# CAUSES AND CONSEQUENCES OF WORK-FAMILY CONFLICT (WFC) AMONG THE FEMALE FACULTY MEMBERS OF BANGLADESHI UNIVERSITIES: AN EPRIRICAL STUDY

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## ABSTRACT

*Work-family-conflict (WFC) has already been a crucial issue among the female professionals in Bangladesh. Irrespective of age, marital status, having child or not, this problem has been seized the female faculty members at all levels in the country. Based on the nature of the university (i.e., public & private), the impact of it varies. This paper initiates to identify the factors that are responsible for creating WFC among the female faculties in Bangladesh, what kind of impact WFC brings on their personal & professional lives, and what measures can be taken to check this problem as well. This empirical study consists of both primary and secondary data. Besides these, this study emphasizes on developing some probable solution for controlling and minimizing WFC at universities as it is related to the performance of faculties' class performance and their career growth as well.*

***Keywords****: Work-family conflict, female faculty members, job stress & dissatisfaction, job performance.*

## INTRODUCTION

Work and Family – these two domains of an individual play very significant role in anyone's life. Because these two terms represent two important aspects of an adult's life (Esson, 2004). Both of these two variables play unique & significant contributions in human behavior (Esson, 2004). Work-family Conflict (WFC) was previously seen in developed countries. Now a days, it has already become a common phenomenon in developing countries too. Bangladesh is also facing this crisis severely. Currently, the participation of Bangladeshi women in professional fields is much higher than that it was several decades back. In relation to that, WFC has been creating some difficulties among women living in

Bangladesh. Therefore, it is essential to understand the causes that are responsible to create WFC as well as the consequences of this conflict in human lives, especially, among female professionals.

In Bangladesh, women's participation at various educational institutions is significantly mentionable and this number is, increasing day by day appreciably. Therefore, it is important to identify - what factors are responsible for creating work-family-conflict among female faculty members in Bangladesh, what kinds of impact WFC brings over their lives, what are the possible ways to reduce or check that as well. Though several past researchers attempted to figure out these responsible factors and its consequences as well, however, the need for new research on this issue is a time demand.

## OBJECTIVES OF THE STUDY

The major objective of this paper is to find out reasons and consequences of WFC among female faculty members of Bangladesh, and to draw possible solutions to prevent that as well. Specific objectives are as follows:

i. One of the specific objectives of this study is to identify - what are the factors that are responsible for creating WFC among female faculty members employed at various universities in Bangladesh.

   In addition, to draw a comparative scenario between public and private universities' female-faculty members regarding on – how these factors are affecting their family life and professional life.

ii. This study also intends to find out - what are the consequences of such WFC in personal life and professional life.

   More specifically, what kind of outcomes a female faculty member of Bangladesh, usually, has to carry out that derives from WFC; how WFC is creating disturbances on their physical & mental health and on their family life, social life, and on their career as well.

iii. Another specific objective of this study is to define - what measures can be taken to keep WFC at a minimum level. That is, what steps can be taken from personal level, from organizational level, and what initiatives the Govt. can take in order to minimize WFC and to keep it at minimal level as well.

# METHODOLOGY

This is highly an empirical study includes both exploratory and descriptive approaches. Data were collected from a sample of thirty (30) female faculty members of different designations. Samples were chosen randomly. Nineteen (19) of them are engaged with various private universities (i.e. 63% of total population) and the remaining eleven (11) are employed at public universities of Bangladesh (i.e. 37%).Ten (10) universities were chosen randomly as sample of this research.

Of these ten universities, 03 are from public universities and the remaining 07 are from private universities of Bangladesh. Faculty members from all ranks (lecturer, assistant professor, associate professor & professor) were covered. Data were collected through in-house survey and computer questionnaire accompanied with likert scale summated rating and open-ended questionnaire in both formats.

Respondents were asked to identify the factors that cause WFC, and to explain the impact or consequences of WFC on individual and organizational performance. The respondents consisted of female faculties- unmarried, married without children and married with children.

Out of 30 respondents, 26 were married (i.e. 87%), and 04 respondents were unmarried (i.e. 13%).

Of the 26 married respondents, 21 had children (i.e., 81%), and 5 did not have children (i.e., 19%) by that time.

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| | | Lecturer | Assistant Professor | Associate Professor | Professor | Total | Grand Total | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | | | | In Number | In Percentage (%) |
| **Public Universities (03)** | Unmarried | 01 | -- | -- | -- | 01 | **11** | **37%** |
| | Married without Children | 01 | -- | -- | -- | 01 | | |
| | Married with Children | 01 | 3 | 3 | 2 | 09 | | |
| **Private Universities (07)** | Unmarried | 02 | 01 | -- | -- | 03 | **19** | **63%** |
| | Married without Children | 02 | 02 | -- | -- | 04 | | |
| | Married with Children | 05 | 05 | 02 | -- | 12 | | |
| | | | | | Total= | 30 | 30 | 100% |

**Figure: Demography of Respondents.**

## LITERATURE REVIEW

Greenhouse & Beutell, who were two of the very early scholars who worked on Work-Family Conflict (WFC), stated that **Work-family-conflict** occurs when there are incompatible demands between the work and family roles of an individual that makes participation in both roles more difficult. WFC occurs when an individual has to perform multiple roles: spouse, professional, and parent. In order to perform these multiple roles properly, it is required to put sufficient time, energy and commitment on each role. WFC exists when pressures from work and family roles are mutually incompatible, such as participation in one role is made more difficult because of participation in another role (Greenhaus & Beutell, 1985).

Jacque L. King (2005) states that the incompatibility between the domain of work and the domain of family is work-family conflict. Conflict between these domains occurs when participation in

one role is more difficult due to participation in the other role. Researchers found that conflict between work and family is bi-directional.

Researchers identified two forms of WFC: (i) **Work–to-family conflict**, and (ii) **family–to-work conflict**. **Work-to-family conflict** occurs when experiences at work interfere with family life (e.g. extensive, irregular, or inflexible work hours, work overload and other forms of job stress, interpersonal conflict at work, extensive travel, career transitions, unsupportive supervisor or organization).

On the other hand, **Family-to-work conflict** occurs when experiences in the family interfere with work life (i.e., presence of young children, primary responsibility for children, elder care responsibilities, interpersonal conflict within the family unit, unsupportive family members) (Gina M. Bellavia, 2005). Today, work-family conflict (work interfering with family) is more prevalent than family-work conflict (family interfering with work) though both can occur. However, regardless of the direction of causation, when one domain is discordant with another domain, the result is conflict and increased stress on the individual (King, 2013).

Therefore, work-family conflict is a complex, multi-dimensional construct. Work-family conflict is conceptualized as a construct with dual direction (work-to-family and family-to-work), and specific to multiple life roles (e.g., spouse, parental, elder care, home care, and leisure) (Ahmad, June 2008). Acknowledging the prevalence of work-family conflict and its negative outcomes, it is, therefore, critical to develop a model on predictors of work-family-conflict (Ahmad, June 2008).

Work-family conflict also has multiple forms (time-based, strain-based, and behavior-based):

**Time-based conflict** is evident when time pressure of one role prevents an employee from being able to allot time to meet the demands of another role Greenhaus & Beutell, 1985; Kelloway et al., 1999).

**Strain based conflict** occurs when pressure or strain from one role affects how a person performs in another role, and **Behavior-based conflict** occurs when behavioral patterns required and exhibited in one role are incompatible with those required for another role (Greenhaus & Beutell, 1985).

It is evident that the overall work-family conflict construct results to both work related consequences and family related consequences as well. In relation to that, Frone along with his research-associates defined that family- work conflict has family based antecedents and leads to

work related outcomes, whereas the work-family conflict facet has work-based antecedents and leads to family related outcomes (Frone et al. 1992; 1997). Researchers showed that despite of the unique findings for each of these two facets, WFC as an overall construct, has a greater aggregated impact than that of each of the individual facets (Frone et al., 1992; Frone, 2003).

M. A. Akkas demonstrated that the main variables responsible for WFC are - long working hour, job inflexibility, work overload, child care responsibility, age of children, dependent care responsibility, discrimination at work place, inadequate supervisory support, autocratic management style, inadequate family support, and the absence of husband's support (Akkas, 2016). WFC is more acute among female employees. Research shows **-** every female employee faces **Work-to-Family Conflict** and **Family-to-Work Conflict** (Mustafa, Khursheed, et.al. 2018)**.** According to Faisal Mustafa, Ambreen Khursheed, et. al**.,** the key factors of these problems are long working hours, family demand, individual perception, high work demand, lack of spouse support and inflexible schedule. Mustafa, et. al., in their research findings, also showed that some respondents believe – the problem of WFC depends on women's time management and preferences of work, too (Mustafa, Khursheed, et.al. 2018). Besides these, workplace characteristics, oftentimes, lead to higher levels of WFC (Mustafa, Khursheed, et.al. 2018).

Therefore, to search the factors those are responsible for creating WFC in a female-faculty member living in Bangladesh is one of the primary motives of this study. In addition to this, what measures can be taken by employers and other related parties as well in order to bring and sustain **work-family-balance** in a female faculty member's life – is another prime objective of conducting this study. **Work-life-balance** is maintaining equilibrium between responsibilities at home and at work (Mustafa, Khursheed, et.al.  2018). Work-family-balance allows an employee to deal with multiple duties both at home, workplace and at social level as well (Mustafa, Khursheed, et.al.  2018).

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**FINDINGS AND ANALYSIS**

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- **FINDINGS**

Some crucial findings and a comparative scenario between private and public university faculty members along with interpretations are presented here:

| Sl. No. | Area of Concern | Nature of University | | | |
|---|---|---|---|---|---|
| | | Private University | | Public University | |
| | | Strongly Agree | Agree | Strongly Agree | Agree |
| 01. | I am satisfied with the working-hours that I need to spend weekly/daily at my workplace. | 00% | 05% | 45% | 27% |
| 02. | The job demands more time & responsibilities from me than that of my family. | 16% | 47% | 09% | 27% |
| 03. | My job has many things that are stressful most of the time. | 21% | 21% | 9% | 18% |
| 04. | I feel very much stressed most of the time because of my job. | 11% | 26% | 00% | 9% |
| 05. | My working-hours prevent me from spending more quality time with family. | 16% | 53% | 09% | 09% |
| 06. | My family understands my working situation or work-demands. | 58% | 32% | 45% | 55% |
| 07. | My family is ready to accept my working hours and work demands. | 11% | 53% | 27% | 73% |
| 08. | I have enough hours to spend with my family although I stay long hours at workplace. | 00% | 21% | 00% | 64% |
| 09. | My family feels stressed because of my long working-hours and work responsibilities. | 21% | 26% | 00% | 09% |
| 10. | Employer sends me for training/courses to improve skills, although these are out of working hours. | 16% | 42% | 09% | 64% |

| | | | | | |
|---|---|---|---|---|---|
| 11. | The amount of time my job takes from me makes it difficult to fulfill my family responsibilities. | 21% | 48% | 09% | 09% |
| 12. | I can spend the weekends with my family. | 16% | 47% | 55% | 36% |
| 13. | I can attend to my kids' school activities whenever required. | 11% | 05% | 00% | 46% |
| 14. | I can take time off from my work and be with kids and other family members if they are sick. | 21% | 42% | 18% | 64% |
| 15. | My job makes it difficult to be the kind of spouse or parent I would like to be. | 26% | 21% | 09% | 27% |
| 16. | I need more flexibility about work timing. | 68% | 11% | 18% | 09% |
| 17. | I seek for a job that offers an opportunity to keep balance between professional life and family life. | 79% | 00% | 46% | 00% |
| 18. | My work schedule often conflicts with my family life. | 32% | 21% | 09% | 18% |
| 19. | The job demands so much work to do that it takes away from personal interests. | 47% | 32% | 00% | 36% |
| 20. | Oftentimes, I have to make changes of my personal plans due to work-related duties. | 48% | 26% | 09% | 46% |
| 21. | Oftentimes, I find it difficult to agree with this University's policies on important matters relating to its faculty-members. | 37% | 37% | 18% | 27% |
| 22. | The university is flexible about leave and entry in it. | 16% | 16% | 45% | 45% |
| 23. | There is not much to gain by sticking with this university indefinitely. | 00% | 16% | 10% | 00% |
| 24. | This is the best of all universities for which to work. | 05% | 16% | 27% | 27% |
| 25. | Deciding to work for this university was a definite mistake. | 05% | 16% | 00% | 00% |

| 26. | I feel emotionally drained from my work. | 16% | 26% | 00% | 00% |
|---|---|---|---|---|---|

## ANALYSIS BASED ON FINDINGS

➢ It is found that 95% respondents from private universities are dissatisfied with the working-hours that they need to spend weekly/daily at workplace. On the other hand, this rate is 28% in case of respondents from public universities. Besides these, 63% respondents from private universities state that their job requires more time and responsibilities from them than that of their family time whereas 36% respondents from public universities expressed the same view.

➢ 42% respondents from private universities and 27% from public universities expressed that their job possess a number of features that are stressful to them most of the time. 37% from private universities and 9% from public universities said that they feel very much stressed most of the time because of their job.

➢ 47% respondents from private and 9% respondents from public universities expressed that their families feel stressed because of their long working-hours and work-responsibilities. Besides these, 69% from private and 18% from public universities expressed their views that their working-hours prevent them from spending more quality time with their families. Only 10% from private and 00% from public universities state that their families do not understand their working situations or work-demand. That means, majority of the families can feel the work situation/work-demand. It is a good sign that in todays, family members can realize the working situation/ work demand. Therefore, female faculty members of Bangladesh are now getting more support from their families than that of previous years. 64% respondents from private and 100% from public universities opined that their families are ready to accept their working- hours and work-demands. So, it is evidenced that majority of the families, now a days, have been liberal in this regard than that of early days which is truly a positive indicator.

➢ Only 21% respondents from private and 64% from public universities stated that they have enough hours to spend with their families although they have to stay long hours at workplace. It shows that substantial number of faculty members from private university is

dissatisfied with the working hours that they need to spend at their workplaces. 69% respondents from private universities and 18% respondents from public universities said that the amount of time their jobs takes up from them makes it difficult to fulfill their family responsibilities.

➢ 58% respondents from private and 73% respondents from public universities said that their employers send them for training/courses to improve skills although they are out of working hours. It is a matter of concern that faculty members are sent to various professional, developmental activities but their spent times on those programs are excluded from their working-hours.

➢ 53% respondents from private universities and 27% respondents from public universities expressed that their wok-schedule often conflict with their family lives.
63% respondents from private universities and 91% respondents from public universities expressed that they are able to spend weekend with their families. Therefore, it is a proof that a certain portion of female faculty members in the country is deprived of enjoying weekends with their families. In addition to this, only 16% respondents from private universities and 46% respondents from public universities opined that they are able to attend their kids' school activities whenever required. 63% respondents from private universities and 82% respondents from public universities expressed their views that they can take time off from works and be with their kids and other family members if they fall sick.

➢ 47% respondents from private universities and 36% respondents from public universities said that their jobs make it difficult to be the kind of spouse or parents that they would like to be. Besides these, 79% respondents from private universities and 46% respondents from public universities said that they look for a job that offers an opportunity to keep balance between professional life and family life. So it is an alarming message that a high rate of female faculty members of the country are not happy with their current jobs and therefore, they seek for a workplace that will enable them to maintain balance between professional life and family life.

➢ 79% respondents from private universities and 27% respondents from public universities expressed that they need more flexibility about work timing. Therefore, it is evident that a high rate of female faculty members from private universities is experiencing inflexibility

about their work timing. Moreover, 79% respondents from private universities and 36% respondents from public universities expressed that their job demand so much works to do that it takes away from personal interests.

➢ Only 32% respondents from private universities and 90% respondents from public universities agreed on flexibility of leaving and entering in their organization. It shows that most of the faculty members employed in various private universities have to follow very stringent work-schedules. In addition to this, 74% respondents from private universities and 55% respondents from public universities said that they need to change their personal plans frequently due to work-related duties.

➢ 74% respondents from private universities and 45% respondents from public universities expressed their views that oftentimes they find it difficult to agree with their corresponding university's policies on important matters relating to its faculty-members.
Besides these, only 16% respondents from private universities and 10%, respondents from public universities expressed their views that there is not much to gain by sticking with the organization where they work. In relation to this, only 21% respondents from private universities and 54% respondents from public universities said that their organization is the best of all to work.

➢ 21% respondents from private universities and 0% respondents from public universities expressed that deciding to work for their organization was definite mistake. In addition to this, 42% respondents from private universities and 0% respondents from public universities expressed that they feel emotionally drained from their jobs.

➢ However, it is found that WFC is more acute towards female-faculty members of private universities in Bangladesh in comparison to female-faculty members of public universities. Faculty members from public universities can enjoy more flexibility in terms of timing and others than that of private universities.

❖ **Based on the above discussion and findings, we can point out the following factors that are responsible for creating work-family-conflict, and their possible outcomes are also presented here:**

➢ **Longer Working Hours:** Most of the faculty members from private universities have to spend longer working hours at their workplaces than that of public universities' faculties. Average working hours spent by private-university-faculties are 35 to 40 hours in a week. Long working hours bring negative consequences on personal life and family life as well. Longer working hours result in job stress among the faculty members. Many female faculty members are in tremendous job stress since they could not manage work and family demand simultaneously.

➢ **Inflexible Work Schedule:** Since most of the faculty members from private universities need to spend a certain time-period weekly at their institutions, therefore, it brings severe impact on their family lives. Very often, they need to change their personal plans for maintaining the required time-period at office. Faculty members, who have children, are often unable to attend their children's school activities or other related programs.

➢ **Lack of Proper Working Environment:** Sometimes the working environments at department/university are not congenial enough for the female faculty members. There may exist political influence, biased attitude of the-fellow colleagues or, even sometimes female faculty members cannot work freely because of fellow colleagues having bad-personality traits. These negative qualities of fellow colleagues make the work-environment polluted. It brings very negative impacts over the female faculties. Oftentimes, they feel mental stress & insecurity because of such unhealthy work-environment. These often compel them to quit from the job.

➢ **Less or No Time for Leisure:** A good number of respondents expressed their opinions about maintaining very long, inflexible work-schedule, and performing different types of academic and non-academic duties and responsibilities at university. While performing various academic and non-academic duties, they are not getting enough time for relaxation although they feel very much exhausted. Only a few hours that they possess after their work are spent on preparing lectures, evaluating assignments, performing other relevant academic activities as well. As a result, they are not having sufficient time neither for relaxation nor patronizing their passion. These are responsible for reducing their enthusiasm towards works.

➢ **Intense Financial Requirement:** Living cost in urban areas of Bangladesh has been increasing at a higher rate. In order to maintain a minimum standard of living, now days, both husband and wife have to earn side by side. This family demand is also responsible for creating WFC. Because when a woman is performing this dual role at home and office simultaneously, she oftentimes, fails to have sufficient time or scope to dedicate in both domains properly.

➢ **Demand from Family:** The traditional Bangladeshi society expects that women will take care of her children and other family members as well. After performing lots of responsibilities at workplace, it becomes very difficult to concentrate fully on children and other family members by women. This dual role of women often creates dissatisfaction among her family members; they feel not being treated properly by their spouse/mother/daughter/daughter-in-law/sister-in-law/others.

➢ **Traditional Gender Role Expectation:** Although participation of women at various fields has already been very common, however, yet today, many families think that women have to perform family-responsibilities at first, and then come to other activities. Such traditional family perception acts as an obstacle towards female faculty members in the country.

➢ **Unsupportive Family Members:** From the study, it is found that unsupportive attitudes of family members towards female faculty members in BD still exist. Though this percentage has been reduced significantly than that of previous years, however, even in today, it exists and is significantly responsible for WFC.

❖ **SOME MORE  CONSEQUENCES OF WFC**
Now a days, researchers, employers and employees are focusing more on understanding the consequences of work-family conflict (WFC). Keeping this in mind, respondents were asked to identify the outcomes of WFC. The consequences of WFC are alarming. What factors are responsible for WFC and what are their outcomes – these are already mentioned at the findings section.  However, some specific consequences of WFC are stated here:

a) WFC does not only affect an individual female-faculty member but also to her family members, organization as well.

**b)** WFC leads to poor job satisfaction and greater propensity to leave a position.

**c)** WFC is responsible for high level of absenteeism from work.

**d)** It creates physical and mental or emotional fatigue, job stress, violence in the workplace. These ultimately result in decreased health, poor job performance, or even occupational burnout.

## RECOMMENDATIONS BASED OF STUDY FINDINGS

Based on the study, it is evident that work-family-conflict (WFC) is responsible for certain factors. Consequences of WFC have also been identified. However, certain initiatives can work well to reduce WFC. These are discussed here:

➢ **Flexible Time Schedule:** It is not only about female faculty members, rather regardless of gender, no faculty members should be confined to specified time-schedule (i.e. 40/38/35 hours weekly) at work-place. There should not be any restrictions for the faculty members regarding on when to enter or exit the workplace except class time, invigilation time, official meetings and other official activities. Faculty members should have the right to decide – whether attending a particular program is necessary/beneficiary for them or not. No one should compel them to attend a particular program.

➢ **Redefinition of Structured Role:** WFC can be reduced by changing the traditional role-expectations by family members (i.e., husband, children, mother-in-law and other family members) upon working women. Husband along with other family members must extend full support to working women to reduce domestic pressure. Men should also take part in household activities and childcare activities. They should do it not only for the sake of their spouse, rather for the greater interest of the society as well.

➢ **Formulation of Congenial-Working Policies:** Organizations may formulate and implement flexible working policies including part time work arrangement, less-hour schedules to reduce WFC. Developed workplace policies and initiatives can increase work-family-fit. Such initiatives may alter the work-environment that will enhance work-efficiency of the faculty-members.

➢ **Shared Parenting:** Shared parenting can be practiced in our country. Many developed countries have introduced a paternity leave scheme. This system has been proved itself as a good solution to manage WFC.

➢ **Child Care Centers:** A good number of respondents suggested that establishing childcare centers at their workplace can reduce their stress. Government may take initiatives to establish childcare centers at various places in the urban areas. Besides these, various private organizations may also contribute in developing childcare-centers as their CSR activities.

➢ **Social Support:** Social support can also be an effective tool to keep balance between family-life and work-life. In a family, where both husband and wife are engaged in jobs, social support works best there. Support must be mutual, i.e; each partner must provide support as well as receive support. Thus, it may help to keep the WFC under control and to maintain both of the domains (family life & professional life) simultaneously.

➢ **Ensuring Decent Work Environment:** Universities must develop decent work environments in it. Chairperson of the department, dean of the faculty should be very careful about establishing and upholding a decent, professional work-environment inside the organization. In addition, this is to be done with the cooperation of all faculty-members regardless of gender. A healthy, supportive work environment can play a very significant role in minimizing turnover and job stress among female faculty members.

## CONCLUSION

From the overall study, it has been seen that work-family-conflict (WFC) has already been a serious problem for the female faculty members of the country, especially among the married faculties. The study identifies several factors that are responsible for creating WFC among the female faculty members of the country, like as inflexible work schedules, longer working hours, unsupportive family members, traditional gender role expectation, intense financial needs, less or no time for the faculties for their leisure, unhealthy work-environment etc. As a result, female faculty members of the country have been suffering from various physical, mental illnesses and are facing various social problems as well. All of these may lead to absenteeism from work, creating physical and mental fatigues, job stress, violence in the workplace etc. These ultimately results in low job performance, poor health condition, quit from the job as well. Therefore, it is

evident that an unfriendly university policy/culture generates the possibility of creating conflicts between work-life and family-life among the female faculty members. This conflict along with its consequences is more acute in private universities than that of public universities of Bangladesh. However, WFC can be eliminated if private universities reschedule their works, withdraw the compulsory time framing. Above all, university-authorities should take steps to establish healthy and professional working environment within and out of the campus. Besides these, society people's perception should be developed; they must understand the dual role played by a female faculty member.

## RESEARCH IMPLICATIONS & FUTURE DIRECTION

The result of this study may help the university authorities, especially, the private university authorities, to understand the impact of WFC on their female-faculty members' performance and the organizational performance as well. Consequently, they may emphasize on enforcing the suggested factors in order to create a healthy, congenial work-environment inside and out of the university. As a result, female faculty members will feel more self-belongingness towards their universities. These will lead them to perform more effectively. All of these may enable universities to retain their talented female faculty members and to increase the overall productivity of the university as well.

However, this study is not beyond its limitations. The sample size was small. Further study on the same issue can be conducted to find out more accurate scenario regarding WFC among the female faculty members employed at various public & private universities of Bangladesh.

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## APPENDICES

*Appendix-01: Questionnaire used to collect data:*

|  |  | **Area of concern** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
|---|---|---|---|---|---|---|---|
| 1. |  | Are you satisfied with your current income? |  |  |  |  |  |
| 2. |  | Do you feel much pressure to earn more money to support your family? |  |  |  |  |  |
| 3. |  | Do you think work is more important than personal life? |  |  |  |  |  |
| 4. |  | Are you willing to accept overtime work to earn more money? |  |  |  |  |  |
| 5. |  | Do you agree with that you work to live rather than live to work? |  |  |  |  |  |
| 6. |  | Are you satisfied with the working-hours that you need to spend weekly/daily at your workplace? |  |  |  |  |  |
| 7. |  | Although my job requires long hours, still I am engaged on it because it gives me financial power that brings financial |  |  |  |  |  |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | benefit for me & my family. | | | | | |
| 8. | | My job demands more time & responsibilities from me than that of my family. | | | | | |
| 9. | | My job has many things that are stressful most of the time. | | | | | |
| 10. | | My job is very much stressful most of the time. | | | | | |
| 11. | | The demands of my job make it difficult to be relaxed all the time at home. | | | | | |
| 12. | | I am tensed most of the time because of my work-pressure. | | | | | |
| 13. | | My working-hours prevent me from spending more quality time with my family. | | | | | |
| 14. | | I am confident that my family understands my working situation or work-demands. | | | | | |
| 15. | | My family is ready to accept my working hours and work demands. | | | | | |
| 16. | | My family dislikes how often I am preoccupied with my work while at home. | | | | | |
| 17. | | I still have enough hours to spend with my family although I stay long hours at my workplace. | | | | | |
| 18. | | My family is stressed because of my long working-hours and work responsibilities. | | | | | |
| 19. | | My employer ensures safe & healthy working environment and practices fair judgment on my skill. | | | | | |
| 20. | | My employer sends me for training/courses to improve my skills, although they are out of my working hours. | | | | | |
| 21. | | I will agree to travel overseas if my job requires me to do so. | | | | | |
| 22. | | If my work requires me to take up an overseas assignment, my family will accept that and adjust | | | | | |

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|---|---|---|---|---|---|---|
| | to it. | | | | | |
| 23. | My family discusses things that would require more attention, such as -.children's school or others. | | | | | |
| 24. | The amount of time my job takes up from me makes it difficult to fulfill my family responsibilities. | | | | | |
| 25. | I can spend the weekends with my family. | | | | | |
| 26. | I attend to all my children school activities whenever required. | | | | | |
| 27. | I can take time off from work and be with my children other family members if they are sick. | | | | | |
| 28. | I use more of my time taking care of the children's activities than my partner. | | | | | |
| 29. | My job makes it difficult to be the kind of spouse or parent I would like to be. | | | | | |
| 30. | You need more flexibility about your work timing. | | | | | |
| 31. | You seek for a job that offers an opportunity to keep balance between you professional life & family life. | | | | | |
| 32. | My work schedule often conflicts with my family life.] | | | | | |
| 33. | On the job, I have so much work to do that it takes away from my personal interests. | | | | | |
| 34. | Due to work-related duties, I frequently have to make changes to my personal plans. | | | | | |
| 35. | Often, I find it difficult to agree with this University's policies on important matters relating to its faculty-members | | | | | |
| 36. | My organization is flexible about my leave & entry in it. | | | | | |
| 37. | There is not much to be gained by sticking with this organization indefinitely. | | | | | |
| 38. | For me, this is the best of all organizations for which to work. | | | | | |

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|---|---|---|---|---|---|---|
| 39. | Deciding to work for this organization was a definite mistake on my part. | | | | | |
| 40. | I feel emotionally drained from my work. | | | | | |

*Appemdix-2: Open-ended Questionnaire Used to Collect Information from both Public and Private University-Faculty Members.*

1.  Please mention your average working-hours in a week.

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2.  What kind of financial pressure you feel that leads you to do your job?

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    …………………………………………………………………

3.  Please state your opinion about your work environment.

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4.  Any others, if you want to say about your work, or related issues.

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