse effect on their work involvement, job fulfillment, and intention to proceed with one’s job.

As we have said earlier, when one realm leaves a positive impact over the other, then it is called ‘mutual facilitation’ [W-F F]. It is also bi-directional, i.e. WFF and FWF. A person can draw so many resources/assets from his/her work role. For example, payment/money, work self-sufficiency, help or support from collaborators and superiors, etc. that can decidedly impact one’s encounters and prosperity in the family realm (work-family assistance/facilitation). In the same way individuals’ family lives can contribute towards the improvement of the nature of their quality of work lives by supporting it by giving an assortment of strong assets to draw upon (family-work help/facilitation). As one’s life at the realms of ‘work and family’ leave profound influence on each other, comprehending the relationship between one’s dual obligations at these two spheres has huge implications for institutions, persons, teachers, researchers, scientists intrigued by this zone,

etc. It is essential for the employers and employees to comprehend the nature and manner of this mutual influence by 'work and family life' so as to choose the best compelling ways to deal with and cut down the work-family impedance and to propel work-family enhancement.

Now, the present study aims to validate the scale to measure the degree of the negative or positive impact of two realms of human life 'work and family' on each other - in the life of the secondary school teachers in India. The current study attempts to validate, in the Indian context, the W-F Scale developed by J.H. Wayne et. al. The twofold aim of the current study is to demonstrate the legitimacy of the construct just as to demonstrate the inward consistency of the scale.

## **II. REVIEW OF LITERATURE ON WORK- FAMILY ROLES**

Work-family roles mean the dual roles that an individual has to play in the family as well as in the work place. In our case, every teacher comes from one or other families, and therefore he/she will have multi-faceted responsibilities in the family as well as many important obligations in the school. Therefore they need to bring balance between the family life and the school life. If not, it can cause conflicts which would affect their quality of work life.

### **2.1 (a) Work-Family Conflict**

Work-family conflict can be defined as an occurring when, by virtue of participation in one role (school or family), the teacher's participation or work in another sphere (family/school) gets affected negatively. The conflict between 'work and family' among the teachers can be explained as the psychological pressures and the social problems that are confronted by teachers while maintaining family along with his/her school work. In other words, WFC can be understood as the tension produced in one realm of life by the interference by another realm of life in terms of the time devoted to fulfill one's obligations there. If one area demands more attention and involvement at the cost of the other area of life, then it causes strife or conflict between the roles. It happens in the life of teachers, for example. School life interferes with family life and family obligations, sometimes, disturb the school responsibilities. As a result, there comes tension and stress in the life of the teachers.

Singh and Deepak (2019) have come out with the view that most of the participants in their study had reported that they did experience more of 'work-family conflict' in comparison to the other way of 'family-work conflict'. The study has also confirmed that it is only 'work-family conflict variable' that was significant and only this variable had negative influence on the quality of work life. Though this study conducted on the 'WFC & Quality of Work Life among veterinary doctors' had proved the influence of both the dimensions of conflict on the QWL of the veterinarians, yet it is also confirmed that 'work to family' dimension was more common among them.

Andres' (2017) study entitled "Work-Family Conflict, Family-Work Conflict and Job Satisfaction in a Sample of Married Teachers", came out with the finding that W-F conflict is positively and considerably connected with F-W conflict and negatively and considerably connected to satisfaction in the work, while conflict between family-work has a significant but negative connection to one's satisfaction in the work.

Ashforth, Kreiner and Fugate (2000) are of the opinion that two roles become separated like water-tight compartments when their limits become mutually resolute and wall-mounted as to deny entry to each other, and when their role requirements become totally distinct from each other. They say that such distinguished obligations in both the spheres will have merits (no much tension between one's obligations at these two spheres of life) as well as demerits (impossibility of shifting from one role to another).

Sunita and Sapna (2005) explored how much influence does the various professions and the variety/host of one's obligations in the family as well as in the society leave on the 'work-family conflict' amongst working women. 03 categories of professionals like lectures, doctors and nurses were considered for this research. Results revealed that women teachers experienced low level of role conflict than women doctors and nurses.

A study conducted in the year 2011 by Panatika and companions states that conflict between the work and family spheres takes place when obligations in one sphere leave stress/pressure on the person while fulfilling his/her responsibilities in the other sphere of life. It is said that this stress/conflict between two of life can have three aspects like aspect of time, element of strain, and the element of behavior; it can also have dual orientations like either one's job can cause hindrances in his/her family life (WIF) or the other way (FIW). The researchers have also tried to find out whether there is any difference in this conflict as per the demographic factors like one's sex, marital condition, or the type of the school one works in.

Mukarram et al. (2012), through their study named "Work life conflict impact on Female's Job performance. A study of primary level female school teachers in Pakistan", tries to examine the degree of influence that WFC leaves on the 'school work performance' of the female school teachers. 200 female school

teachers from different schools participated in the study by answering the given questionnaires. It was found by the researchers that WFC had negative influence on the 'school work performance' of the female school teachers.

The responsibilities of a person at home can sometimes interfere with his/her obligations at work and vice-versa. Erdamar and Demirel (2013) tried to examine the bi-dimensional tensions between two significant realms in the life of teachers – life in the place of one's job and one's life in the family. They come out with the findings that in comparison to the 'family interfering with work', it is the interference by the work in the sphere of family that the teachers experience more. It is mostly seen among the teachers that a family problem goes with the teacher and it impedes the fulfillment of the school obligations; and after a day's tiresome work in the school the teacher finds it difficult to fulfill the family responsibilities sincerely as certain tension from the school continues to haunt him/her even at home.

Modern life has numerous issues within various dimensions and W-F-C is one of the factors that have extensive impacts. A research by Nart & Batur (2014) has come out with the finding that WFC has a solid negative impact on job stress, and that it has a partial influence on their commitment towards the schools where these teachers work in.

Having examined the above-mentioned review of literature on the topic 'work-family conflict', we come to know that different researchers have conducted studies on the topic in different occupational fields and they are unanimous on the point that W-F conflict affects QWL of the employees; and it is a bi-directional phenomenon (W-F C & F-W C).

### **2.1 (b) Work-Family Facilitation**

According to Frone (2003), WFF is "the extent to which participation at work (or home) is made easier by virtue of the experiences, skills, and opportunities gained or developed at home (or work)". According to Grzywacz & Marks (2000) and Kirchmeyer (1992), what we mean by WFF is that the skills gained or capabilities attained at work enables a person to fulfill his/her obligations at home sincerely and successfully; and the vice-versa is FWF.

In the case of the school teachers, WFF or work facilitating family life can be understood as the situation when the teachers' school work-experiences improves/enhances his/her performance at home or it enables him/her to fulfill the family obligations better. The vice-versa can be said to be FWF or family facilitating school life. W-F facilitation focuses on the beneficial relationship between the paid work/school work and the unpaid work/family responsibilities. Facilitation occurs bi-directionally: W-F facilitation and F-W facilitation. The former (WFF) is the extent to which the teacher's engagement in the school work contributes to the growth in the family; and the latter (FWF) is the extent to which the teachers' gained experiences from their life in the family give them a feeling of fulfillment and enables or supports them to perform better at work, and to cope up with situations and people in a more better way.

As we read through the related literature, we come to know that so many people have done several research studies on the topic 'work-family facilitation' and on the related factors. We shall discuss some of them below:-

The concept 'work-family roles' can be looked at from several aspects and different researchers have studied it mainly from four different aspects or under four constructs. Some of them like Edward & Rothbard (2000) have done from the aspect of "positive spillover"; Boyar & Mosley (2007), and Voydanoff (2005) have attempted it from the perspective of "facilitation"; Sieber (1974) examined it under the construct "enhancement" and researchers like Greenhaus & Powell (2006) and Grzywacz & Bass (2003) have studied it from the dimension "enrichment". Even though these constructs may appear to be similar and thus mutually interchangeable, yet a closer look at them will reveal to us that they are actually different.

A meta-analytical study by McNall, et al. (2014) has attempted to examine the relationship of mutual enrichment between 'work and family spheres' of a person's life. It is looked at from different dimensions like in relation to results related with work, in relation to effects outside the work realms, and in relation to consequences connected to health. The results confirmed the positive relationship that mutual enrichment between 'work and family spheres maintained with factors like sense of fulfillment in work, physical and mental health, etc.

Gopalan, Neena (2011) is of the view that both work and non-work factors have the potential to bring in facilitation between work and family spheres of life. They say that the fulfillment of one's responsibilities in the sphere of work can be enhanced with the support the persons receives from his/her spouse or from other members in the family and thus it contributes towards one's satisfaction in life. It is also revealed that support received from one's institution itself contributes towards 'work sphere to non-work sphere facilitation'. If a person is satisfied in realm of his/her work, then it will contribute towards one's satisfaction in the family sphere too. Thus he/she will enjoy satisfaction in the overall life.

According to Carlson et al. (2006) facilitation is the improvement made in one’s performance in one sphere of life due to the support received from the attained experiences in the other sphere. In simple words, it is the mutual support to each sphere of life –given and received. A study by Edwards and Rothbard (2000) explains the concept of ‘positive spill over’ as the exchange of experiences in one sphere of life to the other. For example, if a person’s experiences in the work realm enable him/her to perform better in the family, then it is a positive spill over. It is a transfer of experiences from one domain to the other.

Some researchers like Hanson, Stoddard, etc. opine that the support mutually given and received between the two domains of life (spheres of work and family) can save people from the problems like tensions, depression, alcoholism, drug addiction, suicide, etc. and can also enhance their mental health.

From the review of above mentioned literature on work-family facilitation, we come to know what exactly the concept ‘work-family facilitation’ means – we get a comprehensive idea about it. It means that the benefits or gains or experiences, etc. that a person attains from one sphere of his/her life do contribute towards the enhancement or improvement of his/her life in the other sphere. Smooth or better life in each domain is facilitated with the help of the benefits gained from other sphere/domain of life. It is therefore bi-directional (W-F F & F-W F). Several researchers have suggested that the process of mutual facilitation between these two domains of work and family could enhance the degree of satisfaction within one’s married life as well as the family life and as a result better feeling of satisfaction in the overall life of the person.

**III. METHODOLOGY**

**3.1 Sample**

The subjects of the study comprised of 197secondary school teachers from two districts (Jalandhar and Kapurthala) of Punjab, India. The teachers were selected through purposive sampling technique. For the selection of the schools, random sampling technique was used.

**3.2 Instrument : Work-Family Scale [WFS]**

Through this present study, the researcher primarily aims to validate the “Work-Family Scale” developed by J.H. Wayne et. al. (2004) in the context of the ‘school and family life’ of the secondary school teachers working in India. The original questionnaire for the survey had four dimensions [ WFC, WFF, FWC, FWF ] and each dimension had four items each which makes 16 items in total (Table 3.2.1). Each item asks to indicate the preference of the participants. Mutual impact work-family roles are is measured on a five-point Likert scale ranging from 1-5 = “all the time (1) , often (2), sometimes (3), rarely (4), and Never (5).

**3.3 Procedure**

Having obtained the consent of the heads of the schools (both government and private secondary schools), with their assistance, the questionnaire was administered to the teachers during their free times. The purpose of the visit was explained to the teachers. The instructions on the filling of the responses were clearly provided to the subjects and their help in the gathering of the data was sought and it was well appreciated. The teachers took around fifteen minutes to fill the questionnaire and then they returned it to the researcher.

**Table 3.3.1 Items –factor Loading - WFS Item Factor Loading**

Item	Factor Loading	Dimension Loading	Inter-Dimension Loading
1	.57		
2	.69		
3	.73	F <sup>1</sup>	F 1 - .33
4	.69		F <sup>1</sup> – F <sup>2</sup> - .65
11	.41		F <sup>1</sup> – F <sup>3</sup> - .30
9	.52		
10	.78	F <sup>2</sup>	F 2 - .27
12	.86		
14	.37		F <sup>2</sup> – F <sup>3</sup> - .13
5	.52		
6	.61	F <sup>3</sup>	F 3 - .27
7	.67		
8	.67		F <sup>2</sup> – F <sup>4</sup> - .48
13	.34		F <sup>3</sup> – F <sup>4</sup> - .29
15	.78	F <sup>4</sup>	F 4 - .11
			F <sup>1</sup> – F <sup>4</sup> - .34

16	.70		
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**IV. RESULTS**

Here in this present study, 309 data entries from the questionnaire survey of secondary school teachers were used for the analysis. SPSS statistics was used. During the EFA and CFA, a split loading was found. So no clarity in the statistical result was found. CFA did not give appropriate values. Thus, in keeping with the analysis and the survey of the related literature, the researcher removed 112 entries which did not have values more than 0.05 and the remaining 197 entries were retained. Outlier removal techniques in the SPSS /Mahalanobis distance were applied here. Then again EFA and CFA were conducted. Thus now we have the following statistical results:

**4.1 Factor Analysis**

Coakes (2013) defines ‘factor analysis’ as the method of decreasing/lessening data which is employed to make smaller sets of variables out of large numbers and to bring all variables of similar features together under one category. In order to ascertain the basic layout of the variables in this study, we have employed the ‘principal component factor analyses with varimax’ with ‘Kaiser Normalization rotation’. The KMO value, Bartlett's Test result, etc. for the present study is given below.

**Table 4.1.1 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.784
Bartlett's Test of Sphericity	Approx. Chi-Square	1464.397
	df	120
	Sig.	.000

A number of standards/yardsticks will be put into use so as to decide which all elements/components are to be removed from the analysis. One of such yardsticks or considerations will be the ‘communalities value’ that needs to be necessarily above .50. This value tells us about proportion of variance of each variable that can be explained by the factures. In the present study the extraction values are very high and thus it is very good.

According to Hair et al. (2006), the amount of total variance accounted by the factor is represented by the ‘Eigenvalue’ of one single factor. The total variance explained in this study is 57.590 (Table 4.1.2) which is much higher than the basic requirement. Thus it is found to be very good.

**Table 4.1.2 Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.238	26.487	26.487	4.238	26.487	26.487	2.818	17.611	17.611
2	2.242	14.012	40.498	2.242	14.012	40.498	2.230	13.937	31.548
3	1.516	9.473	49.971	1.516	9.473	49.971	2.092	13.075	44.623
4	1.219	7.618	57.590	1.219	7.618	57.590	2.075	12.967	57.590
5	.975	6.097	63.686						
6	.876	5.472	69.158						
7	.708	4.424	73.582						
8	.678	4.239	77.822						
9	.645	4.030	81.852						
10	.564	3.527	85.379						
11	.501	3.133	88.512						
12	.445	2.782	91.293						
13	.406	2.538	93.831						
14	.370	2.310	96.141						
15	.327	2.045	98.185						

16	.290	1.815	100.000					
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Extraction Method: Principal Component Analysis.

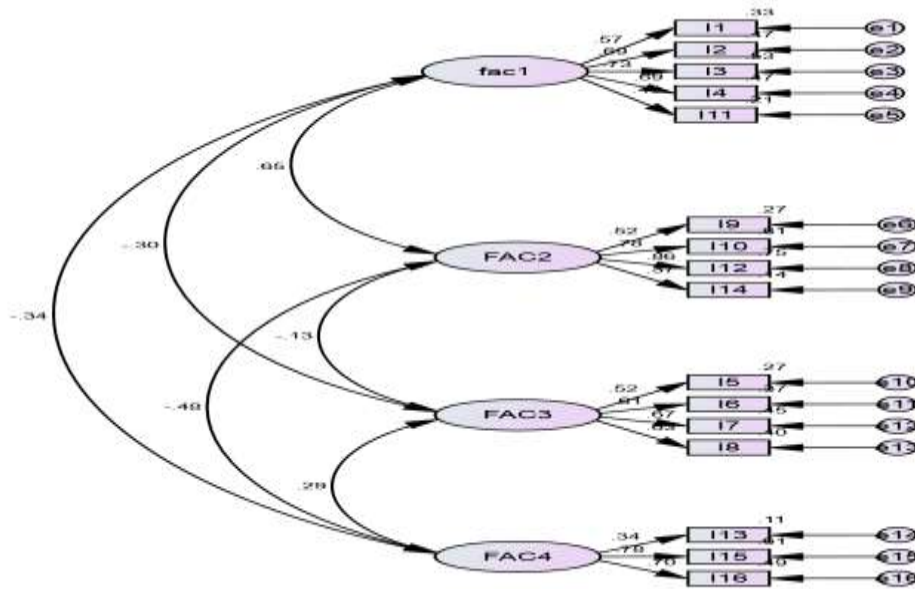
Rotated component matrix/RCM (Table 4.1.3) is employed to do the interpretation of the factor. RCM is sometimes referred to as the loadings. Only those items that has a loading of .50 and above on one factor will be taken to consideration. Here factor loadings are high with good values. Thus, it is very good.

**4. 1. 3 Rotated Component Matrix<sup>a</sup>**

	Component			
	1	2	3	4
I4	.763			
I3	.727			
I1	.710			
I2	.678			
I11	.534		.343	
I10		.724		
I12	.386	.713		
I14		.710		
I9		.489		
I6			.802	
I5			.708	
I8			.606	
I7			.581	.445
I15				.779
I16				.738
I13				.611

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.<sup>a</sup>

**4. 2 Confirmatory Factor Analysis**



**Figure 4.2.1 Factor Loading of Sixteen items on SSS using SPSS Amos Ver. 23**

**4.3 Model Fit Summary**

The Fitness estimates of the Model are as follows :-

Measure	P value	CMIN/DF	RMR	RMSEA	GFI	IFI	TLI	CFI
Benchmark	> 0.05	< 3	<0.08	<0.08	>0.90	>0.90	>0.90	>0.90
Result	.000	3.521	.633	.000	.455	.823	.780	.820

**4.4 Reliability Analysis**

Cronbach’s Alpha is the estimate of reliability, of internal consistency reliability and it is the indicator of consistency. How could a researcher decide/ascertain the expanse/range of the compatible results produced by a scale? It is done with the assistance of ‘reliability analyses’. The Cronbach’s Alpha value for each variable in the present research is depicted below.

Case Processing Summary – For All Variable Items ( 01 – 16)				Variable Items	Cronbach's Alpha	N of Items
Cases	Valid	N	%	1 - 4 & 11	.781	5
	Excluded <sup>a</sup>	197	100.0	5, 6, 7, 8	.764	4
	Total	0	.0	9, 10, 12, 14	.719	4
		197	100.0	13, 15, 16	.611	3

a. Listwise deletion based on all variables in the procedure.

**V. DISCUSSIONS**

Here in this present study, 309 data entries from the questionnaire survey of secondary school teachers were used for the analysis. SPSS statistics was used. During the EFA and CFA, a split loading was found. So no clarity in the statistical result was found. CFA did not give appropriate values. Thus, in accordance with the analysis and the survey of related literature that was available, the researcher removed 112 entries which did not have values more than 0.05 and the remaining 197 entries were retained. Outlier removal techniques in the SPSS /Mahalanobis distance were applied here. Then again EFA and CFA were conducted.

In the present study, the total variance explained is 57.590 which is much higher than the requirement. Thus it is very good. With the assistance of SPSS AMOS Ver. 23.0 programming, the factor structure of SSS was validated by conducting CFA. An analysis was tried by dissecting the inside consistency of the scales, and this investigation affirmed its unwavering quality/reliability. The cronbach's alpha value found for the first group of five items, was .781, for the second group of four items, it was .764; for third group of four items it was .719 and for the final group of three items, it was .611. The found CA values are very good. The revised version of the W-F S, with its 16 items and four dimensions is thus found to possess the required psychometrics for administration on the Indian secondary school teachers.

## VI. LIMITATIONS

The study sample size can be increased and teachers from other districts of Punjab state can also be included. One of the significant demerit/drawback found in the present study could be that most of the participants or the sample subjects were female teachers. Reliability of certain scales in the tool can be improved.

## VII. CONCLUSION

The revised W-FS tool needs to go through multiple investigations in a culturally diverse nation like India, on teacher subjects of different populations in various academic settings. However, the presence of such a tool in the Indian context is very useful to the researchers and educators involved in the understanding and promotion of social support system among teachers working at the secondary schools.

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