

**CONFLICT AND COMMITMENT OF
FAMILY ORIENTED FACULTY MEMBERS
IN THE HIGHER EDUCATION SECTOR IN PAKISTAN**



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**QUAID-I-AZAM SCHOOL OF MANAGEMENT SCIENCES
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ISLAMABAD, PAKISTAN**

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Quaid-i-Azam School of Management Sciences**Quaid-i-Azam University, Islamabad****Original Literary Work Declaration**

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Title of Thesis (This Work): Conflict and Commitment of Family Oriented Faculty Members in the Higher Education Sector in Pakistan.

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DEDICATED TO

THE HOLY PROPHET HAZRAT MOHAMMAD (PBUH) AND HIS FAMILY

WHO ENLIGHTENED OUR SOULS

WITH THE ESSENCE OF FAITH IN ALLAH

AND ARE SOURCE OF GUIDANCE AND KNOWLEDGE

FOR HUMANITY AS A WHOLE

Abstract

This research aims to examine work family conflict and organizational commitment of family oriented faculty members as factors affecting job performance in Pakistan. In order to conduct the study, sample of 326 married faculty members was obtained through questionnaires distributed in 6 public sector universities located in Islamabad and Rawalpindi. Correlation and regression analysis were used to test three research hypotheses proposed on the basis of research framework. Findings of the research detected that only one hypothesis was proven to be true while other two hypotheses were not accepted. Results showed that there exist no significant relationship between work family conflict and job performance. However, there is a positive relationship between organizational commitment and job performance of faculty. Moreover, work family conflict does not moderate the relationship of organizational commitment and job performance. This research has some limitations which provide foundation for future researches. These limitations include consideration of only married faculty members, focusing only public sector universities, using self reported measure and considering only two antecedents of job performance. This study will aid future researches in terms of a comprehensive faculty job performance scale. It will also assist academicians, practitioners and management policy makers.

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List of Abbreviations Used

AOC	Affective Organizational Commitment
ANOVA	Analysis of Variance
COR	Conservation of Resource
HEC	Higher Education Commission
H	Hypothesis
JP	Job Performance
KMO	Kaiser-Meyer-Olkin
M.Phil	Masters of Philosophy
M	Mean
NOC	Normative Organizational Commitment
OC	Organizational Commitment
Ph.D	Doctor of Philosophy
RJP	Research Job Performance
SJP	Services Job Performance
SD	Standard Deviations
SPSS	Statistical Package for Social Sciences
SWFC	Stress Based Work Family Conflict
TJP	Teaching Job Performance
TWFC	Time Base Work Family Conflict
WFC	Work Family Conflict

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Chapter One

Introduction

Education is important both for individuals and societies to survive in current era of rapid changes. Persistent educational advancement is necessary to bring social, political and economic stability and prosperity. Educational advancement could be accelerated through investment in higher education sector which provides skilled, highly equipped professionals and responsible citizen to the society. The development and performance of a nation in each and every field depends on the competencies of professionals produced by educational institutes. In Pakistan higher education has gained attention after 2002 with the establishment of Higher Education Commission of Pakistan (HEC). Institutions are playing their role in the educational boost of nation. There are 76 public and 65 private local universities / degree awarding institutions in Pakistan (Higher Education Commission, 2012).

Before the establishment of Higher Education Commission (HEC) of Pakistan a generally recognized function of higher educational institute's faculty was teaching. With the establishment of Higher Education Commission (HEC) in 2002 research aspect of faculty performance was emphasized as one of the core criteria both for individual and institutional performance evaluation (Aslam, 2011). Along with teaching and research higher education faculty have to perform their active role in other services to achieve world class standards. This matrix of responsibilities make teachers job more demanding, challenging and creative. In all three domains of teaching, research and services an individual's level of performance could be influenced by personal life priorities and roles conflicts especially in family oriented faculty members.

Background of the Study

When an employee is hired and is doing the job according to specified standards is called performance (Campbell, McCloy, Oppler & Sager, 1993). Everyone cannot perform any job because each profession requires specific skills and competencies so that scarce resources could be utilized in the best possible manner to generate maximum output. Jobs are of two types i.e., one relates to visible outcome and the second relates to invisible outcome. The quality of invisible outcome depends on the satisfaction level of recipients and this relates to services organization.

In services organizations employees play a central role to deliver output to the customer. Quality of service being provided depends on competencies of service provider. Thus, maintaining and enhancing employee's performance is of central concern in the development of organizational policies. Educational institutions are also service providing organizations and teachers are the front line service providers (Jackel, 2011). All other materials, workers and procedures exist only to facilitate the learning process in the best possible way.

The performance of educational institutes having competent teachers and researchers differ significantly from those who do not have. Maintaining high performance of institute could only be possible through best job performance at individual level. There are certain individual, regulatory and situation related factors which influence performance of employees (Sonnetag & Frese, 2002). These factors either relates to work or to the social and personal life of individuals. In teaching profession continuance involvement impinges on faculty personal life roles which

compete to the work roles in terms of time and stress. Competing demands from work and family domains give rise to work family conflict.

Work family conflict is commonly known as an inter-role conflict arising due to overlapping demands from the family and job domains. In this era of competition and globalization average working hours of an individual have increased. This issue becomes more critical in case of faculty members because in educational institutes job demands have increased with the work load of 50 to 60 hours per week (Jacobs & Winslow, 2004). Therefore, faculty members of higher educational institutes tend to experience conflict between the work and family related roles (Panatik, Rajab, Shah, Rahman, Yusoff & Badri, 2012). Increased burden of responsibilities effect psychological and physical health (Lapierre & Allen, 2006), job and life satisfaction (Bhuyan, Menguc & Borsboom, 2005; Bedeian, Burke & Moffett, 1988), work place behavior and stress level (Netemeyer, Brashear-Alejandro & Boles, 2004) which ultimately effect quantity and quality of work done.

Consequently, in order to reduce the adverse effects of work family conflict on employees' job performance, organizations need to develop policies for facilitating employees in simultaneous juggling of work and family roles, especially for family oriented workers. Since, performance of services organizations is highly dependent on the skills, knowledge, and commitment of employees, therefore, the need of supporting policies becomes more critical in services sector. Employees feel physically and psychologically stressed and exhausted when demands of work and family are incompatible to each other. This made difficult for them the realization of goals in social and work life. Employees prefer to remain part of those organizations which facilitate

them in addressing their family needs along with jobs. The ease of managing work and job is often more important than financial benefits because employees cannot compromise on their family needs, particularly, in the case of family oriented workers who have conflicting commitments toward family and employing organization.

Organizational commitment is an important bond between an organization and employee which could be based on (a) psychological attachment; (b) sense of obligation; and, (c) cost of leaving the organization (Buchanan, 1974; Meyer & Allen, 1991, 1997). Organizations covet to sustain competitive position through committed work force because workers commitment has significant effects on organizational outcomes (Akintayo, 2006; Ciarrochi, Chan & Bajgar, 2001). To retain committed work force organizations take initiatives either in the form of financial rewards or in the form of facilitations. These initiatives and policies depend on needs and diversity of work force. When family oriented workers are performing jobs organization has to develop policies according to their separate needs. The nature of job is another important factor to be considered as involvement level required at each level differs on the basis of task specifications and complexity.

In services sector like educational institutes employees skills, capabilities, and involvement account more than procedures. This ensues due to the fact that faculty members in educational institutes have more control over quality of performance as it is significantly influenced by personal efforts. Performance of job is highly dependent on faculty commitment and capabilities. A large number of family oriented faculty members are serving in educational sector with conflicting commitments toward family and job. This study is about work family conflict and organizational commitment as factors

influencing job performance of family oriented faculty members in higher educational institutes.

Statement of Problem

In collectivist society conflicting roles and commitments in work and family domains impinge on job performance. Particularly, in higher educational institutes where job demands have amplified with the workloads reaching 50 to 60 hours per week (Jacobs & Winslow, 2004). Increased workloads are due to three dimensional responsibilities of teaching, research, and services, which are considered core criteria for performance evaluation in higher education sector (Comm & Mathaisel, 1998). Augmented job demands have made balancing work and family a challenge and 80% teachers have reported working at home in the evening and on weekends (Simon Fraser University, 2011). Due to amplified job responsibilities teachers are not capable to separate their work and family related roles efficaciously (Elbaz-Lubisch, 2002; Spencer, 1986). This give rise to incompatibilities in work and family domains and made it difficult to present required input in terms of teaching, research, and services. This problem turns out to be worse for family oriented individuals who are required to perform an active family role along with job responsibilities. It is reported in the previous literature that job performance has been influenced by work family conflict and organizational commitment (e.g., Karatepe & Sokmen 2006; Cichy, Cha & Kim, 2009). However, this relationship has not been studied in the higher education sector where performance measures are significantly different from all other segments. An attempt has

been made in this research to discover the phenomenon of faculty work family conflict and organizational commitment along with performing job related tasks.

Justification of the Study

Whatever, justification is given by Higher Education Commission in Pakistan, with the universities ranking started from 108 in Asia according to Time Magazine (2012), it is clear that higher education sector in Pakistan is under developing. In such conditions it is difficult for Pakistani universities to compete internationally. Improving faculty performance could be helpful for higher education uplift (Aslam, 2011). Therefore, identifying and facilitating factors contributing toward performance of higher education faculty has become paramount concern for educational practitioners. Work family conflict and organizational commitment are important not only in the business and industrial sector but also blazing issues in educational field. Particularly, in higher education sector workload and commitment requirements have increased due to new and complex performance standards.

However, limited literature is available on work family conflict of frontline employees as an antecedent of job performance outcomes in services sector (Babin & Boles, 1996; Boles, Johnston & Hair, 1997; Netemeyer, Brashear-Alejandro & Boles, 2004). While job performance of employees in services organizations is more vulnerable to be effected by role stressors (e.g., role conflicts) because delivery of service depends on persons own level of involvement (Jaramillo, Mulki & Marshall, 2005; Babin & Boles, 1996; Netemeyer, Brashear-Alejandro & Boles, 2004). In higher educational institutes faculty members are among the front line service providers (Jackel, 2011).

Limited literature is available on the work family conflict of family oriented faculty members in higher educational institutes. Furthermore, previous studies regarding work family conflict in relation to job performance are conducted mostly in the school settings (Cinamon & Rich, 2005).

Basic reason of limited research in this regard was a misconception that teaching profession involve little commitment and minimal professional knowledge (Spencer, 1997). This assumption has not received much support in the literature. Huberman, Grounauer and Marti (1993) found that for the success of educational process teacher's commitment and engagement is one of the most important factors. In the previous literature a little attention has been given to teaching profession for studying employee attitudes such as organizational commitment especially at higher educational level (Malik, Nawab, Naeem & Danish, 2010; Chughtai & Zafar, 2006). Scarce literature on antecedents of faculty performance does not provide adequate knowledge to accelerate educational advancement. Therefore, to help practitioners in formulating policies for higher education sector the performance antecedents including work family conflict and organizational commitment are needed to be studied.

Research Questions

The aim of this study is to thoroughly and empirically answer the following questions:

- a. How does the work family conflict of family oriented faculty member's influence their job performance?

- b. How does organizational commitment of family oriented faculty member's influence their job performance?
- c. How does work family conflict moderate the relationship of organizational commitment and job performance?

Objectives of the Study

The objective of this research is to examine how work family conflict and organizational commitment manipulate job performance. Specifically the main objectives are as follows:

- a. To determine the relationship of work family conflict and job performance.
- b. To determine the relationship of organizational commitment and job performance.
- c. To determine the moderating role of work family conflict in organizational commitment and job performance relationship.

The main proposition of this study is that work family conflict and organizational commitment influence job performance. Additionally this study seeks to prove that work family conflict moderate the positive relationship between organizational commitment and job performance. Particularly, this study is aimed to identify the impact of work family conflict and organizational commitment on job performance among family oriented faculty members in higher educational institutes.

Significance of the Study

This study supplement literature with significant contributions regarding impact of work family conflict and organizational commitment of family oriented faculty

members on their job performance. Empirical research studies regarding work family conflict and organizational commitment as antecedents to performance outcome exist extensively in marketing, psychology and industrial literature. While a limited literature is available on front line employees of services organizations particularly in higher education institutes. This study has filled the gap by providing with a comprehensive research framework in higher educational sector.

Examining work family conflict and organizational commitment among faculty of higher education institutes matters since job performance criteria have evolved in higher education sector by including both research and services along with teaching. Present research has provided with job performance scale based on new indicators. Therefore, study results are obtained through comprehensive construct of faculty job performance. Moreover, the validity of newly developed scale is justified through factor analysis. As well as factor components of scale were also extracted under categories of teaching, research and services.

Furthermore, this study has tested the moderating role of work family conflict among organizational commitment and job performance that was not systematically and empirically tested in the past. Therefore, it has open up another new debate through testing moderating role of work family conflict.

Specifically, this research helps management in developing policies for employees who are engaged in multiple roles with conflicting pressures and competing priorities. Since, this research is conducted for family oriented faculty members having dual life roles. Therefore, it has practical contribution for practitioners of higher educational institutes.

Additionally, most of the studies relating work family conflict, organizational commitment and job performance were carried out in the western societies. This research is a significant attempt to fill the gap with respect to developing countries.

Scope of the Study

This study covers 6 public sector universities located in twin cities of Pakistan i.e. Islamabad, and Rawalpindi. These two cities are being considered as having similar population diversity, and employment opportunities. Universities from different provinces are not considered because this study is not intended to measure cultural differences.

Data for this research is collected from public sector universities recognized by Higher Education Commission (HEC) of Pakistan because public sector universities provide similar facilities to their faculty members as compared to private sector universities. Difference of facilities can also impinge on work family conflict, organizational commitment and job performance level.

There exists both administrative and teaching staff in educational institutes. In this study only faculty members are considered because performance is to be measured on the basis of teaching, research, and services which are the solitary functions of faculty. This study is conducted to access conflict and commitment of individuals who are required to perform both work and family roles thus only family oriented faculty members are considered as intended respondents. Both male and female are serving in the higher educational institutes hence sample is taken irrespective of gender.

The focus of this study is work family conflict and organizational commitment of family oriented faculty members as factors influencing their job performance in terms of teaching, research and services. This study is intended to help management of educational institutes in order to understand the potential factors influencing job performance of family oriented faculty members so that the policies could be developed accordingly.

Organization of the Study

This research study is comprised of six chapters. The first chapter titled “Introduction” covers introduction and background of related domain, statement of problem, justification of the study, research questions, objectives, significance and scope of the study.

Chapter two titled “A Review of Literature and Theoretical Framework” provides the theoretical back ground of present research. This chapter covers the review of related literature particularly on work family conflict, organizational commitment, and job performance, in order to identify the research gaps. On the basis of literature reviewed and research gaps identified, a theoretical framework to guide the present research is also proposed in the second chapter.

Chapter three titled “Methodology” elucidates research method of the study which covers study hypotheses, operationalization of study constructs, study population, sample, data collection tool and procedure, and data analysis techniques for conducting this research.

Chapter four titled “Data Description” encompasses analysis of respondents’ profile moreover examination of goodness of data, data description and a comparison between demographic groups for providing an underpinning of hypotheses testing.

Chapter five titled “Data Analysis and Results” provide with the data analysis and research findings in order to test the research hypotheses.

In the last chapter titled “Discussion and Conclusions” the research findings are discussed. Moreover, contributions, implications, limitations and future areas for possible extension are included. Lastly, in this chapter the study is concluded.

Chapter Summary

This chapter has laid a base for the current research by providing introduction and background of related domain. In this chapter focus of current research is made clear through statement of problem and justification of study. In order to give direction to the research process research objectives and questions are clearly stated. Significance and scope of current study are also discussed in this chapter. A systematic sketch of whole research is provided through organization of study section. The subsequent chapter is about review of related literature to identify the research gap. Theoretical framework is also proposed in the next chapter for current research to address the research gaps found in the literature.

Chapter Two

A Review of Literature and Theoretical Framework

Previous chapter has given an introduction to the phenomenon under consideration. This chapter is about review of literature particularly on (a) work family conflict; (b) organizational commitment; and, (c) job performance to provide theoretical background for the current research and to identify the research gaps. Furthermore, in this chapter on the basis of research gaps found through the review of literature, a conceptual framework is proposed to guide the study. This chapter is divided into five parts. First part is about concept and definition, construct, and literature review of work family conflict. Second part covers concept and definition, forms, and literature review of organizational commitment. Third part encompasses moderating role of work family conflict. Fourth part covers concept and definition, dimensions, and review of previous literature in relation to job performance. Last part of this chapter is about research framework proposed for the current study on the basis of research gaps identified in the previous literature. The chapter summary is given at the end of this chapter.

Work Family Conflict

Concept and Definition

There are two groups of researchers who defined the concept of work family conflict. First group of researchers provided a general and simple understanding of the concept. For example, Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) defined work family conflict as incompatible role pressures from work and family domains where demands from one role restrict the ability to meet demands of other role. This was the

earliest, simple and short definition of work family conflict. Work family conflict was defined as the incompatibility of role pressures. Later on, Greenhaus and Beutell (1985) and Higgins, Duxbury and Irving (1992) provided similar definitions of the concept. All of them defined work family conflict as one dimensional construct irrespective of the fact that the definitions they have provided suggest the bidirectional nature of relation. Consequently, the definition provided by them dose not distinguish work to family conflict from family to work conflict.

The second group includes Frone, Russell and Cooper (1992), Netemeyer, Boles and Mcmurrian (1996), Frone (2003), Voydanoff (2005) and Lu, Gilmour, Kao and Huang (2006) who defined work family conflict as incompatibilities which arise due to work interference with family and family interference with work. The bidirectional model of work and family interface was first constructed by Frone, Russell and Cooper (1992) which was later on supported by the meta-analytical studies of Byron (2005) and Ford, Heinen and Langkamer (2007). This model has depicted the cross domain effects. The definition given by second group was more comprehensive and provides clear distinction between both aspects of work to family and family to work conflicts. This provided an overarching construct of work family conflict.

The concept of work family conflict originated from developed western societies and fewer studies have been conducted in eastern countries. A decade ago, these concepts were not applicable in our society due to well distinguished roles of male and female. However, work family conflict has become an important issue in recent years, for the reason that traditional work and family roles have changed, which gave rise to dual career life styles where both male and female counterparts perform work and family roles.

The Construct of Work Family Conflict

Directionality. In the definition provided by Khan, Wolfe, Quinn, Snoek and Rosenthal (1964) directionality of work family conflict construct remains hidden. Later on, Greenhaus and Beutell (1985) redefined work family conflict as a one-dimensional construct. Although the definition provided by them reflects the bidirectional nature of concept. One dimensional concept has limited applicability. Especially in family oriented societies where family role is as vital as work and both domains exert equal role pressures.

Afterwards, the concept was further elaborated by Frone, Russell and Cooper (1992) and Netemeyer, Boles and Mcmurrian (1996) who considered it as comprised of two distinct related aspects and focused not only how work interferes with family but also how family interferes with work. According to Netemeyer, Boles and Mcmurrian (1996) work family conflict is when demands from work domain make it difficult to perform family roles and family work conflict is when family demands hinders the performance of work related responsibilities. This approach was most comprehensive and applicable as it takes into account the interferences from both life domains through which the actual magnitude of conflict could be measured. However, in the collectivist culture where family is vital part of individual's life there are very few studies measuring bidirectional construct.

Forms. In addition to bidirectional nature of work family conflict there exist three forms of conflict identified by Greenhaus and Beutell (1985) including (a) time based; (b) stress based; and, (c) behavior based conflict. According to them work family

conflict arise when time required, stress created and behavior exhibited in one domain (work or family) hinders the role performance in other domain (family or work). These forms of work family conflict are separate from each other although inter-related. Thus, work family conflict may arise in all or any one form. Carlson (1999) found that work schedules, inflexibility of schedules, overtimes and working hours are job related causes of time based conflict. Thus, time based conflict may arise due to job characteristics and family related factors.

Stress based conflict mainly relates to job associated factors such as job stress, role ambiguity and role conflict (Bacharach, Bamberger & Conley, 1991; Byron, 2005; Greenhaus & Beutell, 1985). Perrewe, Zellars, Ferris, Rossi, Kacmar and Ralston (2004) suggest that job stress relates to an employee's psychological and physiological status and contribute to feeling of conflict. Thus, stress based conflict is not visible but reflected in work place behaviors. While the third form which is behavior based work family conflict is shown to exist rarely (Geurts & Demerouti, 2003; Simon, Kummerling & Hasselhorn, 2004). In fact, employees change themselves according to the values of organization in which they work so behavioral conflicts rarely exist. This notion was empirically supported by the findings of Mauno, Kinnunen and Ruokolainen (2006) who reported that behavior based conflict is difficult to operationalize and it has less predictive validity. Therefore, this study will measure work family conflict of faculty members in terms of time and stress based conflict.

Issues of time and stress based conflict among work and family domains is very much related to teaching profession. Since in higher education sector institutional demands have amplified with the work loads of 50 to 60 hours per week and in many

universities increased workload has become a norm (Jacobs & Winslow, 2004). Faculty workload does not ends at work place and remain frequently on their minds even at home. Taking work load to home make it difficult for teachers to separate their work and family roles efficaciously (Elbaz-Lubisch, 2002; Spencer, 1986). Therefore faculty members of higher educational institutes tend to experience conflict between work and family related roles (Panatik, Rajab, Shah, Rahman, Yusoff & Badri, 2012).

In contrast to strict work schedules, long working hours, increased workloads, increased research demands and increased incompatible role pressures a limited literature is available on work family conflict of higher educational institute's faculty members. Additionally, faculty members work family conflict is least examined in previous literature especially in relation to work place behaviors such as job performance. Furthermore there is no research conducted in the past relating to family oriented faculty members while intensity of conflict become worse when an individual is required to perform both work and family roles. Most of the studies in educational sector have been conducted among school teachers (e.g., Cinamon & Rich, 2005). However, there exist a great difference of responsibilities, required role and conflict being faced among school teachers and higher education faculty members. Therefore, research regarding work family conflict of higher education faculty is required.

Work Family Conflict and Job Performance

Literature suggests that role of front line employees in the services sector is of significant importance for organizations (Hartline, Maxham & McKee, 2000). Due to their crucial role and direct influence on the delivery of services front line employees are

more vulnerable to experience high level of work family conflict in services organizations (Babin & Boles, 1996; Netemeyer, Brashear-Alejandro & Boles, 2004). Work family conflict of employees not only impinges on them individually but it relates significantly to organizational outcomes (Netemeyer, Brashear-Alejandro & Boles, 2004; Karatepe & Sokmen, 2006). Among all organizational outcomes the most important is the job performance of employee as it influence an organizational success and productivity (Chung & Schneider, 2002; Wirtz, Heracleous & Nitin, 2008). While discussing the effect of work family conflict on job performance of employees, previous researches have reported mixed findings. The preceding studies can be divided into three groups i.e., (a) work family conflict and job performance are negatively related; (b) work family conflict and job performance are positively related; and, (c) work family conflict and job performance are not related. These three groups are explained as follows:

(a) Negatively related group. First group comprises of those researches which report that work family conflict and job performance are negatively related. These results indicate that increased incompatibility of role pressures from work and family domain reduce job performance of employees. Karatepe and Sokmen (2006) found that both forms of work family conflict are significantly negatively related to job performance. On the basis of gender, work family conflict is more in females as compared to males. The difference of conflict exists due to dissimilar workload in family domain. While female employees have reported higher level of job performance which reflects that performance of males is more vulnerable to work family conflict. As well as males cannot manage dual responsibilities easily as compared to females.

However, this study was conducted on hotel industry employees therefore results could not be generalized for faculty members of educational institutes. Among both sectors there is a major difference in terms of job content, work schedules, service being provided, workloads and performance criteria. Additionally the research was conducted only in Turkish setting which limits the applicability of findings in other social settings. Furthermore only service recovery performance was taken as performance measure excluding other task and contextual performance indicators which further limits the generalizability of results.

Netemeyer, Maxham and Pullig (2005) also reported strong negative impact of work family conflict on job performance among customer service employees in manufacturing, electronics and technology related firms. In the sectors considered, services being provided, workloads and performance measures differ from those in educational sector. Additionally only contextual performance was considered which limit the applicability and magnitude of measured effect. Furthermore the study is conducted in western society which limits the applicability of results in our culture due to social, cultural and religious differences.

This aspect i.e., work family conflict negatively influence job performance is more applicable in developing societies due to family oriented culture. Performing family responsibilities limit personal resources (e.g., energy, time) resulting in reduced job performance. However, this group has shown only negative impact of work family conflict on job performance, while the relationship could be positive or nonexistent depending upon situational issues.

(b) Positively related group. Studies which relates to the second group reports that work family conflict effect job performance positively. Specifically, Patel, Govender, Paruk and Ramgoon (2006) in their research found weak positive relationship of work family conflict and job performance among working mothers at a large retail organization. This shows that paid work is more important than family responsibilities and women keep family responsibilities separate from work due to financial contribution of paid work in their life. However, this study was conducted only for working mothers which limit the applicability of findings. Furthermore, the sample constitute of respondents who does not have higher qualification therefore findings could not be generalized for highly qualified employee. The researches relating to this group are scant in the literature. Therefore, to access the actual direction and magnitude of effect further research is needed including both family oriented males and females particularly, in those societies where financial contribution of paid work is significantly important.

(c) Not related group. Third group of studies indicate no significant effect of work family conflict on job performance of employees. Bhuian, Menguc and Borsboom (2005) reported in their findings that work family conflict dose not effect job performance of sales persons significantly. Similar findings were reported by Anwar and Shahzad (2011) that work family conflict has no significant effect on job performance. Both researches have considered only work to family conflict while family to work conflict could also have significant effect on job performance particularly in those sectors where workloads are excessive including higher education sector. These results have

limited applicability because work and family are not isolated domains and impinge on each other.

The three research groups discussed above reflects that the generalizability of results from any study regarding work family conflict effects on job performance is limited based on nature of job, job content, performance criteria, required level of involvement, employee abilities, type of conflict being considered, support available, financial needs and sector of employment. Some individual and work place variables also have impact on direction and magnitude of effect. According to Babin and Boles (1996) most of the previous studies have examined effects of work family conflict on managerial employees while intensity of effect differs on the basis of nature of job. This study is aimed to explore this phenomenon in higher education sector. Where job performance criteria and requirements are considerably diverge from other sectors based on nature and requirements of job.

Organizational Commitment

Concept and Definition

There are two groups of researchers who defined organizational commitment. First group defined organizational commitment in terms of attitudes and behaviors. Initially, Becker (1960) defined organizational commitment as employee intent to stay with an organization on the basis of potential benefits. This was a short definition but concept was not fully defined as commitment is not only intent to stay for material rewards. Later on, Sheldon (1971), Buchanan (1974), Mowday, Steers and Porter (1979) and Bateman and Strasser (1984) defined commitment as an employee's loyalty,

congruency of values and goals, desire to maintain membership, and willingness to exert efforts on behalf of organization. This was a simple and enhanced definition. However, the concept was only defined in relation to attitudes and behaviors which lack the psychological aspect.

Afterwards, the second group of researchers including Mathieu and Zajac (1990), Allen and Meyer (1990) and O'Reilly and Chatman (1986) added the expressions of psychological attachment. This contribution had elaborated forms of commitment attitude. Recently Gonzalez and Guillen (2008) defined organizational commitment as:

Organizational commitment is an attachment or bound that is a personal voluntary decision based on calculated rationality, affective tendency and moral judgment, which leads to a higher or lower degree of identification with, and involvement in, a particular organization; and that is observable in the free effort extended in accomplishing organizational goals. (p. 412)

This is the most comprehensive definition which covers all aspects discussed in the past such as, calculated rationality (side bits), affective tendency (contributing behavior and psychological attachment), and moral judgment (loyalty and obligation toward organization). This definition reflects that commitment is voluntary attitude based on human will. Furthermore, it provided with a view that one could commit to both behaviors (organizational policies and attainment of goals) and entities (organization and occupation). In the initial definitions commitment was considered as intention to maintain membership in the organization (e.g., Bateman & Strasser, 1984). However, the conceptual distinction between commitment and turnover intentions is evident in the literature (e.g., Schepker, 2001). Therefore, this study will consider the definition of

Gonzalez and Guillen (2008). Since, attitudinal approach is widespread organizational definition of commitment. In fact, commitment is an attitude of individual, rather than turnover intent.

Forms

Organizational commitment is widely accepted as a multidimensional construct (Meyer & Herscovitch, 2001). Therefore, individual can commit to an organization in various forms. These different forms help suggest alternative management strategies in order to initiate desired work place behaviors. Meyer and Allen (1984, 1991), Allen and Meyer (1990, 1996) and Meyer, Stanley, Herscovitch and Topolnytsky (2002) integrated existing conceptualization of the concept and provided three component model of organizational commitment. These three components of organizational commitment reflects (a) desire (affective commitment); (b) obligation (normative commitment); and, (c) need (continuance commitment). That is the most comprehensive approach toward the forms of organizational commitment.

The first form of organizational commitment is affective commitment. Porter, Steers, Mowday and Boulian, (1974) and Mowday, Steers and Porter, (1979) characterized affective commitment as (a) belief and acceptance for goals and values of organization; (b) willingness to exert efforts for achieving organizational goals; and, (c) desire to continue membership in the organization. This was the most initial concept of organizational commitment. However, the notion of psychological attachment was lacking in this conceptualization. Later on, Meyer and Allen (1984) defined concept more comprehensively as emotional attachment with, involvement in and identification with

the organization and its goals. Their conceptualization provided with the distinction between affective and continuance organizational commitment.

Meyer and Allen (1984) proposed that continuance commitment is the perceived cost attached with leaving the particular organization. These costs could be of various types including retirement, limited employment opportunities, relationship with co-workers and unique organizational benefits. Furthermore Meyer and Allen (1991) added a third form normative commitment, reflecting perceived obligation of employee. This form of commitment generally resembles to other life commitments such as family and religion. All forms of organizational commitment relates to psychological state of employees. Therefore these forms of organizational commitment are applicable in every society.

Meyer, Stanley, Herscovitch and Topolnytsky (2002) and Solinger, Van Olffen and Roe (2008) conducted researches in order to access relation between forms of commitment and their causes, correlates and consequences identified in the three component model. These researches indicate that affective and normative forms of commitment were more strongly and positively related to individual and organizational outcomes. In contrast to affective and normative commitment, continuance commitment was found to have no relation or negative relation to coveted employee behaviors for example job performance. Furthermore continuance commitment is an attitude which relates to particular behavior such as staying or leaving. This study is intended to examine employee's commitment in relation to performance behavior. Therefore continuance commitment is not being included in this research.

Moreover, the review of previous literature suggests that there are few studies conducted in developing societies particularly in Pakistan. Most of the researches were conducted in America and other western countries. Due to cultural, social and religious differences those findings could not be generalized to our society. Additionally, in the previous literature a slight attention has been given to teaching profession for studying employee attitudes such as organizational commitment especially at higher educational level (Malik, Nawab, Naeem & Danish, 2010; Chughtai & Zafar, 2006). This study is intended to fill the gap through exploring organizational commitment effects in relation to job performance of faculty members in Pakistan.

Commitment and Job Performance

Among all the required behaviors at work place most important is employee's job performance (Chebat, Babin & Kollias 2003; Hartline & Ferrell, 1996; Singh, 2000). Because the overall performance of organization is determined by individual's performance. Lincoln and Kalleberg (1990) found that committed workers work more and for longer hours as compared to those who are not committed. Organizational commitment is found to be an important attitude effecting employees job performance (Vinchur, Schippmann, Switzer & Roth, 1998; Chughtai & Zafar, 2006). Although organizational commitment is considered as an important antecedent of employee's job performance but findings are not consistent all through the literature. The preceding researches can be divided into two groups i.e., (a) organizational commitment and job performance are positively related; and, (b) organizational commitment and job performance are not related. These two groups are elucidated as follows:

(a) Positively related group. The studies which relates to first group report that organizational commitment is an attitude which influence job performance of employees positively. Cichy, Cha and Kim (2009) reported positive impact of affective and normative commitment on job performance among private club managers. Their findings also support that continuance commitment have no influence on job performance. However, they only considered contextual performance while both task and contextual performance are of significance importance for achievement of organizational goals. Furthermore, the study was conducted in America which is a developed country thus results could not be generalized for developing countries.

Similarly, Mukherjee and Malhotra (2006) and Khan, Ziauddin, Jam and Ramay (2010) suggested positive significant impact of organizational commitment on job performance. These studies were conducted in banking and petroleum industries respectively. In these sectors the performance measures differ significantly from those in other sectors (e.g., education) thus applicability of results is limited. However, the overall finding of this group reflects that increased commitment leads to enhanced job performance. These finding seems more applicable because quality of performance depends upon commitment and involvement of employees. Yet, in some cases the relationship dose not appears to exist.

(b) Not related group. Studies relating to second group reported no significant influence of commitment on job performance. These findings indicate that commitment is not an important attitude for performance behavior. In the study conducted by Somers and Birnbann (1998) organizational commitment is found to have no effect on job

performance. Both affective and normative commitment was shown to be unrelated to performance outcomes. The study was conducted in hospital settings where there are number of other factors relating to occupation and organization which contribute toward performance of role. In contrast to this career commitment was found to relate positively with job performance. These results show that performance is more influenced by personal life goals and tendency for career advancement. Personal rewards are accounted more than loyalty and attachment toward organization.

Furthermore, Iun and Huang (2007) also reported that commitment dose not contribute toward performance. However, this study was conducted in Chinese culture which limits the generalizability in other contexts. The findings of this group indicate that performance of jobs which involve more physical labor and stressful situations are less influenced by employees' commitment level as compared to those which require knowledge and experience. Although, the applicability of such findings is limited because favorable employee attitudes are necessary to exhibit desired work places behaviors.

In these two groups discussed above, not only sector differences but small performance measures also limit the generalizability of results. Additionally, these researches have not taken into consideration whether the respondents have conflicting commitments of work and family or not. However, Jaramillo, Mulki and Marshall (2005) conducted a meta-analysis to access the general magnitude of organizational commitment effects on job performance in which they have covered studies conducted in the past 25 years across 14 different countries. Their findings indicate that organizational commitment and job performance are significantly positively correlated. None of

included studies was from Pakistan in that Meta analysis while Pakistani society differ significantly from other western and Hindu societies in terms of culture and religion thus, findings could not be generalized easily. However, on the basis of these researches it become clear that organizational commitment of employees in services organizations effect their job performance more as compared to none services sector. It could be due to the fact that employees in services organizations have more control over quality of performance as it is significantly influenced by individual's own efforts.

Thus, organizational commitment effects on job performance vary on the basis of nature of work and performance measures being used. Mixed findings suggest that results from the study in one sector could not be generalized to other sectors. Most of the researches in the past regarding organizational commitment have been conducted by occupational psychologists, organizational and industrial researchers (Mueller, Wallace & Price, 1992). A limited work has been done on organizational commitment in educational settings particularly in terms of new performance indicators (teaching, research and services) at higher education level (Chughtai & Zafar, 2006). This study is aimed to fill the gap by examining commitment effect on job performance among family oriented faculty members in the context of Pakistan.

Moderating Role of Work Family Conflict

Relationship among organizational commitment and job performance has been the focus of a research stream. There exists number of researches tracking the effect of organizational commitment on job performance (e.g., Cichy, Cha & Kim, 2009; Iun & Huang, 2007). Furthermore, various personal and organization related factors were

discussed as moderators of this relationship, for example organizational culture (Yiing & Ahmad, 2009), economic dependency on work (Brett, Cron & Slocum, 1995), and employee tenure (Wright & Bonett, 2002). However, studies do not irrefutably provide an evidence for moderating role of work family conflict in the relationship between organizational commitment and job performance.

Although in the previous literature, work family conflict is reported to have significant relationship with employees' attitudes and behaviors. For instance, when employees lack the abilities and resources to manage work and family roles properly, they prefer to adjust their family life first (Frone, Russell & Cooper, 1992). The adjustment of family life roles in turn influence work place behaviors because in the long run employees may not be willing to suffer in the family domain. Therefore, Mathieu and Zajac (1990) suggested that the relationship between organizational commitment and performance of employees might be moderated by variables such as family obligations. However, they have not specified the magnitude and direction of any such relationship implying that work family conflict might moderate the relationship between organizational commitment and job performance.

This proposition is also supported by Conservation of Resource (COR) theory (Hobfoll, 1989; Barnett & Hyde, 2001) which suggests that individuals try to acquire and maintain resources such as personal energies, characteristics, conditions and objects. These resources are utilized by employees in the performance of required roles. Work family conflict give rise to actual or potential loss of these resources in simultaneous juggling of work and family responsibilities, resulting in inferior work place behaviors. Thus employees who face more work family conflict cannot perform well at the work

place. Therefore, on the basis of previous researches and Conservation of Resource (COR) theory, one could argue that work family conflict moderates the relationship of organizational commitment and job performance.

Job Performance

Concept and Definition

Job performance of employees is important for success and productivity of organizations (Hunter & Hunter, 1984). However, there is no single agreed upon definition of job performance (Austin & Villanova, 1992; Bennett, Lance & Woehr, 2006). Providing a single universal definition of this concept is not possible due to its highly volatile characteristics. Additionally, performance measures differ significantly depending upon the nature of job and social settings.

Campbell, McCloy, Oppler and Sager (1993) and Murphy (1989) stated that job performance is accomplishing particular task for which an individual is hired. This was a small and simple definition. From this definition it becomes clear that every behavior does not constitute performance unless it is relevant to organizational goals. However, this definition lacks scalability aspect of performance concept. While Ilgen and Schneider (1991), Motowidlo, Borman and Schmit (1997) and McConnell (2003) recommended that every action which is relevant to organizational goal could not be considered as performance unless it could be measured. Thus, performance can be comprised of scalable actions contributing toward organizational goals. The most comprehensive definition of performance was given by Viswesvaran and Ones (2000, p. 216) who have defined job performance as “Scalable actions, behavior and outcomes that employees

engage in or bring about that are linked with and contribute to organizational goals". Therefore all actions which could be measured and contribute toward organizational goals whether included in job content or not constitute performance.

The review of previous literature suggests that performance can be conceptualized on the basis of (a) action oriented aspect; and, (b) outcome oriented aspect (Campbell, 1990; Campbell, McCloy, Oppler & Sager, 1993; Kanfer, 1990; Roe, 1999). This distinction reflects that action oriented aspect is behavioral in nature which includes an individual's actions at work place. While outcome oriented aspect mirror the final achievement and results of an action. Final results of any action taken are not only determined by individual's effort however other work place factors also influence them. Thus, this study considers only behavioral aspect (action oriented aspect) of performance.

Dimensions

Although there is no agreed upon definition of employee's job performance but it is considered a multi dimensional construct (Austin & Villanova, 1992; Bennett, Lance & Woehr, 2006). Rotundo and Sackett (2002), Sackett, Laczko and Arvey (2002) and Viswesvaran and Ones (2000) suggested three broad dimensions of job performance construct including (a) task performance; (b) contextual performance; and, (c) counterproductive behavior. Additionally, an important contribution in proposing performance dimensions was work of Campbell, McCloy, Oppler and Sager (1993) who proposed eight major performance dimensions including performance of job related tasks, performing tasks which are other than job content, communication (written and oral) proficiency at work place, demonstrating efforts, discipline, team performance and

helping peers, management and administration, and supervision and leadership. There elaboration of concept reflected broad and detailed conceptualization of two basic dimensions namely task and contextual performance.

Task performance is contribution of employee toward technical core of organization (Cascio, 1990; Borman & Motowidlo, 1993). It includes performance of those tasks which are stated in job content. Contextual performance reflects how one supports the organizational goals in the social and psychological environment (Borman & Motowidlo, 1993). This suggest that while measuring job performance those employee behaviors should also be considered which are other than job content and facilitate overall goals achievement. While counterproductive behavior means performance which influence organizational effectiveness negatively (Hollinger, 1986). This makes it evident that counterproductive actions are related to withdrawal behaviors. Therefore, performance encompasses all kinds of employee contributions toward organizational goals whether stated in job content or not. Although these three behaviors at work place are different in nature, however organizational output is not isolated of them. Task and contextual performance relates to organizational goals positively while counterproductive behaviors have negative impact on organizational productivity. In fact, Harrison, Newman and Roth (2006) and Chang, Rosen and Levy (2009) have differentiated task and contextual performance from counterproductive behavior. Thus, this research will focus on task and contextual performance because nature of counterproductive behavior is different from others two.

Job Performance of Faculty Members

Performance standards vary across different sectors. Even in the same sector there exist different standards to measure job performance of employees. The issue of job performance of faculty members at higher educational level is one of the fundamental concerns because an institute's standing and prestige depends on contributions of its faculty (Garvin, 1980). The better the faculty an institute attract, knowledge delivery will improve and research contributions will increase. Thus, faculty is employed for teaching and rewarded for research (Fox, 1992). It is also found that student's performance is highly influenced by faculty performance in teaching and research (Bajah, 1979; Adeogun & Osifila, 2009). Best and updated knowledge of faculty help provide qualified graduates and skilled professionals. However, excellence of knowledge delivery depends upon performance of faculty.

Traditionally job performance of faculty at higher education institutes is evaluated on the basis of three major categories including teaching, research, and services (Comm & Mathaisel, 1998; Fairweather, 2002). These three standards were adapted only in developed countries one decade ago. However, in developing countries teaching was considered the sole responsibility of faculty members due to less emphasis on research (Aslam, 2011). In the past decade research and services have engrossed attention as criteria's for evaluating faculty performance due to increased emphasis on education as course to attain social and economic development of society. Additionally, in order to match international standards on campus and off campus services are also being considered.

In higher educational sector previous studies have focused on identifying performance indicators. Ishak, Shuhaida and Yuzainee (2009) and Yee and Liew (2011) identified key indicators for measuring performance of faculty members at higher educational institutes. The performance indicators which are considered important in both researches relates to teaching and supervision, research and innovation, professional activities and services. Among all categories teaching comes first as it is the core function of educational process (Langford, 1978). Educational institutes exist to provide knowledge which could only be possible through teaching students in related domains. Due to significant role of research it is considered as the second important measure of performance. Other includes professional activities and services. These two categories overlap each other in terms of nature and output of tasks being performed, thus could be considered in one broad category of services (on campus and off campus). Within these three categories of teaching, research, and services, indicators which relates to core function of faculty are found the best predictors of job performance.

However, Middaugh (2001) emphasized that number of working hours and scholarly publications are misleading unless pass rate of graduates is considered. Average attainment rate of students reflect that how teacher deliver knowledge according to each individual's level. Additionally, faculty members are pressured to publish more and generate funds while research productivity is not only measured through number of publications unless quality of work is also accessed (Fox, 1992). Consultancy and services from faculty are not only required outside the campus rather faculty members are required to facilitate organizational environment through helping peers, participating on institutional seminars (Centra, 1977). Therefore, actual performance of faculty should be

measured through (a) teaching in terms of both quality and students' assistance; (b) research in terms of projects / grants, publications and quality of publications; and, (c) services including both on and off campus services.

Although, the studies conducted by Ishak, Shuhaida and Yuzainee (2009) and Yee and Liew (2011) are of significant importance in the literature due to identification of key faculty performance indicators. However, these indicators are not yet tested and measured in any research. No scale is yet developed which is fully based on these indicators for measuring job performance of higher education faculty in terms of teaching, research and services. Therefore, the need is to develop a comprehensive scale based on all three indicators in order to measure faculty job performance at higher educational institutes.

In the previous literature there are few studies in which some of these indicators were used to assess job performance of faculty members at higher educational institutes. Chughtai and Zafar (2006) reported that organizational commitment has significant impact on job performance of university faculty. Job performance was rated on the basis of teaching skills, research, communication skills, interpersonal skills, student advisement and consultation, punctuality, attendance, and initiative taking skills. Each dimension was measured through single statement using self appraisal approach. Single statement could not measure the true magnitude of performance behavior in a particular dimension whether it is teaching, research or services. As stated by Middaugh (2001) teaching performance could not be measured if only credit hours are considered unless pass rate is also accessed. Similarly, only number of publications does not provide true measure of research contributions unless quality of research is accessed. Therefore, the

results based on single statement approach could not be generalized as complete performance assessment in terms of all three dimension including teaching, research and services. Moreover, community service was not considered in this research which is also found to be an important performance indicator. Thus, future research is required to measure job performance in all three domains through a comprehensive scale.

Later on, Sukirno and Siengthai (2011) reported that participative decision making significantly contribute toward job performance of lecturers at public and private universities in Indonesia. Job performance was measured on the bases of research contributions, publications, teaching, managerial involvement and public engagement. However, quality of teaching and on campus services was not included in performance measure while these are also impotent indicators. Sukirno and Siengthai (2011) have used a six item scale which does not measure job performance construct fully as specified by Middaugh (2001). The study indicates that marital status dose not effect job performance. However, if the factors which are specifically influenced by dual responsibilities and family engagement such as work family conflict and organizational commitment are used to study job performance the results could differ.

The previous literature suggests that there are few studies regarding job performance of higher education faculty members in developing countries. Particularly in terms of work family conflict and organizational commitment. Furthermore, the results of studies conducted in other sectors could not be generalized for educational sector. Additionally most of the researches were conducted in western societies which are also not applicable in our society due to social and cultural differences. Therefore, the need is

to access influence of family oriented faculty member's conflict and commitment on job performance specifically in Pakistani culture.

Research Framework

The review of literature above suggests some gaps. Traditionally job performance of university faculty members is measured in terms of teaching, research, and services (Comm & Mathaisel, 1998; Fairweather, 2002). From the review of previous literature, it becomes clear that teaching performance could be measured in terms of teaching load (credit hours), punctuality, attendance, student advisement / assistance and pass rate of graduates (Middaugh, 2001; Chughtai & Zafar, 2006; Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011). Literature suggests that research performance could be measured in terms of involvement in research / grant projects, publications, and quality of publications (Middaugh, 2001; Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011). Furthermore, services category of performance may include both on campus and off campus services in terms of involvement in departmental seminars, helping peers, and community services (Centra, 1977; Chughtai & Zafar, 2006; Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011). However, there was no scale developed and no research conducted as yet for measuring job performance of faculty members using above stated indicators collectively in a single study under the broad categories of teaching, research and services. This study has developed a comprehensive job performance scale by using three categories of teaching, research, and services.

Furthermore, work family conflict and organizational commitment are found to be important factors influencing job performance of employees. Majority of researches for

example Witt and Carlson, (2006), Bhuian, Menguc and Borsboom (2005), and Cichy, Cha and Kim (2009) regarding work family conflict and organizational commitment were conducted in western countries. Results generated from these researches may not be generalized in developing countries due to social and cultural differences. As compared to western society, eastern countries have a collectivist culture where the family is an important life domain. Therefore, the performance of family oriented faculty members in developing countries is more vulnerable due to increased workloads and conflicting commitments of family and work. Additionally, very limited literature is available on work family conflict and organizational commitment in higher education sector particularly among family oriented faculty members. This study is being conducted in a developing country to address the differences due to collectivist culture. In addition, current research examines work family conflict and organizational commitment as antecedents to job performance among higher education family oriented faculty members.

In the previous literature variety of factors including organizational culture (Yiing & Ahmad, 2009), employee tenure (Wright & Bonett, 2002), economic dependency on work (Brett, Cron & Slocum, 1995), and various others, were studied as moderators of organizational commitment and job performance relationship. Nevertheless, the literature about moderating role of work family conflict in organizational commitment and job performance relationship is scant. This study examines the moderating role of work family conflict in organizational commitment and job performance relationship.

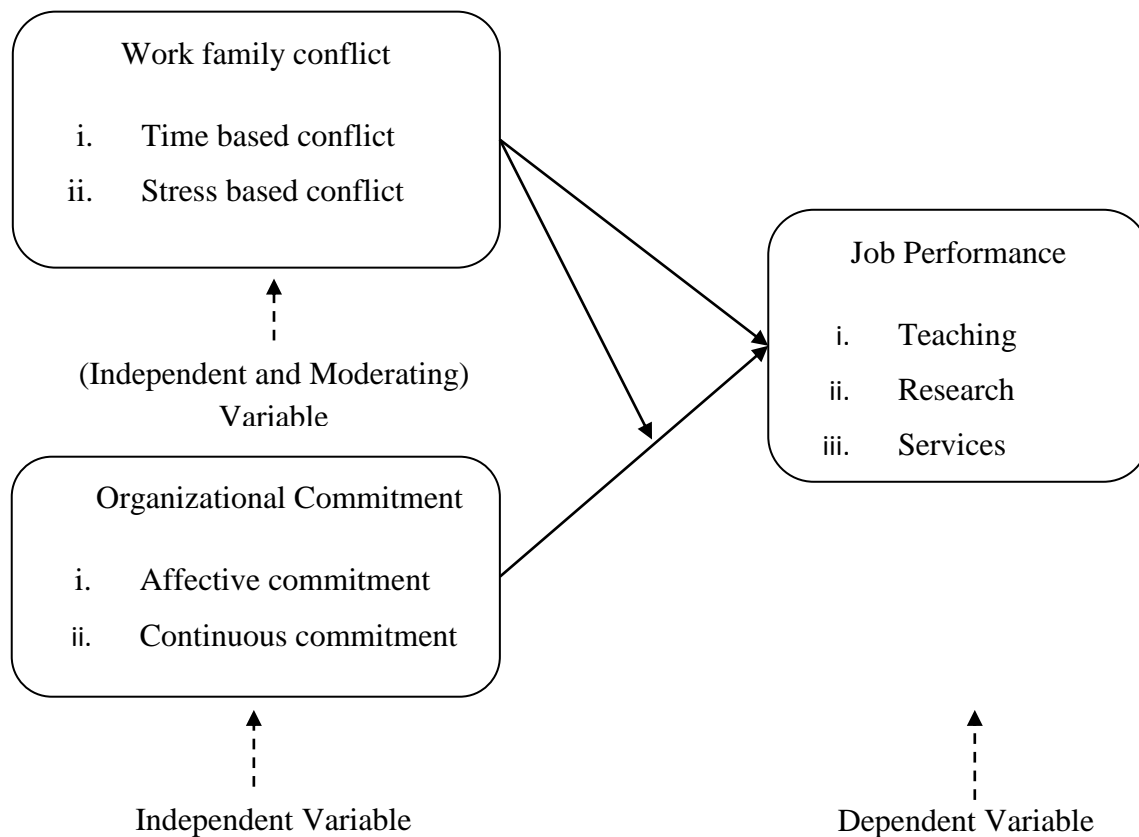
To fill the gaps stated above a research framework (see Figure 2.1) is proposed to study work family conflict and organizational commitment effects on job performance of

family oriented faculty members. The proposed framework is comprised of two independent variables including work family conflict and organizational commitment and one dependent variable job performance. The construct of work family conflict being used in this research was proposed by Netemeyer, Boles and Mcmurrian (1996) which is comprised of time as well as stress based work to family and family to work conflict. The construct of organizational commitment being used was proposed by Solinger, Van Olffen and Roe (2008) which is comprised of affective commitment and normative commitment.

Whereas, this study provides with a comprehensive construct of job performance based on broad categories of teaching, research, and services (Comm & Mathaisel, 1998). In fact, the job performance construct being offered has consolidated important performance indicators used and / or identified in previous researches. The category of teaching in the performance measure consist of teaching load (Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011), student consultancy / assistance (Chughtai & Zafar, 2006; Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011), punctuality and attendance (Chughtai & Zafar, 2006), and average pass rate of graduates (Middaugh, 2001). Category of research comprises of involvement in research / grant projects (Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011), publications (Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011), and quality of publications (Middaugh, 2001; Yee & Liew, 2011). The category of services encompasses involvement in departmental seminars (Centra, 1977), helping peers (Centra, 1977; Chughtai & Zafar, 2006), and community services (Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011). Therefore, by consolidating performance indicators stated above in a single job performance

measure, this research offers a composite and integrated construct of higher education faculty members' job performance.

Figure 2.1. Research Framework.



Chapter Summary

This chapter has provided theoretical back ground of the study through conceptualization and literature review of key variables including work family conflict, organizational commitment and job performance. Research framework for the present study is also proposed in this chapter to address research gaps in the existing literature. The subsequent chapter elucidates research methodology which covers study hypotheses, operationalization of study constructs, study population, sample, data collection tools and procedure, and a brief description of statistical techniques used for conducting this research.

Chapter Three

Methodology

In the previous chapter a research framework based on detailed literature review is proposed for the current research. This chapter focuses on choosing an appropriate methodology for the present research. The chapter is divided into four parts. First part is about operationalization of study framework. Second part cover details regarding data collection tools and procedure. Statistical techniques being used in this study are discussed in the third part of this chapter. Last part includes chapter summary.

Operationalization of Study Framework

The current study follows a correlational research design and it can be considered as a cross sectional study because information from the respondents were taken on a single point of time. Research framework (see Figure 2.1) of this study is comprised of three variables named work family conflict, organizational commitment and job performance. Based on literature review three hypotheses were generated in order to test relationship of study variables.

Hypotheses

The proposed hypotheses of this study are:

H1: There will be a negative relationship between work family conflict and job performance.

H2: There will be a positive relationship between organizational commitment and job performance.

H3: Work family conflict will act as a moderator in the relationship of organizational commitment and job performance.

Operationalization of Study Constructs

Following are the operational definitions of study constructs:

Work family conflict. An employee's experience of time and stress based conflict due to work interference with family (work to family conflict) and family interference with work (family to work conflict). Whereas, work to family conflict is an inter role conflict in which demands of, time devoted to, and stress created by work related role interfere with performance of family related roles (Netemeyer, Boles & Mcmurrian, 1996). Conversely, family to work conflict is an inter role conflict in which demands of, time devoted to, and stress created by family related role interfere with performance of work related roles (Netemeyer, Boles & Mcmurrian, 1996). Scores on work family conflict scale were deemed as indicator of work family conflict in the present research.

Organizational commitment. It refers to employee's attachment to an organization on the basis of identification of personal goal with the organizational goals, emotional attachment (Meyer & Allen, 1984), loyalty and sense of obligation toward organization (Meyer & Allen, 1991). Scores on organizational commitment scale were considered the indicator of organizational commitment in this study.

Job performance. Job performance of faculty members constitute of performance in (a) teaching; (b) research; and, (c) services. Scores on job performance scale were considered as indicator of job performance in the current research.

Study Population

Population is the entire group of events, people, or things a researcher want to investigate (Sekaran, 2005). To get authentic results it is important to select true representative respondents with similar circumstances. Therefore, population for the current study includes married faculty members of all public sector universities located in Islamabad and Rawalpindi. Since, public sector universities are following similar policies provided by higher education commission of Pakistan regarding their employee's. There are 15 public sector universities and degree awarding higher education institutes in the twin cities (Higher Education Commission, 2012). According to authorities in Higher Education Commission of Pakistan there are approximately 3000 faculty members in public sector universities located in Islamabad and Rawalpindi. Objectives of this research were to test the phenomenon for married faculty members only, therefore, married faculty members from approximately 3000 total faculty members in these 15 public sector universities were considered as target population.

Sample Size and Procedure

For any research sample selection is of primary importance because sample is needed to be representative of population under consideration. Possible accuracy of results also depends on it. As for as, sample size is concerned it depends upon the target

population. According to Roscoe (1975) sample size greater than 30 and less than 500 is appropriate for majority of researches. However, Krejcie and Morgan (1970) and Cohen (1969) suggested that for population size 1000, 1200, 1400, 1600, 1800 and 2000 sample should be 278, 291, 302, 310, 317 and 322 respectively. While Thomas (2004) suggests that sample of 200 is enough if research is using survey questionnaire technique for data collection. For the current research initially 480 questionnaires were distributed in the 6 public sector universities located in Islamabad and Rawalpindi for data collection. 354 filled questionnaires were returned from the respondents out of which 28 were discarded on the basis of partial / erroneous filling. Hence, 326 appropriately filled questionnaires were obtained depicting 67.92 % response rate. Therefore, final sample size taken for this research was 326.

Data Sources

Major data sources used in this research include both primary and secondary data. Primary data include data which is collected for the first time for analysis to find solution of the problem under study (Sekaran, 2005). While secondary data include all those data components which are already gathered by any researcher, journal and organization, as well as information available in the form of any published or unpublished format which could be useful for current research (Sekaran, 2005). Primary data for present research was collected mainly through survey questionnaires. Secondary data used in this study consist of research articles, unpublished M.Phil and Ph.D dissertations, Higher Education Commission official website site, books and research reports etc.

Data Collection Tool

Data for the present study was mainly collected through survey questionnaire. There are two independent and one dependent variable therefore, three scales were included in the questionnaire to measure each of the variables. The questionnaire (see Appendix A) used in the study was divided into four main parts. The first part of the questionnaire was about respondents particulars. The demographic sheet covers information regarding gender, age group, qualification, area of specialization, designation, length of service (years), family structure and number of children. For all the eight demographic information's appropriate choices were required from the respondents out of given options. Second, third and fourth parts of the questionnaire include scales of work family conflict, organizational commitment and job performance respectively.

The responses to all items of the second, third and fourth part of questionnaire were rated on the 5 point likert scale with ratings ranging from 1 to 5. 1 represent strongly disagree, 2 is for disagree, 3 is for neutral, 4 is for agree and 5 represents strongly agree. 5 point likert scale is used because it is as good as 7 or 9 point likert scale and increased points on the rating scale do not enhance reliability (Elmore & Beggs, 1975). Scales used for the study were as follows:

Scale of Work Family Conflict

This study takes into account both time and stress based conflicts among work and family domains under the caption of work family conflict. To measure the construct of work family conflict 12 item scale developed by Carlson, Kacmar and Williams (2000) was used for this study. The pre-established reliability of scale and all related subscales

exceed from 0.70. Whereas, reliability of work family conflict scale and respective subscales was more than 0.78 for this particular research (see Table 4.9). The scale was used with the permission of authors (see Appendix B).

Scale of Organizational Commitment

12 item scale developed by Meyer and Allen (1997) was used to measure organizational commitment of faculty members. The pre-established alpha reliability of scale is 0.77 to 0.88 for affective commitment and 0.65 to 0.86 for normative commitment. Whereas, in this research reliability of organizational commitment scale and its all respective subscales was above 0.69 (see Table 4.9). Written permission was taken from the publisher to use this scale (see Appendix C).

Scale of Job Performance

There exists no comprehensive scale (particularly for the current sample) to measure job performance of faculty members in terms of teaching, research and services as a whole. Therefore, to measure job performance of faculty members the scale of job performance was developed through proper procedure. The scale developed in this study comprised of three subscales teaching, research and services. Alpha reliability of newly developed 34 item scale was found to be 0.928 (see Table 4.9).

Development of Job Performance Scale

There was no comprehensive scale found to measure job performance of higher education faculty members in terms of teaching, research and services. Therefore, a 34

item scale was developed in this study to measure job performance of faculty members according to new indicators of job performance. Following steps were followed for development of scale.

Item writing and selected item pool. On the basis of performance indicators indentified through literature review there are three areas of faculty performance including teaching, research and services. In step one, to develop job performance scale, initially various previously existing job performance scales were reviewed and few items were taken from one of them for development of item pool. Eight items from the job performance scale of Chughtai and Zafar (2006) were included in the item pool. For those items permission was taken from the author (see Appendix D). Three items of them relates to teaching, one to research and remaining four was about services performance of faculty members. Furthermore, experts were consulted (one psychometrician, one expert from management sciences) were consulted to write additional new items for the item pool. In total 52 items were pooled initially.

Expert opinion for item selection. In step two, five experts were approached for final item selection from the pooled items. The experts were selected on the basis of their vast knowledge of respective fields and expertise in questionnaire design. Two experts were from faculty of economics, one from faculty of management sciences and one from faculty of psychology, Quaid-i-Azam University. Whereas, one expert consulted was from faculty of psychology, University of Baluchistan Quetta. The item pool was given to them, to check how well items being used for assessing a particular concept seems to

measure it. After getting the responses from experts, items with 50% or more endorsement rate were selected for final questionnaire. Moreover, an item was included in teaching which was regarding fairness of marking and another was included in the category of research, relating to participation in workshops / seminars. These items were recommended by experts to be included in the scale. In this process 15 items were deleted and finally 39 items were kept included in the job performance scale.

Review for judgmental content validity. In the final step, content validity was assessed. Content validity of the scale was done through committee approach. For this purpose the scale was again presented to three academicians of different disciplines (economics and psychology). The experts were given with the range of points, one to five, to rate each of the items included. The items rated below three were deleted and others were accepted. After getting their recommendations and suggestions several items were modified and some were omitted. Items which are omitted from the scale were five in total, from which two items relates to teaching performance, other two were about research and last item was intended to measure on campus service of faculty. After these cycles of refinement and alterations final scale of job performance was obtained. The final scale consist of 34 items, out of which 17 items measure teaching, 7 items measure research and 10 items were about on and off campus services. These final items were used in the main study to measure job performance and psychometrics for the newly developed scale was also established in the main study.

Data Collection Procedure

As unit of analysis for this research was married faculty members therefore, the sample was collected through convenient sampling technique. Since, sampling frame was not available for that reason questionnaires were distributed at convenient to accessible married faculty members. The data collection process was comprised of two phases. In the first phase inform consent was taken from the targeted sample and then the questionnaires were delivered to respondents by hand (personally administered survey). And in second phase the filled questionnaires were collected back.

In order to contact the respondents the information about potential respondents was obtained from respective offices of selected universities. Moreover, permission from offices of selected universities to contact the respective faculty members was also taken before approaching them. After obtaining information about respondents, they were approached personally for data collection. Respondents were made clear that their participation in this research work is completely voluntary. Research ethics were also ensured including consent of respondents, anonymity, confidentiality, privacy and accuracy as suggested by Christians (2000). Survey material presented to each respondent comprised of a demographic sheet and the three research scales measuring the desired variables.

After one week of questionnaires delivery at each university filled questionnaires were recollected. The whole time period of data collection was three months from 1st July 2012 to 29th September 2012. Next step was sorting and cleaning of data. For that purpose poorly filled and / or unfilled questionnaires were eliminated. The remaining data was prepared for data entry into software program for further proceedings and

analysis. Statistical Package for Social Sciences (SPSS) 17 was used to analyze the data.

Details regarding sample of the study are given in Table 3.1 below.

Table 3.1

Details of Study Sample

Respondents	Geographical location	Questionnaires distributed	Responses received	Discarded	Final sample size	Response rate
Married faculty members	Islamabad and Rawalpindi	480	354	28	326	67.92 %

Statistical Techniques Applied

Number of statistical techniques was used to analyze data for this research. These statistical tools were applied in order to check for respondents' profile, validity and reliability of scales, data description, demographic comparison and finally hypotheses testing. Details regarding statistical techniques applied for measurements are as follows:

Respondents Profile

Respondents profile shows the representation pattern of demographic groups in a sample collected for research. There must be an adequate representation of each group so that most appropriate results could be drawn. If there exist any considerable difference among included group's representation then it is to be justified. In this research the demographic profile of respondents was comprised of gender, age group, qualification, area of specialization, designation, length of service (years), family structure and number of children. Respondents profile was assessed through frequency and percentage analysis for each group in this study and Statistical Package for Social Sciences (SPSS) version 17 was used for the purpose.

Validity

In order to judge the goodness of measures being used in the study, construct validity was established through two techniques (a) correlation analysis; and, (b) factor analysis as suggested by Sekaran (2005). These techniques are elaborated below:

Correlation analysis. Construct validity of work family conflict, organizational commitment and job performance scales was assessed through computing item total, total scale and inter-scale correlations. Items in each scale were correlated to that particular scale to come up with item total correlations. Total scale correlations were computed through correlating each subscale with the respective scale, and, inter-scale correlations were obtained through correlation of all three scales included in the questionnaire. Level of significance considered in the study was $p < .05$, pursuing the normal practice (Sekaran, 2005).

Factor analysis. To further justify the validity of newly developed job performance scale factor analysis was conducted. Factor analysis indicates the extent to which items were appropriate for each dimension being measured (Sekaran, 2005). In fact it is used for data reduction (Field, 2005).

To test data fit for factor analysis Kaiser-Meyer-Olkin (KMO) and Bartlett test of Sphericity were implemented. KMO value near to 1 show compact correlation pattern therefore, indicating the yield of more distinct and reliable factors (Kaiser, as cited in Field, 2005). Significant value for Bartlett test of Sphericity additionally support data fit

for factor analysis. Value of Bartlett test of Sphericity was considered significant on $p < .05$ (Field, 2005) in the current research.

For extracting factors Principle Component method was applied because it is a preferred method. Extracted factor were also rotated since it is necessary to optimize factor solution. For factor rotation Direct Oblimin method was used on theoretical basis that extracted factors may highly correlate to one another (Field, 2005). Delta (degree to which factors are acceptable to correlate) value was kept zero which is the default value in SPSS and is sensible for most of the analyses (Pedhazur & Schmelkin, 1991, p. 620). Furthermore, factor loadings greater than .298 were considered significant as sample size was above 300 (Stevens, as cited in Field, 2005). The loaded factors were labeled and were further used for examining validity.

Reliability

Reliability of a scale is assessed to guarantee its consistent measurement across a variety of items in the instrument and across time to indicate that the measure is without bias (Sekaran, 2005). This means that items in any scale should hang together to measure independently a similar concept. The most extensively used and popular test of reliability is Cronbach's alpha coefficient (Sekaran, 2005). Therefore, in this research inter item consistency and reliability of the measures was assessed through computing Cronbach's alpha coefficients for each scale. As suggested by Churchill (1979) the scale having Cronbach's alpha coefficient greater than .6 was considered reliable in this study.

Data Description

Descriptive statistics provide with a concise picture of research data as well as assist through presenting data in a very user-friendly and organized way (Durrheim, 2002). Through descriptive statistics a crisp and brief description of quantitative data could be obtained (Kaplan & Saccuzzo, 2001). In this research descriptive statistics were obtained through computing mean (M) and standard deviations (SD) by using Statistical Package for Social Sciences (SPSS) version 17. Mean shows the average response value while the standard deviation represents degree of variance / dispersion from mean (Durrheim, 2002). The results were represented in the table form.

Demographic Comparison

Demographic comparison shows the extent to which various group of respondents are different from one another on particular variables of interest (Sekaran, 2005). Statistical techniques and / or tests applied for the purpose of comparison between groups depend on number of groups involved. In case of two groups independent samples t-test is used (Field, 2005). In case of more than two groups analysis of variance (ANOVA) test is used to examine significant mean differences on an interval or ratio-scaled variable (Sekaran, 2005). In this research demographic comparison was made by using t-test for two demographic groups including gender and family structure. While ANOVA test was applied for comparison between six demographic groups including age, qualification, designation, length of service (years), area of specialization and number of children. Test statistics obtained from both t-test and ANOVA were considered significant at $p < .05$ as

suggested by Fisher (1925). The results were then presented in the table and were used to see demographic differences on study variables.

Hypotheses Testing

To test the research hypotheses correlation, simple linear and multiple linear regressions were applied by using Statistical Package for Social Sciences (SPSS) version 17. In all these approaches for the results and / or statistics obtained, significant level considered was $p < .05$ as suggested by Fisher (1925). Moreover, in social sciences $p < .05$ is a generally accepted level of significance (Sekaran, 2005). On the basis of these test statistics hypotheses of the study were either accepted or not. Details regarding correlational and regression analysis are given below.

Correlation analysis. Most commonly used correlation coefficient is the Pearson r , normally called product-moment correlation (Anastasi, 1988) which was also used by this study to test the first hypothesis. Pearson correlation coefficient provides with the nature, strength, direction and significance of any existing bivariate relationship among study variables (Sekaran, 2005; Field, 2005). It assumes that considered variables are at least measured on the interval scales. It also determines extent to which variable values are proportional to one another (Rehman, 2010). Correlation coefficients (r) were also used to assess the strength and / or statistical relationship of study variables. Perfect positive correlation is generally denoted by +1.00 and perfect negative relationship is frequently denoted by -1.00 while 0.00 present no correlation among variables considered (Field, 2005). To explain the effect size, criteria given by Cohen (1988, 1992) was used

in the present study according to which $r = .10$ indicate small, $r = .30$ indicate medium and $r = .50$ indicate large effect size. Normally correlation coefficients as low as $r = .30$ is of useful value and show the linear relationship between variables (Rehman, 2010) similar standard were followed in this research.

Regression analysis. In this research regression analysis was utilized to test second and third hypotheses to investigate existence of any relationship between study variables. Prior to applying the regression analysis some assumptions were tested. Assumptions were carried out to check appropriateness of data for regression analysis. These assumptions were proposed by Berry (1993) and include variable type, multicollinearity, non-zero variance of predictors, correlation of predictors with external variables, linearity, homoscedasticity, independence and normality. Assumption of variable type and non-zero variance of predictors were met theoretically as study variables are quantitative, continuous and have variation in their values. However, assumptions of multicollinearity and correlation of predictors with external variables were justified through performing correlation analysis. Furthermore, assumptions of homoscedasticity and linearity were justified through ZRESID and ZPRED plots and assumption of normality was assessed through normal probability plots. Durbin-Watson test statistic was calculated to justify the assumption of independence.

After testing regression assumptions regression analysis was applied to test study hypotheses. Since, second hypothesis of the research involve one independent (organizational commitment) and one dependent variable (job performance). Therefore, linear regression analysis was used to test second hypothesis in which one independent

variable predict one dependent variable (Field, 2005). However, third hypothesis of the research study involve two predictor variables (organizational commitment and work family conflict) and one dependent variable (job performance). Thus, multiple linear regression analysis was applied to test third hypothesis (Field, 2005).

Regression equations. Regression models are presented by regression equations providing an actual fit for the data (Field, 2005). General model becomes regression equation as below:

$$Y_i = (b_0 + b_1 X_i) + \varepsilon_i$$

Where Y_i shows the outcome which is being predicted and X_i shows the i th participant's score on predictor variable. b_0 shows intercept of the line and b_1 is the gradient of the line fitted therefore, b_1 is the change in value of Y_i due to unit change in X_i . b_0 and b_1 are called regression coefficients whereas, ε_i is residual term representing difference between predicted and actual scores.

To measure the simple linear relationship of organizational commitment (OC) and job performance (JP) following equation was developed to test the research model.

$$JP = (b_0 + b_1 (OC)) + \varepsilon_i$$

OR

$$\text{Job performance} = (\text{Intercept} + \text{Coefficient (Organizational commitment)})$$

To measure the moderating role of work family conflict (WFC) in the relationship of organizational commitment (OC) and job performance (JP) following equation was developed.

$$JP = (b_0 + b_1 (OC) + b_2 (WFC) + b_3 (OC*WFC)) + \varepsilon_i$$

OR

Job performance = (Intercept + Coefficient (Organizational commitment) + Coefficient (Work family conflict) + Coefficient (Organizational commitment * Work family conflict))

Chapter Summary

This chapter endowed with methodology for current research by providing (a) operationalization of research framework; (b) data collection tools and procedure; and, (c) statistical techniques applied for analysis. On the basis of research objectives, literature review and research framework, study hypotheses were developed in this chapter. Study population and sample is evidently determined to made scope of this research more clear. Research questionnaire was developed and process of data collection was elucidated. Lastly, statistical techniques used in this research were discussed. The next chapter will cover respondents' profile, goodness of data as well as comparison between demographic groups to give foundation for hypotheses testing.

Chapter Four

Data Description

Previous chapter has given a detailed overview of study method. This chapter is about respondents' profile, goodness of data, data description and comparison between demographic groups to endow with the underpinning for hypotheses testing. This chapter is divided into five parts. First part is about respondents' profile which includes frequency and percentage of respondents' demographic particulars. Second part covers goodness of data which is measured through computing validity and reliability of the scales being used in this study. Validity is tested through correlational analysis and reliability is ascertained through computing Cronbach's alpha. Factor analysis is also given in the second part to further justify the validity and reliability of newly developed job performance scale. Third part encompasses descriptive statistics. Fourth part of this chapter is about the demographic differences on scales and subscales of work family conflict, organizational commitment and job performance. The last part of this chapter provides chapter summary.

Respondent Profile

The sample of current study consists of 326 married faculty members from 6 public sector universities located in Islamabad and Rawalpindi. Both male and female faculty members are considered for sample collection constituting 62.9% and 37.1% of the whole sample respectively as shown in the Table 4.1 below. The ratio of female respondents is low due to their lack of consent for filling out the questionnaire.

The faculty members of above 25 years of age are considered for this study. Distribution of sample with respect to age of respondents is given in Table 4.1. Maximum respondents belong to 31-35 year group constituting 34.4% of the total sample. Only 8.6% of the sample belongs to the 46 or above years range because senior faculty members mostly belongs to higher positions and are generally preoccupied with numerous responsibilities, thus having lower response rate. Therefore, majority of the participants were holding M.Phil (45.7%) or Ph.D (35.3%) degrees while only one (0.30%) respondent was having post-doc.

Sample of the study constitutes of faculty from all area of studies. Table 4.1 shows that 8.0% of the respondents belongs to biological sciences, 18.1% respondents belongs to natural sciences, 32.8% respondents belongs to social sciences and 18.7% respondents belongs to management sciences. Faculty of biological science has lowest response rate and availability to fill the questionnaires due to more laboratory involvement as compared to other disciplines.

Table 4.1 below shows that faculty members included in the sample are of different designations. Response rate has decreasing trend with the increasing level of designation. Therefore, lecturers constitute the largest portion of 56.4% and only 3.7% of the sample is professors. As for as length of services is concerned more than half of the faculty members included in the sample has less than 10 years of service experience.

Faculty members belong to both family systems, joint and nuclear. However, joint family system has higher part of 59.8% in the total sample because there is more support for collectivist culture in Pakistan (Routamaa & Hautala, 2008). Since majority of the sample constitutes young faculty therefore, most of the teachers have 1 or 2 kids

constituting 45.4% of the total sample as given away in Table 4.1. The trend of less number of children among teachers is also supported by the previous research indicating that increase in level of education has inverse significant impacts on birth / fertility rate (Akman, 2002). The participants' demographic profile is given in Table 4.1 below.

Table 4.1

Participant's Demographic Profile (N=326)

Demographic variable	Frequency (f)	Percentage (%)
Gender		
Men	205	62.9
Women	121	37.1
Total	326	100.0
Age group (years)		
25-30	95	29.1
31-35	112	34.4
36-40	62	19.0
41-45	29	8.9
46 or above	28	8.6
Total	326	100.0
Qualification		
Master	61	18.7
M.Phil	149	45.7
Ph.D	115	35.3
Other	1	0.30
Total	326	100.0
Area of specialization		
Biological sciences	26	8.0
Natural sciences	59	18.1
Social sciences	107	32.8
Management sciences	73	22.4
Other	61	18.7
Total	326	100.0
Designation		
Lecturer	184	56.4
Assistant professor	111	34.0
Associate professor	19	5.8
Professor	12	3.7
Total	326	100.0
Length of service (years)		
5 or less	137	42.0
6-10	111	34.0
11-15	40	12.3
16-20	17	5.2
21 or above	21	6.4
Total	326	100.0
Family structure		
Nuclear family	131	40.2
Joint family	195	59.8
Total	326	100.0
Number of children		
None	103	31.6
1-2	148	45.4
3-4	68	20.9
5 or above	7	2.12
Total	326	100.0

Testing Goodness of Data

Validity

In order to ascertain the internal consistency of scales being used in the present study validity is tested. To test the validity of the scales item total correlation; total scale correlation; and, inter-scale correlations were computed. All the items in each scale are correlated with that particular scale to compute item total correlation which shows the extent to which each item contribute toward measuring the intended construct (Naqvi, 2007). While all the subscales in each scale are correlated with that particular scale in order to find out the total scale correlations, and, inter-scale correlation are computed to find out correlation pattern among scales of the study. Item total correlations for the scales of work family conflict, organizational commitment and job performance are given in Table 4.2, Table 4.3 and Table 4.4 respectively.

Table 4.2

Item Total Correlation of Work Family Conflict Scale (N=326)

Items	<i>r</i>	Items	<i>r</i>
10	.627**	16	.586**
11	.540**	17	.630**
12	.615**	18	.661**
13	.675**	19	.602**
14	.628**	20	.641**
15	.652**	21	.615**

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.2 shows the item total correlation of work family conflict scale. All the items have positive as well as significant correlation ($p < .01$) with total score. Item total correlation ranges from .540 to .675 which indicates the internal consistency of work family conflict scale. Item total correlation of organizational commitment scale is given in Table 4.3 below.

Table 4.3

Item Total Correlation of Organizational Commitment Scale (N=326)

Items	<i>r</i>	Items	<i>r</i>
22	.672**	28	.333**
23	.617**	29	.491**
24	.369**	30	.574**
25	.514**	31	.655**
26	.639**	32	.632**
27	.496**	33	.651**

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.3 provides the item total correlation of organizational commitment scale.

All the items of the scale have positive and significant correlation with total score ($p < .01$). Item total correlations for organizational commitment items range from .333 to .672 which provides the evidence for internal consistency of the scale. Item total correlation of job performance scale is given in Table 4.4 below.

Table 4.4

Item Total Correlation of Job Performance Scale (N=326)

Item	<i>r</i>	Item	<i>r</i>
34	.483**	51	.514**
35	.293**	52	.465**
36	.641**	53	.532**
37	.611**	54	.497**
38	.681**	55	.458**
39	.674**	56	.399**
40	.718**	57	.584**
41	.684**	58	.659**
42	.716**	59	.575**
43	.617**	60	.383**
44	.636**	61	.588**
45	.520**	62	.547**
46	.637**	63	.605**
47	.697**	64	.645**
48	.670**	65	.441**
49	.480**	66	.418**
50	.598**	67	.362**

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.4 shows item total correlation of job performance scale. All the items have positive as well as significant correlation ($p < .01$) with the scale. Item total correlation ranges from .293 to .718. To further establish the internal consistency of the study scales, total scale correlations for work family conflict; organizational commitment; and, job performance are computed. Total scale correlations of work family conflict are given in Table 4.5 below.

Table 4.5

Total Scale Correlation of Work Family Conflict Scale (N=326)

Subscales	Work family conflict
Time based work family conflict	.895 ^{**}
Stress based work family conflict	.893 ^{**}

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.5 shows subscales to total correlation for work family conflict scale. Both the subscales have significant ($p < .01$) positive correlation with the scale. The correlation coefficients varies from .893 to .895 indicating strong internal consistency of the work family conflict scale. Total scale correlations of organizational commitment are given in following Table 4.6.

Table 4.6

Total Scale Correlation of Organizational Commitment Scale (N=326)

Subscales	Organizational commitment
Affective organizational commitment	.867 ^{**}
Normative organizational commitment	.864 ^{**}

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.6 provides total scale correlation of organizational commitment which is comprised of two subscales measuring affective and normative organizational commitment. Both the subscales are significantly ($p < .01$) positively correlated with organizational commitment total scale. Correlation coefficients range from .864 to .867

indicating the high internal consistency of the organizational commitment scale. Total scale correlations of job performance scale are given in Table 4.7.

Table 4.7

Total Scale Correlation of Job Performance Scale (N=326)

Subscales	Job performance
Teaching	.879**
Research	.637**
Services	.803**

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.7 gives total scale correlation of job performance measure. All the subscales have significant ($p < .01$) positive correlation with the total scale. The correlation coefficients range from .637 to .879 for three subscales indicating the internal consistency of job performance scale. Inter scale correlation is computed in the Table 4.8 to find the overall correlation of variables.

Table 4.8

Inter-Scale Correlation between Work Family Conflict Scale, Organizational

Commitment Scale, and Job Performance Scale (N=326)

Scale	1	2	3
1 Work family conflict	-	.020	.088
2 Organizational commitment	.020	-	.400**
3 Job performance	.088	.400**	-

* $p < .05$, ** $p < .01$, sig (2-tailed)

Table 4.8 shows week positive and non significant correlation of work family conflict with other two variables organizational commitment and job performance. Week inter scale correlation is indicated by smaller correlation coefficients of .020 and .088 for organizational commitment and job performance respectively. However, organizational commitment is significantly ($p < .01$) positively correlated with job performance as shown by the correlation coefficient .40.

Reliability

To test the reliability Cronbach's alpha is computed in order to confirm dependability of the scale which should be equal to or greater than 0.6 for an appropriate measure (Churchill, 1979). Cronbach's alpha for three variables of current study were computed in Table 4.9.

Table 4.9

Cronbach's Alpha for Scales and Respective Subscales of Work Family Conflict, Organizational Commitment and Job Performance (N=326)

Scales	Subscales	No. of Items	α
Work family conflict		12	0.856
	Time based work family conflict	6	0.786
	Stress based work family conflict	6	0.789
Organizational commitment		12	0.790
	Affective commitment	6	0.699
	Normative commitment	6	0.710
Job performance		34	0.928
	Teaching	17	0.928
	Research	7	0.887
	Services	10	0.837

In Table 4.9 Cronbach's Alpha coefficient for three scales and their respective subscales is above 0.6 and ranges from 0.699 to 0.928 that means all the scales are reliable.

Factor Analysis

For the questionnaires of work family conflict and organizational commitment factor structures have already been established as they are only being used in this study with the permission of authors (see Appendix-B and Appendix-C). However, in order to

further establish the validity of job performance scale, as it is newly developed in this study, its factor structure is explored by implementing exploratory factor analysis on its subscales. The factor analysis is done on the whole data (N=326).

In order to verify data fit for the factor analysis other values including Bartlett test of Sphericity and Kaiser-Meyer-Olkin (KMO) were computed before running the exploratory factor analysis. KMO value near to 1 show that correlation patterns are relatively compact thus factor analysis could yield with distinct and reliable factors, moreover, KMO values between .8 to .9 are considered great while the values more than .9 are considered superb (Kaiser, as cited in Field, 2005). Table 4.10 shows KMO and Bartlett test of Sphericity values for subscale teaching.

Table 4.10

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett Test of Sphericity for the Subscale Teaching (N=326)

Kaiser-Meyer-Olkin measure	Bartlett test of Sphericity	<i>df</i>	<i>p</i>
.952	3099.033	136	.000

KMO value of .952 for subscale teaching is good to run factor analysis.

Additionally, the value of Bartlett test of Sphericity is also significant ($p < .001$) which further support the data fit for running factor analysis. Table 4.11 shows KMO and Bartlett test of Sphericity values for subscale research.

Table 4.11

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett Test of Sphericity for the Subscale Research (N=326)

Kaiser-Meyer-Olkin measure	Bartlett test of Sphericity	df	p
.87	1235.028	21	.000

KMO value of .87 for subscale research is good to run factor analysis.

Additionally, the value of Bartlett test of Sphericity is also significant ($p < .001$) which further support the data fit for running factor analysis. Table 4.12 shows KMO and Bartlett test of Sphericity values for subscale services.

Table 4.12

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett Test of Sphericity for the Subscale Services (N=326)

Kaiser-Meyer-Olkin measure	Bartlett test of Sphericity	df	p
.818	1270.734	45	.000

KMO value of .818 for subscale services is quite satisfactory to run factor analysis. Moreover, the value of Bartlett test of Sphericity is too significant ($p < .001$) which added support that data is fit for running the factor analysis.

Data fit for running factor analysis is tested through the values of KMO and Bartlett test of Sphericity. For factor extractions Principal Component method is applied. Additionally, to allow for the correlations among factors Direct Oblimin method (i.e. oblique rotation) is used among the factors on theoretical basis that expected factors may correlate high to each other (Field, 2005: p. 637). Moreover, factor loadings to be

considered significant for the sample of above 300 should be greater than .298 (Stevens, as cited in Field, 2005).

Validity of Subscale Teaching

In order to extract factors of subscale teaching Principal Component factoring method devoid of specifying number of factors to be extracted is executed which resulted in the extraction of two factors as shown in Table 4.13 below. Table 4.13 shows the factor loadings of subscale teaching on two factors. Factor loading of all items are fairly high and above .298 ranging from .509 to .789. The two factors were assigned with descriptive labels Factor 1 named as “Teaching Quality” and Factor 2 named as “Student Assistance” based on commonality of items included in each of the factors. The subscale teaching has 17 items. There are 14 items (from 34 to 44 and 46 to 48) loaded on first factor (Teaching Quality) and 3 items (item 45, 49 and, 50) loaded on second factor (Student Assistance). The first factor highlights the teaching quality as it include teaching load, punctuality, fairness, regular up gradation of lecture, and two way communication in the class etc. The second factor highlights student assistance in terms of helping week ones to get better scores which makes average class score better and helping students even outside official university hours.

Validity of Subscale Research

Running Principal Component factoring method devoid of specifying number of factors to be extracted resulted in the extraction of one factor. Thus the resulted solution cannot be rotated and explored further. Table 4.13 shows item loading of subscale

research on one factor. Factor loading of items are quite well as ranging from .644 to .820. The resulted factor is assigned with a descriptive label of “Research” based on the commonality of loaded items. There are 7 items loaded on factor (Research) ranging from item 51 to 57. This factor highlights the research in terms of number and quality of publications, and, involvement in research grant projects along with improving research skills.

Validity of Subscale Services

Running Principal Component factoring technique devoid of determining fixed number of factors to be extracted resulted in the extraction of three factors for the subscale services as given in Table 4.13 below. The subscale services have 10 items. Factor loading for all items are good as ranging from .532 to .890. The three factors extracted were given descriptive labels on the basis of commonalities among items loaded on them. First factor is named as “Helping Peers” and 4 items ranging from 61 to 64 are loaded on it. Second factor is named as “Community Services” and 3 items ranging from 65 to 67 are loaded on it. The third factor is named as “Seminars Participation” and 3 items ranging from 58 to 60 are loaded on it.

The summary of factor analysis results showing factor components extracted for the subscales of job performance were given in the Table 4.13. The following table includes factor components extracted, respective item numbers, items and their relevant factor loadings.

Table 4.13
Factor Loadings of Three Subscale's Items for the Job Performance Scale (N=326)

Factor components	Item no	Items	Factor loading		
Teaching					
1. Teaching quality	34	I have nearly fulfilled the teaching credit hours for each subject.	.701		
	35	I rarely come late to the university.	.509		
	36	I always start my class on time.	.782		
	37	I grade assignments and papers on time.	.716		
	38	Each time before taking class I prepare lecture completely.	.771		
	39	I use more than one sources of knowledge for lecture preparation.	.769		
	40	I try my best to deliver latest knowledge to my students.	.789		
	41	I regularly update / change my lecture accordingly.	.691		
	42	I balance my lecture with adequate exercises / discussions / participation.	.785		
	43	I teach according to the students' potential.	.544		
	44	I always grade assignments and papers fairly.	.775		
	46	I appreciate two way communications in the class room.	.764		
	47	I encourage students to ask questions in the class and challenge them to think outside the text book context.	.783		
	2. Student assistance	48	I help students in solving problems regarding their studies.	.744	
45		Majority students of my class score above average percentile.	.637		
49		I assist students outside of official university hours.	.691		
Research	1. Research	50	I maintain regular consultation hours to advise and help students.	.509	
		51	I publish at least one research article annually in a refereed journal.	.799	
		52	I usually get my research papers published in ISI approved journals.	.807	
		53	Most of my publications are in HEC recognized journals.	.820	
		54	Usually I remain involved in research / grants projects.	.797	
		55	I collaborate with other departments in terms of research / grants projects.	.762	
		56	I collaborate with international scholars in terms of research / grants projects.	.765	
		57	I regularly participate in workshops / seminars to improve my research skills.	.644	
		Services			
		1. Helping peers	61	I help colleagues solve work related problems.	.742
62	I am willing to take on extra responsibilities in order to help other teachers with heavy workloads.		.637		
63	I show care and courtesy towards colleagues even under the most trying professional or personal circumstances.		.856		
2. Community services	64	I am willing to coordinate and communicate with colleagues.	.890		
	65	I spend time off campus for community services.	.739		
	66	I actively participate in community awareness programs voluntarily.	.884		
3. Seminars participation	67	I have arranged community service program / s during my career.	.877		
	58	I actively participate in the departmental seminars.	.532		
	59	I facilitate guest speakers for departmental seminars.	.845		
	60	I arrange seminars on behalf of department.	.832		

Reliability of Job Performance Scale

The reliability coefficient for the three subscales and their extracted factor components in job performance scale were obtained through computing Cronbach's alpha as shown in the Table 4.14 below. For the entire scale of job performance Cronbach's alpha is .928 and it ranges from .837 to .928 for all three subscales (see Table 4.14). Whereas, Cronbach's Alpha Reliability Coefficient of extracted factor components for subscale (i) teaching ranges from .667 to .931; (ii) research is .887; and, (iii) services ranges from .725 to .816.

Table 4.14

Cronbach's Alpha Reliability Coefficient for Scale and Subscales of Job Performance
(N=326)

	Subscales and respective factor components	No. of items	α
1	Teaching		
	Teaching quality	14	.931
	Student assistance	3	.667
	Total	17	.928
2	Research		
	Research	7	.887
	Total	7	.887
3	Services		
	Helping peers	4	.816
	Community services	3	.809
	Seminars participation	3	.725
	Total	10	.837

Descriptive Statistics

Descriptive statistics including mean and standard deviation for study scales are given in Table 4.15 below.

Table 4.15

*Descriptive Statistics for Work Family Conflict, Organizational Commitment, Job**Performance and Respective Subscales (N=326)*

Scale	Subscale	No. of items	<i>M</i>	<i>SD</i>
Work family conflict		12	2.832	.2881
	Time based work family conflict	6	2.870	.2846
	Stress based work family conflict	6	2.794	.3146
Organizational commitment		12	3.468	.2098
	Affective commitment	6	3.545	.1183
	Normative commitment	6	3.391	.2627
Job performance		34	3.648	.4483
	Teaching	17	3.964	.2258
	Research	7	3.045	.1817
	Services	10	3.533	.3728

Comparison between Demographic Groups**Gender Differences**

Gender differences on scales and subscales of the study were computed through t-test and results are given in Table 4.16 as under.

Table 4.16

Gender Difference on Scales and Subscales of Work Family Conflict, Organizational Commitment, and Job Performance for Male and Female (N=326)

Scale	Subscale	Gender		<i>t</i> (324)	<i>p</i>
		Males (<i>n</i> = 205)	Females (<i>n</i> =121)		
		<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)		
WFC		33.30 (9.09)	35.14 (7.54)	1.88	.062
	TWFC	16.80 (5.07)	17.93 (4.32)	2.07	.040
	SWFC	16.51 (5.11)	17.21 (4.12)	1.28	.201
OC		41.22 (7.54)	42.28 (6.53)	1.29	.198
	AOC	21.04 (4.32)	21.65 (3.93)	1.27	.204
	NOC	20.18 (4.35)	20.63 (3.73)	.96	.340
JP		125.17 (22.00)	122.13 (15.58)	1.33	.184
	TJP	67.36 (12.82)	67.46 (9.49)	.07	.944
	RJP	22.35 (6.85)	19.56 (6.84)	3.55	.000
	SJP	35.45 (6.88)	35.12 (5.65)	.46	.648

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.16 shows that male and female are significantly different on time based work family conflict and research job performance. Females are significantly higher than males on time based work family conflict which shows that females face more time based conflicts among work and family domains. This significant difference among males and females is justified due to dual responsibilities of females both at work and home.

Whereas males faculty members are significantly higher than female faculty members on research based job performance. This significant difference of gender in research based job performance shows more research contribution from male faculty members.

However, on all three scales and their respective subscales except time based work family conflict and research job performance subscales non significant differences of gender were found (see Table 4.16).

Age Group

There are five levels of age groups (years) considered in this research including 25-30, 31-35, 36-40, 41-45, and 46 or above. In order to scrutinize mean differences of these five age groups on scales and subscales of work family conflict, organizational commitment and job performance, one way analysis of variance is carried out (see Table 4.17).

Table 4.17

One Way Analysis Of Variance (ANOVA) for Scales and Respective Subscales across Age Group (N=326)

Scale	Subscale	Age group (years)					F	p
		25-30 (n=95)	31-35 (n=112)	36-40 (n=62)	41-45 (n=29)	46 or above (n=28)		
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)		
WFC		34.74 (7.97)	34.35 (8.07)	34.76 (10.29)	30.21 (7.50)	32.18 (8.79)	2.10	.080
	TWFC	17.61 (4.32)	17.20 (4.42)	17.57 (6.17)	15.45 (4.83)	17.04 (4.58)	1.22	.300
	SWFC	17.13 (4.63)	17.15 (4.72)	17.19 (5.05)	14.76 (4.02)	15.14 (4.95)	2.59	.037
OC		40.54 (7.34)	41.24 (6.20)	41.23 (8.28)	46.31 (7.05)	42.75 (6.40)	4.07	.003
	AOC	20.93 (3.99)	21.13 (3.67)	20.89 (4.84)	23.24 (4.61)	21.79 (4.38)	2.07	.085
	NOC	19.61 (4.39)	20.11 (3.63)	20.34 (4.61)	23.07 (3.41)	20.96 (3.72)	4.32	.002
JP		121.86 (17.74)	124.85 (16.84)	123.55 (27.02)	127.66 (18.91)	125.54 (21.05)	.62	.651
	TJP	66.53 (11.23)	67.96 (9.48)	67.19 (15.63)	69.28 (10.64)	66.57 (12.44)	.42	.792
	RJP	19.54 (7.14)	20.87 (6.53)	22.53 (7.15)	23.10 (6.10)	24.61 (6.87)	4.35	.002
	SJP	35.80 (5.71)	36.02 (5.93)	33.82 (7.96)	35.28 (7.02)	34.36 (6.28)	1.46	.214

Between Groups $df = 4$; Within Group $df = 321$, Groups Total $df = 325$

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.17 provides mean scores, standard deviations, and F-ratios of all three scales and respective subscales for five age groups. Results show significant difference among five age groups on stress based work family conflict, organizational commitment, normative organizational commitment, and research job performance. These results illustrate that faculty members in 36-40 years age group are significantly higher than all other age groups on stress based work family conflict. Moreover, faculty members in 41-45 years age group are significantly higher on organizational commitment and normative organizational commitment than other age groups. Faculty members in 46 or above (years) age group are significantly higher on research based job performance than other faculty members reflecting positive relationship between research contribution and seniority. While no significant differences were found among age groups on all other scales and subscales i.e., work family conflict, time based work family conflict, affective organizational commitment, job performance, teaching job performance, and services job performance, reflecting no differences due to age.

Qualification

There were four levels of qualification considered in this research including masters, M.Phil, Ph.D and other. In order to scrutinize mean differences of these four categories on scales and subscales of work family conflict, organizational commitment and job performance, one way analysis of variance is carried out (see Table 4.18).

Table 4.18

One Way Analysis Of Variance (ANOVA) for Scales and Respective Subscales across Qualification (N=326)

Scale	Subscale	Qualification				F	p
		Master (n=61)	M.Phil (n=149)	Ph.D (n=115)	Other (n=115)		
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>		
WFC		34.79 (8.25)	34.28 (8.56)	33.13 (8.80)	40.00 (-)	.78	.508
	TWFC	17.26 (4.31)	17.38 (4.73)	16.96 (5.24)	21.00 (-)	.37	.775
	SWFC	17.53 (4.92)	16.90 (4.82)	16.17 (4.60)	19.00 (-)	1.22	.302
OC		40.34 (6.87)	41.38 (6.94)	42.59 (7.64)	41.00 (-)	1.40	.243
	AOC	20.82 (3.80)	21.24 (4.08)	21.56 (4.51)	20.00 (-)	.45	.720
	NOC	19.53 (4.35)	20.14 (3.85)	21.04 (4.31)	21.00 (-)	2.02	.111
JP		117.46 (15.56)	123.95 (18.10)	127.64 (23.21)	124.00(-)	3.57	.014
	TJP	65.13 (10.75)	68.14 (10.58)	67.65 (13.38)	65.00 (-)	1.00	.393
	RJP	16.77 (7.15)	20.17 (6.28)	25.21 (5.68)	22.00 (-)	27.31	.000
	SJP	35.56 (5.87)	35.64 (6.14)	34.78 (7.14)	37.00 (-)	.44	.725

Between Groups df = 3; Within Group df = 322, Groups Total df = 325

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.18 provides mean scores, standard deviations, and F-ratios of all three scales and respective subscales for four qualification groups. Results showed significant differences among four qualification groups on both job performance and research job performance. Particularly faculty member who are Ph.D show significantly higher means on both job performance and research job performance, than other groups. While no significant differences were found among qualification groups on all other scales and subscales i.e., work family conflict, time based work family conflict, stress based work family conflict, organizational commitment, affective organizational commitment, normative organizational commitment, teaching job performance, and services job performance, reflecting no effects due to qualification differences.

Area of Specialization

There were five areas of specialization considered in this research including biological sciences, natural sciences, social sciences, management sciences, and other. In order to scrutinize means differences of these five areas of specialization on scales and subscales of work family conflict, organizational commitment and job performance, one way analysis of variance is carried out (see Table 4.19).

Table 4.19

One Way Analysis Of Variance (ANOVA) for Scales and Respective Subscales across Area of Specialization (N=326)

Scale	Subscale	Area of specialization					F	p
		Biological sciences (n=26)	Natural sciences (n=59)	Social sciences (n=107)	Management sciences (n=73)	Other (n=61)		
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)		
WFC		32.08 (10.65)	34.15 (7.81)	34.47 (8.46)	34.55 (7.75)	33.12 (9.52)	.64	.631
	TWFC	16.15 (6.08)	18.00 (4.48)	17.50 (4.61)	17.29 (4.71)	16.34 (5.03)	1.30	.271
	SWFC	15.92 (5.35)	16.15 (4.36)	16.97 (4.70)	17.26 (4.53)	16.77 (5.31)	.69	.599
OC		39.19 (8.65)	44.00 (6.92)	42.90 (6.79)	40.22 (7.48)	39.75 (6.12)	5.17	.000
	AOC	19.77 (4.96)	22.27 (4.46)	21.89 (3.87)	20.61 (4.07)	20.66 (3.91)	3.15	.015
	NOC	19.42 (4.83)	21.73 (3.22)	21.01 (3.98)	19.62 (4.71)	19.10 (3.60)	4.84	.001
JP		116.69 (35.45)	126.14 (15.83)	129.01 (15.92)	119.92 (17.64)	121.36 (21.34)	3.92	.004
	TJP	60.85 (20.20)	67.53 (10.13)	70.78 (8.29)	65.65 (11.42)	66.23 (12.14)	5.10	.001
	RJP	23.92 (7.93)	23.09 (5.69)	21.74 (7.00)	19.06 (6.47)	20.46 (7.44)	4.28	.002
	SJP	31.92 (9.18)	35.53 (5.52)	36.50 (5.94)	35.22 (5.88)	34.67 (6.99)	2.94	.021

Between Groups df = 4; Within Group df = 321, Groups Total df = 325

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.19 provides mean scores, standard deviations, and F-ratios of all three scales and respective subscales for five areas of specialization. Results show significant differences among five areas of specialization on organizational commitment, affective organizational commitment, normative organizational commitment, job performance, teaching job performance, research job performance, and services job performance. Faculty members belonging to natural sciences have shown higher means on organizational commitment, affective organizational commitment, and normative organizational commitment. Additionally, faculty members belonging to social sciences have shown higher means on teaching job performance, services job performance, and job performance as compared to other groups. Faculty members of biological sciences have shown higher means on research job performance which reflect more research output in biological sciences as compared to other disciplines. These results reflect differences on organizational commitment and job performance level due to area of specialization. While no significant differences were found among five areas of specialization on the scale and subscales of work family conflict. This shows that level of conflict between work and family domains is not influenced by area of specialization.

Designation

Four levels of designation were considered in this research including lecturer, assistant professor, associate professor, and professor. In order to scrutinize mean differences of these four levels of designation on scales and subscales of work family conflict, organizational commitment and job performance, one way analysis of variance is carried out (see Table 4.20).

Table 4.20

One Way Analysis Of Variance (ANOVA) for Scales and Respective Subscales across Designation (N=326)

Scale	Subscale	Designation				F	p
		Lecturer (n=184)	Assistant professor (n=111)	Associate professor (n=19)	Professor (n=12)		
		<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)		
WFC		35.28 (8.19)	32.81 (9.03)	29.32 (7.40)	32.42 (8.44)	4.22	.006
	TWFC	17.85 (4.44)	16.47 (5.26)	15.05 (4.85)	17.83 (5.01)	3.36	.019
	SWFC	17.42 (4.70)	16.34 (4.92)	14.26 (3.23)	14.58 (4.40)	4.16	.007
OC		41.05 (6.97)	41.59 (7.37)	44.58 (8.19)	45.75 (5.24)	2.82	.039
	AOC	21.11 (3.95)	21.14 (4.54)	22.95 (4.29)	22.25 (3.79)	1.37	.252
	NOC	19.95 (4.11)	20.44 (3.85)	21.63 (5.57)	23.50 (2.81)	3.62	.013
JP		122.47 (17.24)	125.81 (20.99)	121.32 (34.09)	136.00 (13.86)	2.27	.081
	TJP	67.59 (10.55)	67.23 (12.07)	64.53 (19.69)	70.50 (7.87)	.70	.560
	RJP	18.88 (6.79)	24.03 (5.84)	24.63 (6.34)	28.42 (3.58)	22.42	.000
	SJP	36.01 (5.87)	34.56 (6.58)	32.16 (9.77)	37.08 (5.66)	3.09	.027

Between Groups df = 3; Within Group df = 322, Groups Total df = 325

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.20 gives mean scores, standard deviations, and F-ratios of all three scales and respective subscales for four levels of designation. Results show significant differences among four levels of designation on work family conflict, time based work family conflict, stress based work family conflict, organizational commitment, normative

organizational commitment, research job performance, and services job performance. Faculty members with level of designation professors have shown highest mean on work family conflict, organizational commitment, normative organizational commitment, research job performance, and services job performance. This shows that in the highest designation group not only conflict between work and family domains is more, but, commitment to ward organization and performance at work place is also added. However, faculty members of first group (lecturers) have shown highest means on time based work family conflict, and stress based work family conflict. This indicates difficulty in managing time among work and family domains. Table 4.20 shows no significant differences among four levels of designation on affective organizational commitment, job performance, and teaching job performance. The non-significant differences on affective organizational commitment, job performance, and teaching job performance show that they change irrespective of level of designation.

Length of Service

Five levels of experience were considered in this research including length of service (years) in groups of 5 or less, 6 – 10, 11 – 15, 16 – 20, and 21 or more. In order to scrutinize mean differences of these five length of service groups on scales and subscales of work family conflict, organizational commitment and job performance, one way analysis of variance is carried out (see Table 4.21).

Table 4.21

One Way Analysis Of Variance (ANOVA) for Scales and Respective Subscales across Length of Service (N=326)

Scale	Subscale	Length of service (years)					F	p
		5 or less (n=137)	6 – 10 (n=111)	11 – 15 (n=40)	16 – 20 (n=17)	21 or more (n=21)		
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)		
WFC		35.35 (8.02)	34.45 (9.17)	30.48 (7.70)	32.06 (7.87)	30.86 (8.92)	3.65	.006
	TWFC	17.83 (4.57)	17.18 (4.94)	16.00 (5.06)	16.47 (5.06)	16.33 (5.06)	1.48	.208
	SWFC	17.52 (4.53)	17.27 (5.08)	14.48 (3.79)	15.59 (3.97)	14.52 (5.00)	5.14	.001
OC		41.20 (7.11)	41.09 (6.91)	42.28 (7.61)	43.71 (9.02)	44.14 (6.53)	1.36	.247
	AOC	20.96 (4.24)	21.23 (3.94)	21.33 (4.72)	23.12 (4.61)	21.91 (3.45)	1.14	.336
	NOC	20.23 (4.09)	19.86 (3.86)	20.95 (3.97)	20.59 (5.85)	22.24 (4.07)	1.75	.140
JP		124.39 (17.50)	122.12 (20.13)	126.35 (23.58)	119.7 (22.69)	130.95 (22.84)	1.24	.294
	TJP	68.65 (10.02)	66.00 (12.22)	67.68 (13.30)	64.29 (14.77)	68.57 (12.66)	1.15	.332
	RJP	20.31 (6.96)	20.51 (6.96)	23.88 (6.24)	22.24 (5.64)	26.52 (6.22)	5.76	.000
	SJP	35.44 (5.57)	35.60 (6.68)	34.80 (7.77)	33.24 (6.96)	35.86 (7.58)	.61	.657

Between Groups df = 4; Within Group df = 321, Groups Total df = 325

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.21 gives mean scores, standard deviations, and F-ratios of all three scales and respective subscales for five levels of experience. It shows significant difference among five levels of experience on work family conflict, stress based work family conflict, and research job performance. Faculty member having length of service less than 5 years were significantly higher on work family conflict and stress based work family conflict. However, faculty members having 21 years or more experience are significantly higher on research job performance. These findings are in line with the

findings for level of designation. However, for remaining scales and subscales there are no significant differences based on length of service.

Family Structure

T-analysis is used to compute difference in family structure on three scales of work family conflict, organizational commitment, job performance and their respective subscales (see Table 4.22).

Table 4.22

Family Structure Difference on Scales and Subscales of Work Family Conflict, Organizational Commitment, and Job Performance (N=326)

Scale	Subscale	Family structure		<i>t</i> (324)	<i>p</i>
		Nuclear family (<i>n</i> =131)	Joint family (<i>n</i> =195)		
		<i>M</i> (<i>SD</i>)	<i>M</i> (<i>SD</i>)		
WFC		33.63 (9.31)	34.23 (8.07)	.62	.537
	TWFC	16.95 (5.40)	17.40 (4.42)	.83	.407
	SWFC	16.68 (5.02)	16.83 (4.60)	.27	.786
OC		42.15 (6.45)	41.26 (7.65)	1.09	.275
	AOC	21.49 (3.75)	21.12 (4.45)	.77	.440
	NOC	20.66 (3.77)	20.13 (4.36)	1.12	.263
JP		124.21 (19.89)	123.93 (19.94)	.12	.902
	TJP	67.50 (11.47)	67.323 (11.85)	.13	.899
	RJP	21.53 (7.27)	21.17 (6.77)	.45	.655
	SJP	35.18 (6.21)	35.43 (6.62)	.33	.740

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.22 shows that faculty members belonging to nuclear families are not significantly different from those who belongs to joint family on any of work family conflict, organizational commitment and job performance. Therefore, work family

conflict, organizational commitment and job performance are not influenced by family structure of faculty members.

Number of Children

Four groups for number of children were considered in this research including none, 1-2, 3-4, and 5 or more. In order to scrutinize mean differences of these four groups on scales and subscales of work family conflict, organizational commitment and job performance, one way analysis of variance is carried out (see Table 4.23).

Table 4.23

One Way Analysis Of Variance (ANOVA) for Scales and Respective Subscales across Number of Children (N=326)

Scale	Subscale	Number of children				F	p
		None (n=103)	1 – 2 (n=148)	3 – 4 (n=68)	5 or more (n=7)		
WFC		33.94 (8.64)	34.39 (8.20)	33.47 (9.39)	31.00 (8.39)	.47	.701
	TWFC	17.04 (4.68)	17.31 (4.68)	17.41 (5.37)	16.00 (5.39)	.25	.862
	SWFC	16.90 (4.92)	17.08 (4.49)	16.06 (5.13)	15.00 (4.40)	1.06	.365
OC		42.12 (6.80)	40.82 (7.30)	42.79 (7.48)	39.57 (6.90)	1.58	.194
	AOC	21.59 (4.02)	21.01 (3.92)	21.66 (4.85)	18.14 (3.89)	1.91	.128
	NOC	20.52 (3.98)	19.80 (4.33)	21.13 (3.70)	21.43 (5.16)	1.91	.128
JP		123.76 (18.35)	123.39 (19.66)	126.26 (22.38)	120.43 (23.49)	.42	.740
	TJP	67.50 (10.59)	67.16 (11.90)	67.90 (12.83)	66.00 (12.92)	.10	.962
	RJP	20.64 (6.67)	20.62 (7.15)	23.69 (6.35)	23.00 (9.20)	3.68	.012
	SJP	35.62 (6.03)	35.61 (6.57)	34.68 (6.72)	31.43 (6.70)	1.25	.291

Between Groups df = 3; Within Group df = 322, Groups Total df = 325

Note. WFC = Work Family Conflict, TWFC = Time Base Work Family Conflict, SWFC = Stress Based Work Family Conflict, OC = Organizational Commitment, AOC = Affective Organizational Commitment, NOC = Normative Organizational Commitment, JP = Job Performance, TJP = Teaching Job Performance, RJP = Research Job Performance, SJP = Services Job Performance

Table 4.23 give mean scores, standard deviations, and F-ratios of all three scales and respective subscales for four groups considered. It shows significant difference among number of children only on research job performance. Faculty members having 3-4 children were significantly higher on research job performance as compared to other faculty members. Except research job performance there are no significant differences on other scales and respective subscales due to number of children. This shows that number of children dose not contribute toward variation on work family conflict, organizational commitment and job performance except research based job performance.

Chapter Summary

This chapter has provided with a detailed data description. Respondents' demographic profile was given for an overview of sample representation of various demographic groups through calculating frequencies and percentages for each group. Furthermore, goodness of scales was assessed through validity and reliability analysis. Validity and reliability of job performance scale were added through factor analysis as well. Descriptive statistics and comparison between demographic groups have shown general trends in data. Following chapter is about hypotheses testing to derive results for the present study.

Chapter Five

Data Analysis and Results

The previous chapter has given with the data description in terms of respondent's profile, goodness of data, descriptive statistics and comparison between demographic groups to provide base for hypotheses testing. The current chapter is about data analysis and results. This chapter is divided into four parts. First part covers the underlying assumptions of regression analysis. Second part is about hypotheses testing through correlation and regression analysis. Summary of tools and techniques used in the current research is given in the third part. Last part encompasses the chapter summary.

Assumptions of Regression Analysis

Regression analysis is a widely used multivariate statistical technique to explore the relationship of predictor and outcome variables having continuous scales (Sekaran, 2005). Prior to applying the multiple regression method for data analysis it is essential to satisfy several assumptions as suggested by Berry (1993). The assumptions required to be met include variable type, non-zero variance of predictors, multicollinearity, and correlation of predictors with external variables, homoscedasticity, linearity, normality and independence.

Variable Type

The first assumption of multiple regression model relate to variable type. According to this assumption the predictor variable should be quantitative and outcome variable have to be unbounded, quantitative and continuous (Field, 2005). In the current

study both the predictor and outcome variables are quantitative and continuous therefore this analysis holds the first condition.

Non-Zero Variance of Predictors

The second assumption relates to the variation in the values of predictor variables. Second assumption is also satisfied as the predictors variables of current study have variation in their values (i.e. they do not have variance of zero).

Multicollinearity

Third assumption relates to non-existence of any perfect linear relationship among the predictor variables (i.e. predictor variables do not correlate with each other).

Assumption of non-perfect multicollinearity have been assessed / justified, as the correlation between the two predictor variables is non-significant and low (see Table 5.1).

Table 5.1

Correlation between Work Family Conflict and Organizational Commitment (N=326)

Scale	Organizational commitment
Work family conflict	.020

* $p < .05$, ** $p < .01$, sig (2-tailed)

Correlation of Predictors with External Variable

Fourth assumption to be considered is that there should not be any external variables which correlate with the variables included in a particular regression model. In this study gender is assessed as an external variable and is found to have non-significant correlation with predictors as well as outcome variables of the study (see Table 5.2).

Table 5.2

Correlation of Gender, Work Family Conflict, Organizational Commitment and Job Performance (N=326)

External variable	Work family conflict	Organizational commitment	Job performance
Gender	.104	.071	-.074

* $p < .05$, ** $p < .01$, sig (2-tailed)

Homoscedasticity and Linearity

There are two important assumptions relating existence of homoscedasticity and linearity. Homoscedasticity basically means that residuals for each level of predicting variables must have same variance. In case the variances are not similar / same then there exist heteroscedasticity. Not only homoscedasticity but linearity is also one of the most basic and essential conditions in multivariate statistics. It is said to exist when mean values of outcome variable lie along a straight line for each increment in predictor(s). Homoscedasticity and linearity seems to exist when points are evenly as well as randomly dispersed throughout the scatter plot (Field, 2005).

The assumptions of homoscedasticity and linearity could be justified through plot of ZRESID and ZPRED which should appear like a random display of dots consistently dispersed around zero (Field, 2005). Therefore, if there is any kind of curve in resulting graph the data does not hold the assumptions of homoscedasticity and linearity. Plots of ZRESID and ZPRED for both work family conflict and organizational commitment are given below in Figure 5.1 and Figure 5.2 respectively. Plots given below show fit of a linear line for both the predictor variables. Thus, data holds the assumption of homoscedasticity and linearity.

Figure 5.1. Plot of ZRESID against ZPRED for Work Family Conflict

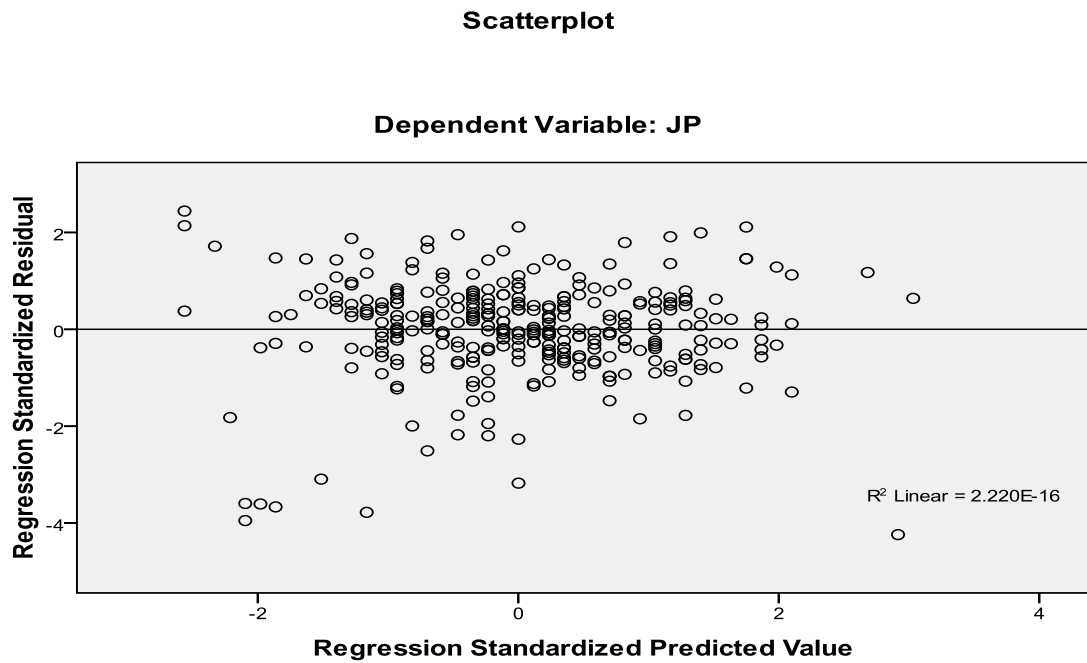
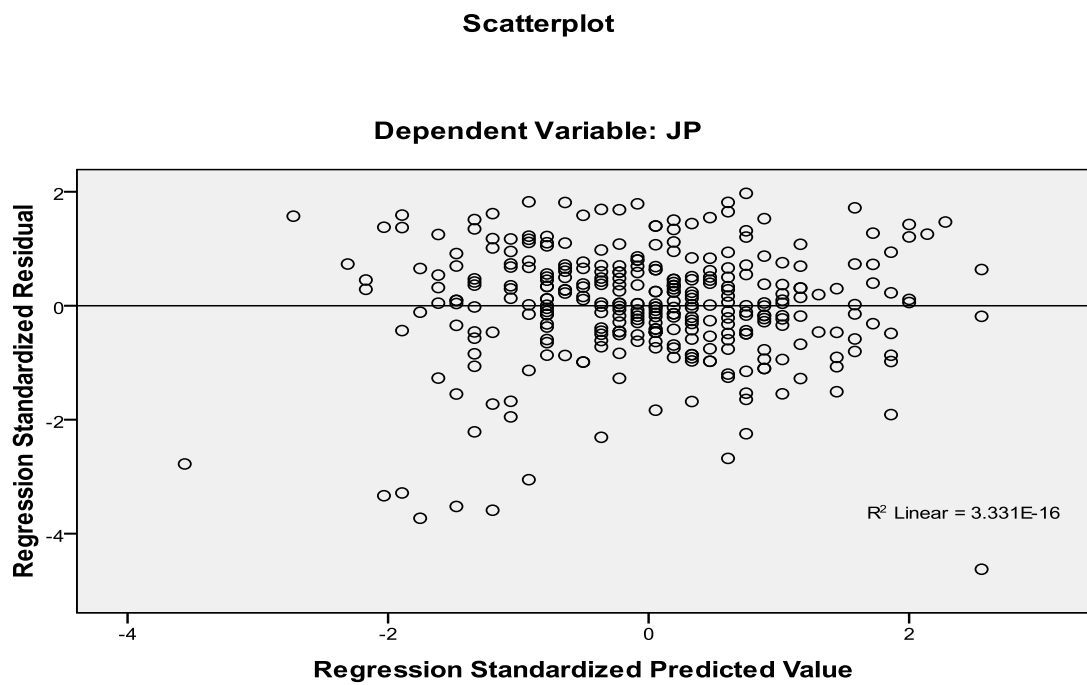


Figure 5.2. Plot of ZRESID against ZPRED for Organizational Commitment



Normality

The next fundamental assumption relates to the normal distribution of errors. This assumption seems met when the residuals in a model are normally and randomly distributed with the mean of zero or close to zero (Field, 2005). To check for this assumption normal probability plot is examined. The straight line shows the normal distribution and points represent observed residuals. Normal probability plots for both work family conflict and organizational commitment are given below (see Figure 5.3 and Figure 5.4). From normal probability plots it is justified that data holds the assumption of normality.

Figure 5.3. Normal Probability Plot of Residuals for Work Family Conflict

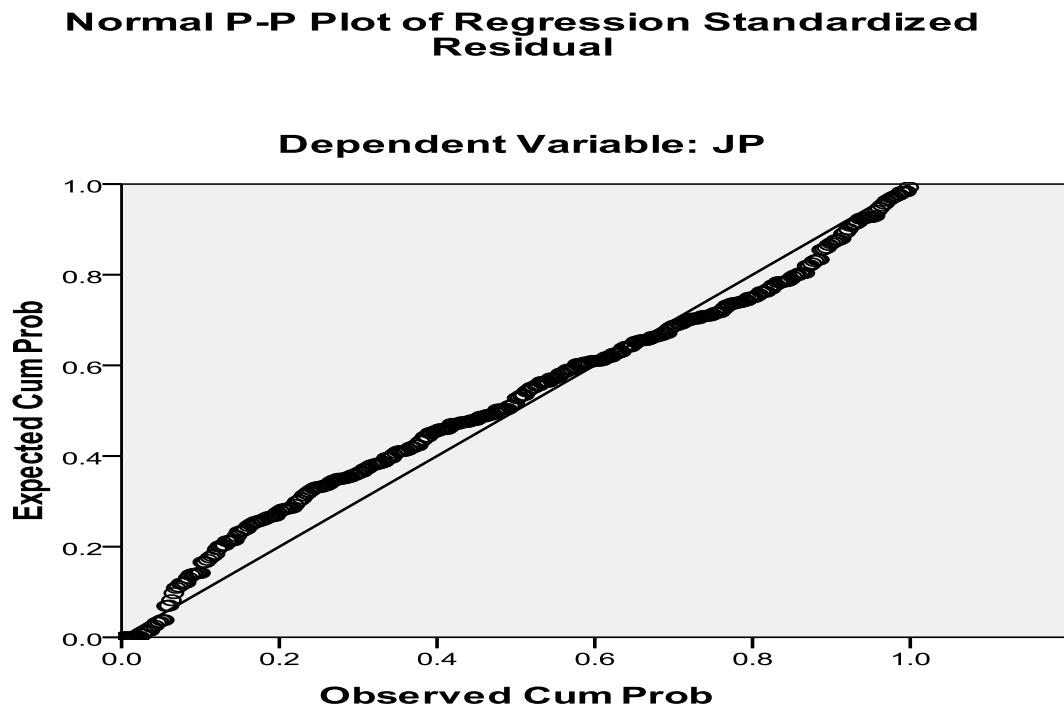
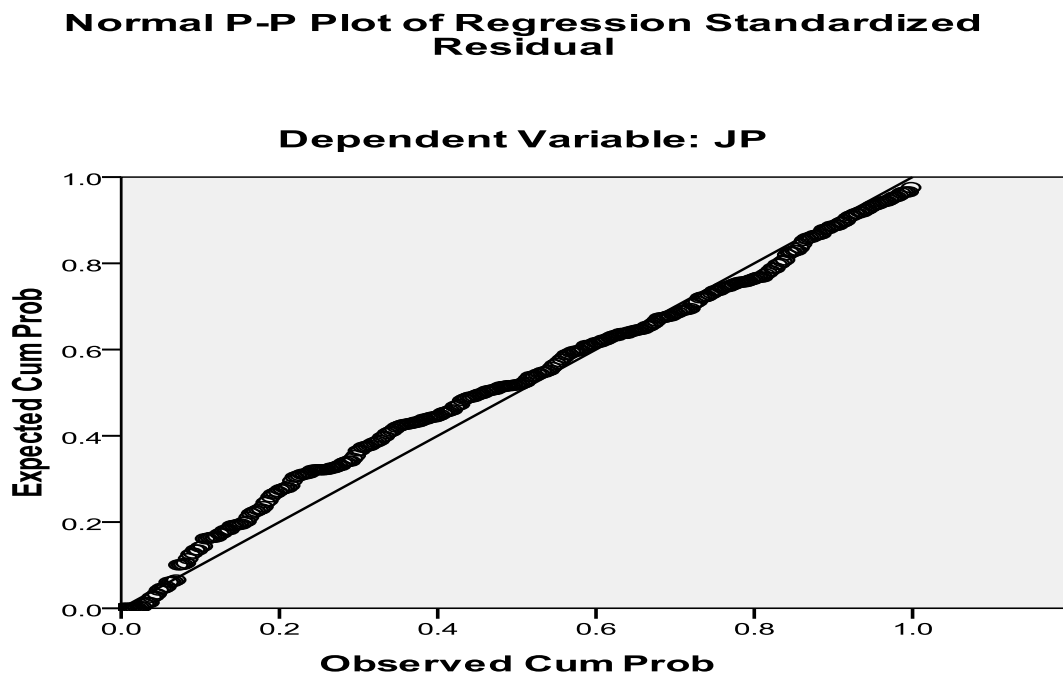


Figure 5.4. Normal Probability Plot of Residuals for Organizational Commitment



Independence

It is assumed in multiple regression analysis that there exists no relationship between scores of different respondents (Leech, Barrett & Morgan, 2005). Therefore, the values of outcome variable are wholly independent (Field, 2005). This is called assumption of independent observations. Additionally, the assumption of independent error states that for any two observations residual terms must be uncorrelated / independent.

Both the assumptions could be justified through Durbin-Watson test (Field, 2005). The value of test statistic may vary from 0 to 4. Value of test statistics equal to 2 shows that residuals are uncorrelated, however, value greater and / or less than 2 shows negative and / or positive correlation respectively. Test statistics within the range of 1.5 to 2.5

satisfy the assumption (Rafiq, 2012). Assumption of independence was assessed through Durbin-Watson test. The values generated lies within the range of 1.5 to 2.5 which proves that this analysis holds the assumption of independence (see Table 5.3).

Table 5.3

Durbin-Watson Test for Assumption of Independence (N=326)

Independent variable	Durbin-Watson
Work family conflict	1.714
Organizational commitment	1.801

Hypotheses Testing

In order to test the study hypotheses correlation and regression techniques are used. First of all correlational analysis was performed on study variables to establish relationship among them. To interpret correlation results guidelines suggested by Cohen (1988) were followed. According to those suggested guidelines, $r = 0.10$ shows small correlation effect size while $r = 0.30$ and $r = 0.50$ shows medium and large effect size of correlation respectively. These suggestions provided direction in measuring and reporting the results.

Correlation Analysis for Testing the Relationship of Work Family Conflict and Job Performance

Correlation determines a connection among variables to facilitate how significantly concerned variables are proportional to one another (Sekaran, 2005). Table 5.4 below gives the correlation coefficients for predictors, interaction of predictors and outcome variable.

Table 5.4

Correlation between Predictors, Interaction of Predictors and Outcome Variable

(N=326)

Scales	1	2	3	4
1 Work family conflict	-	.020	.815**	.088
2 Organizational commitment	.020	-	.571**	.400**
3 Predictors' interaction	.815**	.571**	-	.279**
4 Job performance	.088	.400**	.279**	-

* $p < .05$, ** $p < .01$

Table 5.4 shows positive but non-significant correlation of work family conflict with other two variables organizational commitment and job performance. Hence, this low correlation coefficient between work family conflict and job performance indicates that the first hypothesis of the study (i.e., H1: There will be a negative relationship between work family conflict and job performance) is not found to be true.

However, organizational commitment is significantly ($p < 0.01$) positively correlated with job performance as shown by the correlation coefficient .40. Additionally, predictors' interaction is significantly positively correlated with all variables (predictors and outcome). Significant positive correlation is evident by correlation coefficients .815, .571 and .279 for work family conflict, organizational commitment and job performance respectively.

Regression Analysis

In order to test second and third hypotheses regression analysis is performed on the collected data. The regression analysis via "enter" method is conducted through SPSS version 17. To investigate relationship between organizational commitment and job performance linear regression analysis is used.

Linear regression analysis for testing the relationship of organizational commitment and job performance. It was hypothesized that there exists a positive relationship between organizational commitment and job performance. As given in Table 5.5 below, $R^2=.16$ indicate substantial effect size. It shows that 16% variance in job performance is being explained by organizational commitment. The p-value and regression coefficient β confirms that organizational commitment significantly influence job performance. Therefore, with increasing organizational commitment job performance may show significant improvement. Hence, the second hypothesis of this study (i.e. H2: There will be a positive relationship between organizational commitment and job performance) is proved to be true.

Table 5.5

Linear Regression for Organizational Commitment as Predictor of Job Performance

(N=326)

Variable	R^2	B	SEB	β	t	p
Constant		77.97	5.94			
Organizational commitment	.16	1.11	0.14	.40	7.87	.000

* $p < .05$, ** $p < .01$

Multiple linear regression analysis for testing the moderating role of work family conflict. It is stated in third hypothesis that work family conflict acts as a moderator in the relationship of organizational commitment and job performance. Moderating role of work family conflict is tested through multiple linear regression analysis and results are given in Table 5.6 below.

Table 5.6

Multiple Regression Analysis for Predicting Variables of Job Performance (N=326)

Variables	R^2	B	SEB	β	t	p
Step 1						
Constant		77.97	5.94			
Organizational commitment	.16	1.11	0.14	.400	7.87	.000
Step 2						
Constant		71.86	7.09			
Organizational commitment		1.10	0.14	.399	7.85	.000
Work family conflict	.167	0.19	0.12	.080	1.57	.117
Step 3						
Constant		39.52	20.41			
Organizational commitment		1.89	0.49	.683	3.89	.000
Work family conflict		1.14	0.58	.492	1.97	.049
Interaction (WFC*ORGCOM)	.174	-0.02	0.01	-.512	-1.69	.092

$\Delta R^2 = .006$ for step 2, $\Delta R^2 = .007$ for step 3, * $p < .05$, ** $p < .01$

Table 5.6 endows with the multiple linear regression results for predictive influence of organizational commitment, work family conflict and predictors' interaction on job performance. Step 1 in Table 5.6 shows that organizational commitment is explaining 16% variance in job performance $R^2 = .16$, which indicate that organizational commitment is a significant predictor of job performance.

While in step 2 of regression analysis, work family conflict dose not proved to be a significant predictor of job performance, since it is accounting for only 0.6 % change in job performance scores. Considering moderation effect of work family conflict almost negligible decrease in the beta values of organizational commitment in step 2 indicates that work family conflict does not have any significant moderation effect. The correlation coefficient among organizational commitment and job performance was initially .40 in step 1 which shows slight reduction of .001 in step 2. Therefore, the third hypothesis (i.e. H3: Work family conflict will act as a moderator in the relationship of organizational commitment and job performance) is not proven to be true.

In step 3 the interaction of work family conflict and organizational commitment was introduced because of its strong significant correlation with both predictor and outcome variables (see Table 5.4). Although, it is not proved to be a significant predictor of job performance by itself ($\Delta R^2 = .007$), but it seems to moderates the direct relationship of predictors and outcome variables strongly and significantly. As in step 3, correlation coefficient β for organizational commitment varies from .399 to .683 and for work family conflict it raised significantly from .080 to .492.

Summary of Hypotheses Testing Results

Based on the proposed research model three hypotheses were developed. The first two hypotheses (H1 and H2) relates to the direct affect of predictor variables including work family conflict and organizational commitment on outcome variable job performance. The Pearson correlation and linear regression techniques were used to test the first two hypotheses respectively. Results reveal that first hypothesis is not found to be true while second hypothesis is proven to be true. Third hypothesis (H3) of the study relates to the moderating role of work family conflict. In order to test the moderating role of work family conflict multiple regression analysis was applied. The results of multiple regression analysis revealed that third hypothesis was also not proven to be true. Table 5.7 provides with the summary of results.

Table 5.7

Summary of Hypotheses (H1 to H3) Results

Hypothesis No.	Hypothesis	Result
H1	There will be a negative relationship between work family conflict and job performance.	Not Accepted
H2	There will be a positive relationship between organizational commitment and job performance.	Accepted
H3	Work family conflict will act as a moderator in the relationship of organizational commitment and job performance.	Not Accepted

Summary of Tools Applied for Data Analysis and Results

Tools and techniques used in the current research to analyze data and test hypotheses are summarized in the Table 5.8 below.

Table 5.8

Summary of Tools Applied For Data Analysis and Results (N=326)

Analysis For	Tools Applied
Respondents Profile	Frequencies and Percentages of Demographic Particulars
Validity	Item Total Correlation, Total Scale Correlation, Inter-scale Correlations and Factor Analysis
Reliability	Cronbach's Alpha
Descriptive Statistics	Mean, Standard Deviation
Demographic Differences on Scales	Independent Sample T-test, One Way Analysis of Variance (ANOVA)
Multicollinearity	Correlation
Correlation of Predictors with External Variable	Correlation
Homoscedasticity and Linearity	Plots of ZRESID and ZPRED
Normality	Normal Probability Plot
Independence	Durbin-Watson
First Hypothesis	Correlation
Second Hypothesis	Linear Regression
Third Hypothesis	Multiple Linear Regression

Chapter Summary

This chapter has provided with the data analysis and results of current research. Data fit for analysis was justified through assessing regression assumptions. Hypotheses developed on the bases of literature review were tested. Correlational and regression analyses were used to obtain study results. The subsequent chapter will endow with discussion regarding study results. Furthermore, in the next chapter theoretical, empirical and practical contributions of this research will also be given along with research implications, limitations and areas of future research. Finally, the study conclusion will be provided in the next chapter as well.

Chapter Six

Discussion and Conclusions

The previous chapter has endowed with hypotheses testing and study results. This chapter discusses findings of the study in detail along with conclusions. The chapter is divided into six parts. First part encompasses discussion of the research findings. Second part covers contributions of the current research. Implications and limitations of the present study are affirmed in the third and fourth parts respectively. Based on findings of current research possible areas for future research are given in the fifth part of this chapter. Lastly, study is concluded in the sixth part.

Discussion of Research Findings

Current study discusses individual related aspects of work family conflict and organizational commitment as factor affecting their job performance particularly in higher education institutes. Role of work family conflict as moderator in the linear relationship of organizational commitment and job performance has also been analyzed. Hypothesized model of these relationships has been presented after a detailed literature review. In previous years, numerous researches relating employees' performance have been conducted. Particularly, in services providing organizations where employees play central role in service delivery. However, previous researches have emphasized on sectors other than higher education e.g. hotel industry, customer service, sales, clubs, banking and health sector (see for example, Karatepe & Sokmen, 2006; Netemeyer, Maxham & Pullig, 2005; Bhuian, Menguc & Borsboom, 2005; Cichy, Cha & Kim, 2009; Mukherjee & Malhotra, 2006; Somers & Birnbaum, 1998). As for as education sector is

concerned, most of the researches relating job performance were conducted at school level especially in Pakistan (see for example, Hanif, 2004). While in higher educational sector most of the researches have focused on identifying performance indicators (see for example, Ishak, Shuhaida & Yuzainee, 2009; Yee & Liew, 2011).

The specific aim of this study was to examine impact of work family conflict and organizational commitment on job performance among higher education faculty using most commonly identified performance indicators. To explore the study variables work family conflict and organizational commitment scales developed by Carlson, Kacmar and Williams (2000) and Meyer and Allen (1997) were used. Whereas, a scale to measure job performance was developed in this research through proper procedure according to higher education performance indicators teaching, research and services. The alpha reliabilities for all three scales work family conflict; organizational commitment and job performance were found to be 0.856, 0.790 and 0.928 respectively.

Previous studies regarding the relationship which are established in the current research have produced incredibly conflicting results. Yet, this veracity is extensively accepted that human resource related aspects are a dominant input to work place productivity. However, at a broader level, results obtained through this research were consistent with the previous literature (see for example Bhuian, Menguc & Borsboom 2005; Khan, Ziauddin, Jam & Ramay, 2010). Yet, findings of this research add to the existing empirical evidences and put forward that these type of declarations also have some credibility.

Relationship of Work Family Conflict and Job Performance

Previous researches suggest mixed findings regarding effect of work family conflict on job performance of employees. In this regard there are three types of results showing negative, positive and no effect of work family conflict on job performance in the literature. For instance, Karatepe and Sokmen (2006) conducted a study on hotel industry and found that there exists a negative significant effect of work family conflict on job performance of employees. Additionally, Patel, Govender, Paruk and Ramgoon (2006) reported that there exists a weak positive non significant effect of work family conflict on job performance. Third group of researches indicate that there exist no significant relationship of work family conflict and job performance of employees (see for example, Bhuian, Menguc & Borsboom, 2005; Anwar & Shahzad, 2011). In other words work family conflict may have negative, positive or no effect on individual's job performance.

In the present research it was hypothesized that there will be a negative relationship between work family conflict and job performance. However, findings of the current study suggest that there is no significant relationship ($r = .09$) between work family conflict and job performance of family oriented faculty members. These results are consistent with the findings of Bhuian, Menguc and Borsboom (2005) and Anwar and Shahzad (2011). A potential reason for no impact of work family conflict on faculty job performance is poverty and the awareness of low job opportunities. It could be explained in the words of Campbell, Campbell and Kennard (1994) that employees work hard and they do not allow family domain to effect their workplace performance, because they are aware of financial contribution through job role. Moreover, findings of Somers and

Birnbaum (1998) revealing positive relationship of career commitment and job performance of hospital employees' further support study results.

Jacobs and Winslow (2004) reported that in higher education institutes workloads have amplified up to 50 to 60 hours per week and in numerous universities increased institutional demands have become a norm. Apart from extended work hours workload does not end at workplace and often linger on mind of faculty members at home. Jacobs and Winslow (2004) findings provided a strong ground for a possible explanation of current research findings. Since, according to Greenhaus and Powell (2003), family and work domain conflict can have impact on workplace performance of employees if pressure to contribute in the work domain is low and family demands are high. For the current study opposite may be true, with higher workloads as compared to family demands resulting into no relationship of work family conflict and job performance.

Nature and intensity of work family conflict also contributes toward employees' job performance. Additionally, the relationship is also influenced by culture, environment and geographical regions. Particularly in Pakistan, joint family system help absorb the work family conflict resulting in its no significant effects on job performance (Anwar & Shahzad, 2011). Moreover, family oriented employees try to keep their family and job conflict at the minimum level so that financial contribution to their household remains unthreatened (see for example Grzywacz, Almeida & McDonald, 2002). Alternatively, in the current study faculty members have reported no significant difference of work family conflict and job performance due to gender, age, family structure and number of children which shows that irrespective of family responsibilities faculty members fulfill their job

responsibilities entirely. Excellent management of work and family domains ultimately result into no significant relationship of work family conflict and job performance.

Furthermore, Patel, Govender, Paruk and Ramgoon (2006) reported in their study that employees with higher level of education have more career aspirations and invest more in their job roles. Due to more input in work roles job performance remain unaffected by any sort of conflict which arises between work and family domains. This could be another explanation of the current finding as sample for current study is constituted of highly educated personals (faculty of higher educational institutes).

Relationship of Organizational Commitment and Job Performance

It was hypothesized in the current research that there will be a positive relationship between organizational commitment and job performance. Nevertheless, in the previous literature there are contradictory results regarding organizational commitment impacts on employees' job performance. Inconsistent literature findings could be divided into two groups i.e., (a) positive impact; and (b) no impact. Cichy, Cha and Kim (2009) in their study relating to job performance of private club managers' found that this particular behavior is positively influenced by organizational commitment of employees. On the other hand Somers and Birnbaum (1998) found organizational commitment to have no impact on job performance of employees. Such mixed findings suggest that results from one country or sector could not be generalized for others, particularly, when job performance measures differ significantly.

In current research approval of second hypothesis revealed that there exist a positive linkage between organizational commitment and job performance of family

oriented faculty members of public sector universities in Pakistan. According to the guidelines of Cohen (1988) medium effect size correlation of organizational commitment was found with job performance. Significant positive correlation reflects that organizational commitment of family oriented faculty members contribute positively to their job performance level. Correlation results leads toward regression analysis of data which further confirmed the hypothesis ($R^2=.16$, $\beta=.40$). Findings of this study are consistent with the literature (see for example, Mukherjee & Malhotra, 2006).

These results provide evidence that committed family oriented faculty members are likely to perform better. These findings are not astonishing as better performance is an implicit outcome of organizational commitment according to the definition of commitment. Previous researches provide evidence in support of the fact that committed workers exert more efforts for the realization of organizational goals (see for example, Meyer, Paunonen, Gellatly, Goffin & Jackson, 1989; Jenkins, 1993). Additionally, the analysis of sample demographics showed that aged employees with higher designations are more committed to the organization. A potential reason for this could be well-built psychological attachment and sense of obligation towards the particular organization. Therefore, good teaching is not only determined by knowledge, financial rewards and professional ease rather it is passion, enthusiasm, loyalty, caring and commitment toward the organization that counts.

These results also contradict with the findings of some previous researches for instance Iun and Huang (2007) who reported that there exists no contribution of commitment in employees' job performance level. Therefore, current finding has confirmed the notion that influence of commitment on job performance is also

determined by the nature of job. Employees' commitment influence their performance level more in case of service providing organizations, because of the fact that quality of service delivered depends more on usage of employees' knowledge rather than physical efforts. A manufacturing organization can determine the quantity of products to be produced by an individual but for service providing organization the use of expertise and knowledge could not be specified. Thus, employee commitment in services organizations contributes more toward quality of service delivered and ultimately enhanced job performance. Hence, committed faculty not only teaches well but also contributes in research and services for achieving goals of institute and community as a whole.

Moderation of Organizational Commitment and Job Performance Relationship

In the prior researches numerous factors were discussed as moderators of the positive relationship between organizational commitment and job performance. Though, work family conflict was not considered previously however, third hypothesis of this study states that work family conflict of faculty members will moderate the relationship of organizational commitment and job performance. This proposition was based on the studies conducted by Frone, Russell and Cooper (1992), and Mathieu and Zajac (1990). Third hypothesis was not proven to be true as multiple regression results reveal no significant moderation of work family conflict. This shows that conflict in the work and family domains dose not reduce positive contribution of employees organizational commitment to their job performance.

This finding is supported by theory of self justification which was primarily proposed by Staw (1976) to elucidate individuals' propensity of increasing their

commitments to a preferred course of action. Therefore, when employees are committed toward organization they are less likely to decrease performance level even in case of work family conflict. Current findings show that committed faculty members does not allow family responsibilities to limit their teaching, research and services performance. This result provides well-built empirical evidence that committed employees are not likely to reduce their job performance level and work hard for realization of organizational goals. Therefore, work family conflict cannot impinge on organizational commitment and job performance linkage directly.

Although, work family conflict dose not moderate the relationship of organizational commitment and job performance, nevertheless, the interaction of both work family conflict and organizational commitment was found to have very strong moderation effect. In the step wise multiple regression results step 3 of Table 5.6 shows that interaction term has moderated the relationship of predictor variables with job performance more strongly and significantly. This finding indicates that work family conflict in its own capacity does not moderate the positive relationship of organizational commitment and job performance. However, in interaction with organizational commitment it can have significant contribution. Therefore, further exploration of this interaction between potential moderators is required.

Contributions of the Study

The current study contributes toward the efforts of previous researchers in three dimensions including theoretical, empirical and practical contributions.

Theoretical Contributions

- Comprehending linkage between work family conflict, organizational commitment and job performance through conducting a detailed literature review and developing the research framework.
- This study has open up a new debate by testing work family conflict as a moderator in the relationship of organizational commitment and job performance.
- Tested the relationship considered for dual career workers as the sample of the study is made up of family oriented employee (married).
- Added literature regarding job performance through developing a new scale for job performance measurement via including those indicators of job performance which are being originally used for evaluation and promotion of faculty by higher education sector in Pakistan.
- In order to establish validity and reliability of the newly developed job performance scale factor analysis was conducted. Additionally, factor components are developed under the broad categories of teaching, research and services performance.

Empirical Contributions

- Developed and tested a comprehensive scale of job performance for higher education faculty in Pakistani settings. Although, there exist a teachers job performance scale developed by Hanif (2004) but it was developed and tested for school teachers.

- Tested the moderating role of work family conflict taking organizational commitment as predictor and job performance as outcome variable.

Practical Contributions

- Most of the researches relating work family conflict, organizational commitment were conducted in the western societies. Limited literature was available for a developing country like Pakistan. This research is attempted to fill the gap.
- Majority of studies in this regard were conducted in health, banking, hotel industry, manufacturing industry and among customer service employees. Higher education sector was given little attention in the past. The present research has focused on higher education institutes in the federal territory to get more legitimate and widely applicable results.

Implications of the Study

Examination of work family conflict and organizational commitment as antecedents to job performance in Pakistan's higher educational sector, particularly, for family oriented faculty is a remarkable endeavor. Findings of current research have several implications for practitioners and academicians. For instance the performance indicators used in the current study if adapted are likely to improve objective measurement of faculty performance in Pakistan. Furthermore, current research motivates policy makers to consider all aspects of job performance while developing strategies for education sector.

Through evaluating performance in all three dimensions management can send a message to their faculty that they want to implement international standards in higher education institutes. As well as faculty performance in public sector universities could be enriched through striking a good balance between teaching, research and services. Lack of research is a basic reason why Pakistani universities are graded low. Through adapting these performance indicators faculty not only find multiplicity of work to do but also get more chances to use their competencies well. Providing opportunities and suitable environment for research will add to the commitment of faculty. Policy makers both at university and government level can use these findings to facilitate employees. Management can use research results for strategies development and policy making, as well as, for improving performance of faculty in various dimensions including research etc.

Furthermore, Job performance measure / scale developed and tested in this research could be used for future researches in educational setting. This study provide more comprehensive tool for performance evaluation to future researchers and higher educational institutes allowing them to make reliable assessments.

The impact of work family conflict and organizational commitment was unclear in education sector since; slight is known about their impact on work place performance behaviors. The current study has operationalize results with teaching, research and services performance as more distal consequences, as well as empirically examined the influence of work family conflict and organizational commitment on these criteria's. The results reveal that work family conflict has no significant impact on job performance,

rather organizational commitment is more important in this regard. Therefore, institutes should focus on improving commitment of employees.

It is found that work family conflict is not related with job performance however, organizational commitment contributes significantly. These findings could be used as reference of information for the future studies in this regard.

Limitations of the Study

Current research has some limitations which need more exploration by future studies. Such as, sample for the current study consists of solely family oriented faculty members in public sector higher educational institutes of Pakistan. Which means that sample being used is very restricted in terms of individuals' level of education (higher education only), geographical location, sector (public only) and marital status (only married). Hence, findings could not be generalized for other sectors and context. Furthermore, present research used a limited and relatively small sample. Therefore, sample is not enough to present the factual picture of higher education faculty performance in Pakistan.

Job performance measure developed in this research is specifically formulated for higher education sector therefore could not be used for other sectors (e.g. banking, manufacturing etc.). Moreover, this research has made extensive usage of self reported measures, which is usually less desirable way to collect data. While supervisory rated job performance measure is not considered, this is another important limitation.

This research has only tested work family conflict and organizational commitment as antecedents to job performance. However, there are numerous factors contributing

toward employees' job performance. In addition, present study examined selected number of predicting, outcome and moderating variables. This implies that theoretical formulation is far from being comprehensive. Lastly, only one method for data collection i.e. "survey questionnaires" is used while other data collection techniques could also be used for current research including interviews and group discussions etc.

Areas for Future Research

The contributions, implications and limitations of current research can serve as a meaningful guide for future studies. There are some suggestions based on the current research which may direct future researches. Firstly, future researchers should focus on both private and public sectors higher educational institutes for increasing the generalizability of results.

Secondly, in order to further validate the newly developed questionnaire it should be tested at more broaden level and among additional varied variety of respondents. As well as variables other than work family conflict and organizational commitment should also be considered in future researches for more comprehensive illustration of job performance predictors in education sector. However, to understand the sector differences same model can be replicated in other sectors by using different measure for outcome variable i.e. job performance.

Moreover, this study is unsuccessful to support the usual justification that work family conflict hinder committed family oriented faculty from performing better. Since, work family conflict does not moderate the impact of organizational commitment on job

performance therefore researchers have to identify other moderators that may strengthen or weaken the impact of organizational commitment on job performance more precisely.

Additionally, this research has indicated no impact of work family conflict on job performance, while it is proved in prior researches that there exists significant negative impact of work family conflict on job performance. Therefore, current results encourage future investigations to identify potential moderators and / or mediators of work family conflict and job performance relationship particularly, in the educational settings.

Conclusions

The aim of current research was to explore the relationship of work family conflict, organizational commitment and job performance in the educational sector of Pakistan. Research results revealed that work family conflict has no significant impact on job performance of family oriented faculty member. However, organizational commitment was found to have significant positive effect on job performance. It was also hypothesized that work family conflict moderate the positive relationship of organizational commitment and job performance which is not found to be true.

The study confirmed that work family conflict of faculty members' do not have any impact on their teaching, research and services performance. There could be numerous reasons behind it but as discussed earlier less job opportunities, financial contribution of job and career commitment might be potential causes. This study is particularly conducted for family oriented faculty members in order to emphasize only on those individuals who are actually responsible for their families. But the results have

shown that conflict among work and family domains do not hinders performance of job roles.

Furthermore, present research have also depicted earlier that work family conflict will also moderate the relationship of organizational commitment and job performance. The results suggested that there exist no significant moderation of work family conflict. Therefore, there must be other factor which moderates the relationship of organizational commitment and job performance.

However, proposition of the study that organizational commitment may have significant positive impact on job performance was found to be true. Therefore, improving commitment of faculty is critical to increase performance. This can be done in numerous ways for instance, increase faculty participation in decision making, provide them with best opportunities to excel in their career, set behavioral examples, financial and non financial rewards (e.g. appreciation and recognition etc.), inform them about current ranking and future goals of institute, better research opportunities, provide them security etc. It is suggested that if management of educational institutes want to implement new standards of job performance including teaching, research and service, they should also consider organizational commitment of faculty. Without improving individuals' performance collective excellence could not be achieved. Job performance is a complex phenomenon thus its antecedents' are needed to be explored both in research and practice.

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Appendices

Appendix A: Survey Questionnaire

Part I

Respondent Particulars

Please Encircle the Appropriate Choice.

1. Gender

- (a) Male (b) Female

2. Age group (years)

- (a) 25-30 (b) 31-35 (c) 36-40 (d) 41-45 (e) 46 or above

3. Qualification

- (a) Master (b) M.Phil (c) Ph.D (d) Other _____

4. Area of specialization

- (a) Biological sciences (b) Natural sciences (c) Social sciences
(d) Management sciences (e) Other _____

5. Designation

- (a) Lecturer (b) Assistant professor (c) Associate professor (d) Professor

6. Length of service (years)

- (a) 5 or less (b) 6-10 (c) 11-15 (d) 16-20 (e) 21 or more

7. Family structure

- (a) Nuclear family (b) Joint family

8. No of children

- (a) None (b) 1-2 (c) 3-4 (d) 5 or more

NOTE: Scale for Questions below in Part II, Part III and Part IV is 1 to 5 which stands for:

1. Strongly Disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly Agree

Please Put a Cross (×) or a Tick (/) on the Appropriate Choice.

Part IIⁱ
Work Family Conflict

S/no	Questions	Rating				
IIa. Time-based work interference with family						
10.	My work keeps me away from my family activities more than I would like.	1	2	3	4	5
11.	The time I must devote to my job keeps me from participating equally in household responsibilities and activities.	1	2	3	4	5
12.	I have to miss family activities due to the amount of time I must spend on work responsibilities.	1	2	3	4	5
IIb. Time-based family interference with work						
13.	The time I spend on family responsibilities often interfere with my work responsibilities.	1	2	3	4	5
14.	The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career.	1	2	3	4	5
15.	I have to miss work activities due to the amount of time I must spend on family responsibilities.	1	2	3	4	5
IIc. Strain-based work interference with family						
16.	When I get home from work I am often too frazzled to participate in family activities/ Responsibilities.	1	2	3	4	5
17.	I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.	1	2	3	4	5
18.	Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.	1	2	3	4	5
IId. Strain-based family interference with work						
19.	Due to stress at home, I am often preoccupied with family matters at work.	1	2	3	4	5
20.	Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.	1	2	3	4	5
21.	Tension and anxiety from my family life often weakens my ability to do my job.	1	2	3	4	5

Part IIIⁱⁱ
Organizational Commitment

S/no	Questions	Rating				
IIIa. Affective commitment						
22.	I would be very happy to spend the rest of my career with this organization.	1	2	3	4	5
23.	I really feel as if this organization's problems are my own.	1	2	3	4	5
24.	I do not feel like "part of the family" at my organization.	1	2	3	4	5
25.	I do not feel "emotionally attached" to this organization.	1	2	3	4	5
26.	This organization has a great deal of personal meaning for me.	1	2	3	4	5
27.	I do not feel a strong sense of belonging to my organization.	1	2	3	4	5

IIIb. Normative commitment

28.	I do not feel any obligation to remain with my current employer.	1	2	3	4	5
29.	Even if it were to my advantage, I do not feel it would be right to leave my organization now.	1	2	3	4	5
30.	I would feel guilty if I left my organization now.	1	2	3	4	5
31.	This organization deserves my loyalty.	1	2	3	4	5
32.	I would not leave my organization right now because I have a sense of obligation to the people in it.	1	2	3	4	5
33.	I owe a great deal to this organization.	1	2	3	4	5

Part IVⁱⁱⁱ
Job Performance

S/no	Questions	Rating				
IVa. Teaching						
34.	I have nearly fulfilled the teaching credit hours for each subject.	1	2	3	4	5
35.	*I rarely come late to the university.	1	2	3	4	5
36.	I always start my class on time.	1	2	3	4	5
37.	I grade assignments and papers on time.	1	2	3	4	5
38.	Each time before taking class I prepare lecture completely.	1	2	3	4	5
39.	I use more than one sources of knowledge for lecture preparation.	1	2	3	4	5
40.	I try my best to deliver latest knowledge to my students.	1	2	3	4	5
41.	I regularly update / change my lecture accordingly.	1	2	3	4	5
42.	I balance my lecture with adequate exercises / discussions / participation.	1	2	3	4	5
43.	I teach according to the students' potential.	1	2	3	4	5
44.	I always grade assignments and papers fairly.	1	2	3	4	5
45.	Majority students of my class score above average percentile.	1	2	3	4	5
46.	I appreciate two way communications in the class room.	1	2	3	4	5
47.	I encourage students to ask questions in the class and challenge them to think outside the text book context.	1	2	3	4	5
48.	I help students in solving problems regarding their studies.	1	2	3	4	5
49.	*I assist students outside of official university hours.	1	2	3	4	5
50.	*I maintain regular consultation hours to advise and help students.	1	2	3	4	5
IVb. Research						
51.	*I publish at least one research article annually in a refereed journal.	1	2	3	4	5
52.	I usually get my research papers published in ISI approved journals.	1	2	3	4	5
53.	Most of my publications are in HEC recognized journals.	1	2	3	4	5
54.	Usually I remain involved in research / grants projects.	1	2	3	4	5

55.	I collaborate with other departments in terms of research / grants projects.	1	2	3	4	5
56.	I collaborate with international scholars in terms of research / grants projects.	1	2	3	4	5
57.	I regularly participate in workshops / seminars to improve my research skills.	1	2	3	4	5
IVc. Services						
58.	I actively participate in the departmental seminars.	1	2	3	4	5
59.	I facilitate guest speakers for departmental seminars.	1	2	3	4	5
60.	I arrange seminars on behalf of department.	1	2	3	4	5
61.	*I help colleagues solve work related problems.	1	2	3	4	5
62.	*I am willing to take on extra responsibilities in order to help other teachers with heavy workloads.	1	2	3	4	5
63.	*I show care and courtesy towards colleagues even under the most trying professional or personal circumstances.	1	2	3	4	5
64.	*I am willing to coordinate and communicate with colleagues.	1	2	3	4	5
65.	I spend time off campus for community services.	1	2	3	4	5
66.	I actively participate in community awareness programs voluntarily.	1	2	3	4	5
67.	I have arranged community service program / s during my career.	1	2	3	4	5

Thank You for Your Precious Time and Cooperation

ⁱ Part II includes the questionnaire of work family conflict, developed by Carlson, Kacmar and Williams (2000) for the use of which permission has been taken.

ⁱⁱ Part III includes the questionnaire of organizational commitment, developed by Meyer and Allen (1997) for the use of which permission has been taken.

ⁱⁱⁱ In part IV the items marked by “*” are taken from the questionnaire (self-appraisal approach) of job performance developed by Chughtai and Zafar (2006) for the use of which permission has been taken.

Appendix B: Permission from the Author for Using Work Family Conflict Scale

You have our permission to use the scale. The article to cite is attached. Good luck with your research.

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Appendix C: Permission from the Publisher for Using Organizational Commitment Scale

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**Appendix D: Permission for Taking Items from Scale of Job Performance by
Chughtai and Zafar (2006)**

Dear Taqveem,

You can use items from this questionnaire for your study. Good luck with your
research!

Kind regards,

Aamir Chughtai

Post-Doctoral Researcher

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