



RESEARCH PAPER

Relationship between Work-Family Conflict and Life Satisfaction in Secondary Schools of Sargodha

Dr. Rizwan Ahmad¹ Dr. Shamim Ullah*² Dr. Sumaira Majeed³

1. Assistant Professor, Division of Education, University of Education, Lahore, Punjab, Pakistan
2. Assistant Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan
3. Assistant Professor, Division of Education, University of Education, Lahore, Punjab, Pakistan

*Corresponding Author | shamimullah.ier@pu.edu.pk

ABSTRACT

The link between Work-Family Conflict (WFC) and Life Satisfaction was examined in a quantitative study of secondary school teachers in Lahore, Pakistan (LS). The researcher hopes that the study might be useful from all viewpoints, including managerial, academic, and theoretical ones. Lahore district served as the population of the study that consisted of 179 boys and 152 girls high schools of Lahore. In Lahore there are 1716 female and 1445 male SSTs. 800 samples were taken from the entire population using a two-stage random sampling technique. With advance permission, Form-WFC and SLS were modified. Pilot testing and expert opinion were used to validate the scale and confirm the validity of the instrument. Pilot testing was done to check the instrument's dependability, and the results show that the instrument is very reliable. Following pilot testing, the instrument underwent the necessary modifications. In the study, correlational research was employed. The information was gathered through a cross-sectional survey. Using SPSS, descriptive and inferential statistics were used for data analysis. The results of the correlation were significant, indicating that WLB and LS had a moderately positive correlation. SLS generally increases along with WFC when it does. In order to determine the relationship between WLB and SLS, Pearson r was run. The results of the correlation were significant, indicating that WFC and LS had a strong positive correlation. SLS generally increases along with WFC when it does. The conclusions of the correlation coefficients were corroborated by the results of the regression analysis.

KEYWORDS Family-Work Conflict, Life Dissatisfaction, Life Satisfaction, Stress

Introduction

The most influential persons in our culture are teachers. By producing future leaders in the most efficient manner possible, they have the power to have an impact on society both locally and globally and to inspire and motivate new generations. The most influential people on the earth are teachers. Those who have a beneficial impact on society's youth can improve people's life. Despite the fact that the worth of teachers' labour is universally acknowledged, the issue of their satisfaction is typically ignored (Bascia et al., 2017).

People began to place increasing importance on their jobs, especially the rising number of dual-earner couples (Boles et al., 2001). They knew it was getting more and harder to juggle work and family responsibilities. Due to pressure and a lack of downtime, workers may suffer from major psychological effects like absenteeism, job unhappiness, poor interpersonal relationships, and subpar work performance, to mention a few

(Anafarta, 2011). These kinds of psychological responses led to conflict. The ability to manage oneself and others, rather than just one's competence to perform a task, is how one's actions are judged, according to Goleman (1995), who claims that employment norms are evolving.

When someone does not give his job and his family adequate time, a conflict might result. Work-family conflict is characterized as a situation when the demands of the family and the job are in some manner incompatible, making it challenging to be involved in both. It involves a clash between roles. While FWC is when work gets in the way of family time, WFC is when work gets in the way of both (Anafarta, 2011). When a person is unable to balance life roles at once, inter-role conflict might result. These obligations could fall on the shoulders of a worker, student, parent, husband, or lover. When a person's personal and professional life are out of sync, conflict is unavoidable.

Researchers suggest that conflict can occur equally from work to family and from family to work, recognizing its bidirectional nature (Carlson et al., 2000). When people prioritize certain commitments at work and at home, they participate in time-related conflict. They spend most of their time in satisfying their obligations. They ignore their other obligations. When actions that are naturally appropriate for use in one situation (a job or family) are improper for use in another, conflict arises (a family or a workplace). Once a person's capability to completely take part in one area is limited, strain-based conflict occurs (Carlson et al., 2000).

People use a judicial system called life satisfaction to assess the worth of their own set of criteria. Life satisfaction is defined as taking into account how one's visible living circumstances compare to a set of norms. A person's overall assessment of their attitudes and feelings toward their lives at a certain time might be either positive or negative. At various phases of life, a variety of things affect life satisfaction. Improved physical and mental health, physical attraction, independence, and many people's connections, employment style, work position, living conditions, emotional alteration and inability to perceive and express thoughts, persona syndrome, and marital status are a few examples (Bethell, 2006).

A number of traits are connected to how much fun you have in life (Bramson et al., 2002). Three tiers of discrete characters were modelled, including behaviour individualities, intellectual characteristics like mechanisms, self-confidence, and optimism. At first, two fundamentally separate models were readily accessible. The first model said that a person's life's twists had the most impact on their level of contentment, while the second suggested that a person's secure financial situation also had an impact. Both theories lend credence to Veenhoven's (1997) interpretation of the life-appraisal process, which contends that the flow of ordinary events is what ultimately determines one's level of pleasure with life.

People are typically happy when wonderful things happen to them, but sad when unpleasant things happen to them. Life enjoyment is determined by the harmony of emotive experiences over time (Veenhoven, 1997). According to Kahneman (1999) carried out a study where life satisfaction recalled immediate benefits. The link between work-family conflict and life satisfaction was explored (Greenhaus et al., 2006). Negative relationship among life satisfaction (LS) and work-family conflict (WFC) was explored by Zhao et al. (2011).

Because there aren't many studies on the subject, the researcher chose it for my study project. The researcher aims to investigate how work-family conflict and life

satisfaction are connected. These things are all somehow related. Particularly in the field of education, very little attention has been paid to this topic. I chose this subject for my research because of this. To my knowledge, no research has looked into how these three variables relate to one another. This study will close this significant gap.

When family and work obligations are present at the same time and are incompatible in some way, a conflict results because it is challenging to balance the demands of both jobs. When a person experiences a work-family conflict, their performance at work suffers. Life will be disrupted due to a performance mismatch between work and personal obligations. People who are unhappy with their lives find it difficult to focus on their work, which leads to subpar performance and a bad quality of life. These three factors haven't been the subject of any studies. Another purpose of the study is to discover the links between work-family conflict and life satisfaction.

Work-Family Conflict (WFC)

Work and family are the most important aspects of adult life for the majority of people, and these spheres typically serve as the foundation for keeping people alive (Hill et al., 2001; Munn, 2013). The ability of people to balance work and life is influenced by a variety of factors. In order to balance their lives, resolve conflicts that develop as a result of the difficult activity, and increase their overall quality of life, many people around the world switch these two realms back and forth. Both work and family life are intertwined (Kuzulu et al., 2013; Peeters et al., 2005). Work-family conflict (WFC) and family-work conflict (FWC) have been separated under this concept due to the ongoing intertwining of these two categories (Cinamon & Rich, 2002). The inability to balance the sometimes incompatible needs of work and family can lead to conflict between work and family (Eby et al., 2005).

Instead of viewing work-family conflict as a one-way street, it's important to consider spillover from the workplace and from the home. Despite the small number of studies that have examined the spillover from family to work, the results suggest that family life has some influence on people's energy, mood, and attention at work. Family-to-work conflict arises when work demands have an impact on family life, whereas work-to-family conflict occurs when work commands have an impact on family life (Bakker & Demerouti, 2007; Carlson et al., 2000; Ford et al., 2007; Lappiere & Allen, 2006). Conflict between the workplace and the family arises when work interferes with daily life, as opposed to conflict between the workplace and the family (Anafarta, 2011; Kalliath & Kalliath, 2013).

Conflict that is based on strain occurs when the performance of one function is affected by another. Stress-related demands result in mental overflow from the job realm to the family domain (Voydanoff, 2005). People struggle to balance the duties and expectations of numerous professions, which can lead to work-family conflict. Negative experiences in one function are likely to have an impact on experiences in another. Due to the subjective nature of role conflict, two people doing the same obligations may feel differently burdened. The psychological effects of role conflict and overload, Hecht (2001) asserts that rather than the causes of exposure to role strains are determined by the meanings people attribute to role experiences. Struggling to manage conflicting obligations, such as job and family, may lead to stress and conflict. Role conflict has been linked to worse psychological well-being and lower physical health ratings (Barnett & Baruch 1985; Frone, 2002; Hecht 2001).

When various roles participate for a person's duration, time-based conflict arises (Voydanoff, 2005). When resources, such as time, energy, or psychological commitment, are fixed, they may not be available for use in other domains, and the needs of those domains may not be sufficiently met. Time obligations connected with one position may limit an individual's capacity to engage in another function, and stress may lead an individual to become obsessed on one duty. As a result, working on one task for a longer period of time uses more time and energy than working on other things. Conflict is brought about by actions when a certain influence of role conduct is mismatched with performance potentials in another part. People might find it particularly difficult to participate in some activities, which can result in dissatisfaction. Parents might experience higher levels of behavioural stress than people without children (Dew & Wilcox, 2011).

Life Satisfaction (LS)

It is essentially an assessment of one's level of contentment. Life satisfaction judgments have a significant cognitive component because they are fundamentally an appraisal. Being satisfied with life, especially when one's wants and expectations are met, is a mental state known as satisfaction (Sethi, 2009). The phrase perfectly captures both joy and pleasure. It therefore includes both cognitive and emotional assessments. Satisfaction may come and go quickly or linger for a while. These days, happiness or subjective well-being are terms used to describe life satisfaction. Instead of using the word "joy," the phrase "life fulfilment" emphasises the idea's emotional component. Another word created by thinkers to describe the achievement of a goal is joy. The phrase "life fulfilment" has an advantage over "abstract prosperity" because it refers to an overall evaluation of one's life rather than to current feelings or overt psychosomatic indications. The number of dual-career families has increased as a result of developing economies and contemporary society, which has a negative impact on life satisfaction (Sevim, 2006).

Each researcher defines life satisfaction differently within specific life realms, indicating an individual's cognitive judgment of his or her own worth in life. Life satisfaction is regarded as a part of the broader concept of subjective well-being along with its positive and negative effects. According to Kuskova (2011), life satisfaction is a comprehensive assessment of feelings and assertiveness surrounding a person's lifetime as a whole, based on the person's chosen metrics. Both the person as an employee and the person as a relative may experience significant horrifying outcomes due to their life satisfaction. Life fulfilment is sometimes defined as an abstract evaluation of one's sentiments and ideas about one's life at a certain time that shifts from negative to positive.

According to earlier studies, maintaining favorable levels of life happiness is crucial for effective life adaptation. Being unsatisfied increases your risk of experiencing negative life consequences, such as physical or mental illness (Kitsantas et al., 2003). A person's entire well-being is referred to as life satisfaction (Karatepe et al., 2008). It refers to an individual's entire happiness, which encompasses material and physical well-being, interpersonal connections, social activities, self-awareness, contentment, and leisure (Johansson & Bernspang, 2003). It is referred to as a person's subjective happiness's cognitive component (Martikainen, 2008). According to Bradley and Corwyn, it is described as the fulfillment of core necessities and the sense of the attainability of various more objectives (2004).

At every stage of life, a multitude of factors influence life satisfaction. (Bramson et al., 2002). It is crucial to classify elements that contribute to satisfaction in every aspect of life. There is evidence that physical activity and life satisfaction are positively correlated (Elavsky & McAuley, 2005; McAuley et al., 2000; Rejeski & Mihalko, 2001). The social

connectivity and integration that comes from interacting with others, as described by Antonucci et al. (2001), It appears that as people become more socially connected and integrated into society, their relationships with family, friends, and the community improve both their mental and physical health.

This argument is in line with Bhnke's (2008) discovery that family is the most dependable source of assistance for all of Europe in times of need. Only a small percentage of people can rely on neighbors or coworkers in times of need; friends also provide crucial support. In contrast to relatively wealthy nations, Bhnke (2005) found that social maintenance had a stronger impact on life satisfaction in countries where the average standard of living is poor and people must deal with difficult living conditions. Numerous studies have shown that healthy relationships with others, including those with partners and spouses, parents and children, neighbours, coworkers, and friends, are major sources of life satisfaction (Haller & Hadler, 2006).

Material and Methods

This quantitative research study adopted Cross-sectional research design to explore the relationship among the variables. A cross-sectional survey was utilized to obtain data. The population of this study included all of the government secondary schools in the Lahore district. Lahore has 179 ladies' schools and 152 boys' schools. These schools employ 1445 female SSTs and 1716 male SSTs. Random sampling technique was employed using table of random numbers. 472 female and 486 male SSTs participated in the study.

Table 1
Demographic Information Regarding Teachers

Demographic variable	N	%	Cumulative %
Gender			
Female	471	49.1	49.1
Male	486	50.9	100.0
Age			
16-25	27	2.8	2.8
26-35	313	32.7	35.5
36-45	295	30.8	66.4
46-55	205	21.4	87.8
Above 55	117	12.2	100.0
Qualification			
BA, BSc/ BEd	200	20.9	20.9
MA, MSc /M.Ed.	386	40.3	61.2
MPhil	296	30.9	92.2
PhD	75	7.8	100.0
Marital Status			
Married	889	92.9	92.9
Unmarried	68	7.1	100.0

Table 1 provides a description of the sample's gender, age, qualifications, and marital status. In terms of gender, it was discovered that out of the 957 SSTs in the overall sample, 486 SSTs were male (50.8%) sample and 471 SSTs were female (49.2%). One could get the conclusion that there were more male SSTs than female SSTs. In terms of age, it was discovered that 27 (2.8%) SSTs were between the ages of 16 and 25. The SSTs with age ranging between 26-35 years were 313 (32.7%). The SSTs with range between 36-45 years were 295 (30.8%). The SSTs with age ranging 46-55 years were 205 (21.4%). The SSTs with

age above 55 years were 117 (12.2%). It was found that the number of SSTs in the age range 26-35 were great in number than the SSTs with other span of age. It was discovered that 200 SSTs out of 957 SSTs had the degrees BA, BSc, or BEd (20.9%). There were 386 SSTs with the degrees MA, MSc, or MEd, or 40.3% of the total. The number of SSTs having the qualification MPhil was 296 (30.9%). The number of SSTs having the qualification PhD was only 75 (7.8%). It is possible to draw the conclusion that there were more SSTs with MA, MSc, or medical degrees than with other levels of education. It was found that out of total 957 SSTs, 889 SSTs (92.9%) were married while 68 SSTs (7.1%) were unmarried. It might be concluded that the number of married SSTs in greater than unmarried SSTs.

Instrumentation

The instrument was comprised of three sections. First section was used to collect information regarding demographic characteristics of the participants (gender, age, qualification and marital status). Work-family Conflict Scale(WFCS)measured Work-family conflict. WFC includes statements on WFC. These include three dimensions of WFC that are time, strain, and behavior based. WFCS was made up of 18 measures established by Carlson et al. (2000). It was developed to measure work-family Conflict (WFC and FWC). Satisfaction with life was measured through the Life Satisfaction Sale (LSS). The work-family conflict questionnaire asks about three types of WFC: time, strain, and behavior. Carlson et al. (2000) developed the scale WFCS. It consists of 18 items to analyses work-family conflict (WFC) and family-work conflict (FWC). The Life satisfaction Sale was used to assess SSTs' life satisfaction (LSS). It was validated the through opinion of experts. The instrument was pilot tested on 75 SSTs who were not part of the final sample. Cronbach alpha (α) was calculated to test the reliability.

Table 2
Reliability Analysis by Scale

Variable	N	α
WFC	75	.89
SLS	75	.79

Data Collection and Analysis

SSTs were the study's unit, so the researcher collected data from them. Data were gathered using a questionnaire with WFC and LSS measurement scales. Teachers were given the option of quitting if they were asked questions they didn't want to answer. Data was gathered during the scheduled meetings, which were set up. During the meeting, the researcher went through all of the instrument's specifications. After completion, questionnaires were gathered from each school. The SPSS was used to analyses the data (SPSS). Data were cleaned, and theories were put to the test. On the data, descriptive and inferential statistics were used. Ethics in research were upheld.

Table 3
Perception Regarding WFC (Descriptive Statistics)

Sr. No.	Items	N	M	SD
Time based work interference with family (TBWIF)				
1	WFCS 1	957	3.01	1.17
2	WFCS 2	957	3.11	1.17
3	WFCS 3	957	3.22	1.19
Time based family interference with work (TBFIW)				
4	WFCS 4	957	2.99	1.15
5	WFCS 5	957	3.02	1.13

6	WFCS 6	957	2.91	1.17
Strain based work interference with family (BWIF)				
7	WFCS 7	957	3.37	1.15
8	WFCS 8	957	3.35	1.11
9	WFCS 9	957	3.37	1.09
Strain based family interference with work (SBFIW)				
10	WFCS 10	957	2.99	1.18
11	WFCS 11	957	2.96	1.19
12	WFCS 12	957	2.98	1.18
Behavior based work interference with family (BBWIF)				
13	WFCS 13	957	3.17	1.08
14	WFCS 14	957	3.16	1.12
15	WFCS 15	957	3.10	1.19
Behavior based family interference with work (BBFIW)				
16	WFCS 16	957	3.15	1.21
17	WFCS 17	957	3.29	1.09
18	WFCS	957	3.20	1.17

Table 3 provides item wise mean along with standard deviation of WFCS items.

Table 4
Psychometric Properties WFCS

Variable	N	M	SD	MPI	Range		Skewness	Kurtosis
					Potential	Actual		
TB WIF	957	9.34	2.98	3.11	3-15	3-15	-.14	-.88
TB FIW	957	8.92	2.86	2.97	3-15	3-15	.05	-.92
SB WIF	957	10.09	2.73	3.36	3-15	3-15	-.21	-.82
SB FIW	957	8.93	2.95	2.98	3-15	3-15	.06	-.89
BB WIF	957	9.43	2.52	3.14	3-15	3-15	-.23	-.36
BB FIW	957	9.64	2.74	3.21	3-15	3-15	-.26	-.50
WIF	957	28.86	6.26	3.21	9-45	13-45	-.14	-.54
FIW	957	27.49	6.98	3.05	9-45	9-45	.09	-.48
WFC	957	18.79	4.08	3.04	18-90	8-30	.04	-.28

Table 4 presents the descriptive statistics of WFC. Teachers perceived time bases WIF (M=3.11, SD=2.98) more as compared to time based FIW (M=2.97, SD=2.86). Similarly, they perceived strain based WIF (M=3.36, SD=2.73) more as compared to strain based FIW (M=2.98, SD=2.95). Contrarily they perceived behavior based FIW (M=3.21, SD=2.74) as compared to behavior based (M=3.14, SD=2.52). Teachers perceive WIF (M=3.21, SD=6.27) more as compared to FIW (M=3.05, SD=6.98). The value of mean score for work interference with work was greater than family interference with work. It was inferred that WIF existed at higher level in teachers as compared to FIW. Table 4 shows the mean score of WFC (M=3.04, SD=4.08) falling above the scale median. Skewness and kurtosis were also calculated to confirm the normality of the data.

Table 5
Perception Regarding LS (Descriptive Statistics)

Sr. No.	Items	N	M	SD
Psychological reactance (PR)				
1	LSS 1	957	3.44	1.02
2	LSS 2	957	3.28	1.06
3	LSS 3	957	3.26	1.04

Self-esteem (SE)				
4	LSS 4	957	3.62	1.12
5	LSS 5	957	3.71	1.043
6	LSS 6	957	3.81	.98
Religiosity (R)				
7	LSS 7	957	3.86	1.10
8	LSS 8	957	4.07	1.02
9	LSS 9	957	3.87	1.09
Trait anger (TA)				
10	LSS 10	957	3.08	1.08
11	LSS 11	957	3.24	1.11
12	LSS 12	957	3.36	1.10
Locus of control (LC)				
13	LSS 13	957	3.18	1.15
14	LSS 14	957	3.12	1.10
15	LSS 15	957	3.54	1.14
Depression (D)				
16	LSS 16	957	3.15	1.06
17	LSS 17	957	3.19	1.10
18	LSS 18	957	3.30	1.09

Table 5 provides item wise mean along with standard deviation of LSS items.

Table 6
Psychometric Properties of LSS

Variable	N	M	SD	MPI	Range		Skew	Kurt
					Potential	Actual		
PR	957	9.99	2.35	3.33	5-25	3-15	-.24	-.42
D	957	9.65	2.39	3.22	5-25	3-15	-.09	-.32
SE	957	11.15	2.62	3.72	2-10	3-15	-.70	.22
LC	957	9.83	2.48	3.28	15-75	3-15	-.35	-.32
R	957	11.80	2.68	3.93	4-20	3-15	-.67	-.05
TA	957	9.68	2.38	3.23	4-20	3-15	.08	-.42
SLS	957	62.09	8.92	3.45	2-10	31-90	-.19	.16

Table 6 provides psychometric properties of LSS. Perception of teachers regarding religiosity was greater (M=3.93, SD=2.68) followed by self-esteem (M=3.72, SD=2.62), psychological reactance (M=3.33, SD=2.35), locus of control (M=3.28, SD=2.48), trait anger (M=3.23, SD=2.38) and depression (M=3.22, SD=2.39). Table 6 shows the mean score of LSS (M=3.45, SD=8.92) falling above the scale median. Skewness and kurtosis were also calculated to confirm the normality of the data.

Table 7
Relationship among WFC and LS

Variable	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. TB WIF	9.34	2.98	--												
2. TB FIW	8.92	2.86	.50**	--											
3. SB WIF	10.09	2.73	.48**	.52**	--										
4. SB FIW	8.93	2.95	.35**	.57**	.51**	--									
5. BB WIF	9.43	2.52	.29**	.41**	.31**	.54**	--								
6. BB FIW	9.64	2.74	.23**	.46**	.28**	.47**	.69**	--							
7. WFC	18.79	4.08	.66**	.79**	.71**	.79**	.73**	.71**	--						
8. PR	9.99	2.35	.21**	.24**	.23**	.27**	.27**	.14**	.31**	--					
9. SE	11.15	2.62	.17**	.22**	.11**	.27**	.28**	.26**	.17**	.32**	--				
10. R	11.80	2.68	.18**	.37**	.10**	.16**	.27**	.28**	.41**	.18**	.52**	--			
11. TA	9.68	2.38	.24**	.33**	.27**	.36**	.19**	.30**	.40**	.28**	.11**	.12**	--		
12. LC	9.83	2.48	.15**	.34**	.30**	.27**	.23**	.16**	.32**	.31**	.18**	.11**	.41**	--	

13. D	9.65	2.39	.09**	.26**	.21**	.29**	.29**	.20**	.29**	.26**	.17**	.21**	.31**	.38**	--
14. LS	62.09	8.92	.29**	.30**	.33**	.25**	.25**	.19**	.37**	.64**	.62**	.56**	.60**	.65**	.52**

Relationship between WFC and LS: Evaluation of Model

Table 8
Model Summary^b

Model	N	R	R ²	Adj.R ²	Std. Error	F	p
1	957	.38	.14	.14	8.30	148.72	.00

a. WFC: Predictor (Constant)

b. LS (Dependent Variable)

Table eight elaborates the results of regression analysis. It shows regression analysis with WFC scores as predictors of LS. The model summary shows how much of the variation in LS (DV) is described by WFC (IV). The value, which is .14 in the model, denotes that WFC accounts for 14% of the variance in the LS (dependent variable). There was statistical significance for the regression model, $R^2=.14$, Adjusted $R^2=.14$, $F(1, 955)=148.72$, $p=.00$. LS was significant statistically ($\beta= .37$, $p <.05$). Data analysis revealed that higher level of LS was connected to elevated level of WFC.

Table 9
Regression Coefficients^a (N = 957)

Model	Unstandardized Coefficients		Standardized Coefficients		t	p
	B	SEB	β			
Constant	47.02	1.27			37.17	.00
WFC	.80	.07	.37		12.20	.00

a. Dependent Variable: Life Satisfaction

Table 9 contains the information needed to predict LS from WFC. It demonstrates that WFC makes a major contribution to the model. This meant that LS was linked to a greater degree of WFC.

The regression equation is: $LS = 47.02 + .80 (WFC)$

Discussion

In terms of work-family conflict and its sub-factors, secondary school teachers' mean scores are found to be generally good and are higher than the scale's median. The outcomes of the study show that WFC and its subscales exist in the lives of SSTs. The findings are similar with WFC studies conducted in India by Madhavi (2003). Numerous earlier studies are in line with the literature (Allen, 2001; Kossek et al., 2011). Some other studies (Campbell Clark, 2001) also show the same results (Mauno et al., 2006). Similar findings were explored by Thompson et al. (2010). The results (Guttek et al., 1991) are also backed up by many researches (Frone et al., 1997).

Mean score of SSTs on LSS was found to be good, scoring above the scale median. It can be inferred that religious diversity in schools has an impact on how well secondary school teachers carry out their duties. SSTs ability to execute their duties is impacted by the depression. It has the lowest mean value. The findings are consistent with LS research by Badgujar and Kotalwar (2014). Numerous earlier studies that are in line with the literature show the same results (Singh, 2014; Jan & Masood, 2008). Many other studies also revealed similar findings (Kossek et al., 2011). Diener et al. (1999) also revealed similar findings in their research. According to "bottom-up" theories of LS, it is an attitude comprised of constituents of satisfaction in various facets of life (Brief et al., 1993). My study's findings

and those of Easterlin (2009) are similar. He discovered that people who report being less healthy also report being less satisfied with their lives.

According to this study, there is a link between life satisfaction and work-family conflict. Positive correlation means that higher LS scores tended to be correlated with higher WFC scores. Conflict between the work and family is positively correlated with life satisfaction (LS). Additionally, it is discovered that WFC and the LS subscales have a positive correlation. This study revealed an association between WFC and LS subscales that was supported by the literature (Hardyastuti, 2000; Kuppens et al., 2008). Positive emotions are a strong predictor of increasing levels of life satisfaction, according to Cohn et al. (2009). The results of correlation analysis are supported by regression analysis.

Researchers have looked into the negative relationships between WFC and FWC and LS (Aryee et al., 1999; Bedeian et al., 1988; Hill, 2005). Adams et al. (1996) came to this conclusion after conducting an empirical study. They found that WFC was connected to life satisfaction. These relationships were influenced by the employee's level of commitment to their jobs and their families. There are inverse relationships between family-work and life satisfaction, as well as between work-family and life satisfaction. These results are in line with those of previous studies (Adams et al., 1996; Haar, 2013). Many other researchers also endorse it (Mesmer-Magnus & Viswesvaran, 2005). Researchers exposed the negative affiliation between WFC and LS (Perrewe et al., 2005).

Positive association between the variables was discovered, as per the literature review. In order to provide services, teachers should adopt work-life management strategies because achieving peak performance requires emotional stability, mental soundness, and psychological balance. Life satisfaction is correlated with work-family conflict (including work-to-family and family-to-work conflict). Work-family conflict has been shown in the past to have detrimental effects at individual as well as collective level (Beutell, 2010; Grandey et al., 2005). Many other researchers also endorse it (Kinnunen et al., 2010; Lu et al., 2010) Spector et al. (2007) is also of the same view. In this study, there was evidence of a positive relationship between WFC and life satisfaction. Encourage teachers to broaden the time frame in which they evaluate their work-life balance and to acknowledge and celebrate their successes in juggling obligations (when they are achieved). This could lessen the frustration that teachers and staff experience when role disparities ascend, which is decisive in this individualistic time.

Recommendations

Schools should make an effort to lessen work-family conflict and improve teachers' quality of life. Teachers' psychological development should be given more consideration for this purpose. The psychological growth of teachers includes their needs, wants, level of motivation, and happiness. Management should create new family-friendly policies and programmes to lessen the work-family conflict among teachers. The heads should give teachers either intrinsic or extrinsic rewards to improve their quality of life and work-life balance. The management should give teachers the best training in conflict resolution techniques and skills to lessen the negative effects of role conflicts. Employers should create new training programmes to assist teachers in their working conditions and circumstances. Consequences of work-family conflict can be managed collectively. It can be extremely difficult to strike a balance between work and family.

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