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## THE IMPACT OF WORK-FAMILY CONFLICT ON JOB PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS OF KHYBER PAKHTUNKHWA

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### Abstract

*This study investigates the impact of work-family conflict on job performance among female faculty in higher education institutions (HEIs), in Khyber Pakhtunkhwa, Pakistan. Work-family conflict, resulting from clashing work and family role demands, leads to stress and decreased effectiveness in both areas. Using a quantitative approach, the research collected data from female faculty across various HEIs, utilizing validated scales to measure work-to-family and family-to-work conflict and job performance. The findings show a negative correlation between work-family conflict and job performance, with higher conflict levels associated with lower engagement, productivity, and commitment. Notably, female faculty, particularly those with young children, report greater conflict levels than their male counterparts, pointing to gender-based disparities. The study highlights the importance of institutional support, such as flexible work arrangements and family-friendly policies, to promote work-life balance. These initiatives could enhance job performance, improve individual well-being, and foster a healthier academic environment.*

**KeyWords:** Work-Family Conflict, Job Performance, higher education institutions.

### Introduction

Work-family conflict (WFC), is increasingly recognized as a critical issue in organizational research, particularly within the context of higher education institutions (HEIs), where demanding schedules and high levels of responsibility can exacerbate the challenges of balancing work and family roles. Recent studies highlight that WFC, characterized by a clash between work and family responsibilities, is a primary source of stress, directly influencing employees' well-being, job satisfaction, and job performance. These dynamics are especially relevant in Pakistan, where traditional family structures and cultural expectations place unique pressures on working professionals, and where policies to support work-life balance are still developing.

A study conducted in (2023), Ali et al. examines the specific effects of WFC on faculty performance in South Asian academic institutions, remarking a strong correlation between high WFC and diminished job performance, particularly among women faculty members who performs teaching, research, and family responsibilities. This study emphasizes that WFC not only affects personal well-being but also organizational outcomes, as performance declines and turnover intentions increase when employees cannot balance these roles effectively. Similarly, Khan and Ahmad (2022), focused on Khyber Pakhtunkhwa and highlighted the psychological impact of WFC, exhibiting how stress and fatigue from unbalanced work and family roles can

impair job commitment and productivity in HEIs. Their work highlights the need for context-specific solutions that addresses the particular cultural and social norms impacting educators in this region.

Earlier literature has also identified that WFC is composed of two primary dimensions: work-to-family conflict, where work demands interfere with family life (WIF), and family-to-work conflict, where family responsibilities impact work obligations (FIW). Both dimensions have been shown to negatively impact job performance, as suggested in a study by Rafiq and Iqbal (2021), which found that WIF is particularly detrimental in HEIs in Khyber Pakhtunkhwa, leading to increased absenteeism, reduced focus, and a decline in student engagement among educators. Other studies highlight the gender-based nature of WFC, where women in HEIs, especially those with young children or elder-care responsibilities, face disproportionate levels of FIW, often resulting in career stagnation or exit from academia altogether.

Globally, research has shown that institutions implementing work-life balance policies such as flexible hours, remote work options, and family leave benefits see enhanced job satisfaction and performance. However, as recent literature from Pakistani HEIs mentions, that such policies are either lacking or minimally implemented in Khyber Pakhtunkhwa particularly and the country. As research carried out by Asad and Malik (2020), discusses the resistance to work-life accommodations in academia due to perceived disruptions to productivity and traditional work structures, forcing employees to manage conflicting demands unconventionally.

The current study addresses these gaps by focusing on how WFC specifically impacts job performance within HEIs in Khyber Pakhtunkhwa, where cultural, social, and organizational factors create unique WFC challenges. By exploring this impact, we aim to inform policy interventions that can enhance both job performance and the quality of life for academic professionals in this region.

## **Literature Review**

### ***Work-Family Conflict (WFC),***

Recent research highlights the increasing impact of work-family conflict (WFC), on female faculty members in higher education institutions (HEIs), in Khyber Pakhtunkhwa, where cultural, familial, and professional expectations create complex challenges. In a study held in 2023, Ali and Khan investigated the heightened WFC experienced by women in Pakistani academia, indicating that female faculty members often face greater family demands, which can interfere with professional obligations. This study reveals that such conflict significantly diminishes job performance, leading to decreased productivity, job dissatisfaction, and an inclination toward career discontinuity. Additionally, it points to the lack of institutional policies, such as family support initiatives or flexible working hours, which leaves women with limited resources to balance their roles effectively.

A research study carried out in 2022, by Hussain et al. elaborates on these findings, specifically analyzing how gendered cultural expectations in Khyber Pakhtunkhwa exacerbate the work-family challenges faced by female faculty. The study shows that women are not only expected to fulfill professional duties but also to meet extensive domestic and caregiving responsibilities, a dual role that can contribute to emotional and physical exhaustion. Hussain et al. also found that this imbalance leads to higher levels of stress and burnout, adversely impacting job satisfaction and performance. Their findings highlight a need for structural and policy interventions to better support female faculty in balancing work and family responsibilities.

Further, Rafiq and Aslam (2021), examined the distinct effects of work-to-family conflict (WIF), and family-to-work conflict (FIW) on women faculty members, emphasizing that WIF—where

work demands interfere with family life—was more prominent among female faculty in Khyber Pakhtunkhwa. This conflict was linked to reduced engagement in academic duties, lower job commitment, and decreased well-being. Rafiq and Aslam also found that FIW, although less prevalent, still contributed to performance issues, as female faculty often prioritized family needs over work responsibilities, particularly in urgent family situations. Their research emphasizes the need for flexible work arrangements to accommodate the dual demands that female faculty face. In earlier research, Ahmad and Gulzar (2020), explored how the traditional family structure in Khyber Pakhtunkhwa influences the WFC experienced by female faculty. They argued that gender roles in the region often lead women to shoulder the primary responsibility for family caregiving, which intensifies the conflict between work and family roles. This study found that while male faculty members generally received familial support to focus on their careers, female faculty were often expected to manage both domains without comparable assistance, resulting in greater work-family conflict and a negative impact on their academic careers. These studies collectively highlight the persistent challenges that female faculty face in HEIs of Khyber Pakhtunkhwa, due to work-family conflict. They indicate a critical need for institutional policies that promote gender equity, such as supportive work environments, family leave policies, and flexible schedules, to help mitigate the conflict and enhance the performance and well-being of female faculty members.

### **Job Performance (JP)**

Recent research stresses the complexities surrounding job performance among female faculty in higher education institutions (HEIs), of Khyber Pakhtunkhwa, where gender-based challenges, cultural expectations, and institutional limitations intersect. A research study conducted 2023, by Ali and Raza examined the professional output of female faculty members, revealing that cultural norms and domestic responsibilities often hinder job performance, particularly when women are expected to balance academic duties with significant caregiving roles. Their findings showed that without flexible policies or support systems, women experience higher levels of stress and role overload, which impair focus, productivity, and career progression.

In another recent study, Khan and Bibi (2022), investigated the direct impact of organizational support on job performance among women faculty, discovering that institutions with policies supporting work-life balance saw higher performance and job satisfaction rates among their female faculty. The study found that access to flexible working hours and family support resources significantly improved engagement and dedication, positively influencing teaching quality, research output, and commitment to institutional objectives. Findings by Khan and Bibi suggest that targeted support can be transformative for female faculty who face unique socio-cultural pressures in Khyber Pakhtunkhwa.

Moreover, Ahmed and Iqbal (2021), focused on the barriers to job performance specific to female faculty in this region, noting that career advancement is often slower for women due to limited mentoring opportunities and the lack of equitable workload distribution. Their study found that women faculty were often assigned administrative or student-facing roles, which detracted from time available for research and academic development—key indicators of performance in HEIs. This imbalance was shown to stifle professional growth and diminish the overall performance of female faculty members, underscoring the need for gender-sensitive workload policies and mentoring programs.

Earlier, Akhtar and Rafiq (2020), explored how familial expectations and societal norms impact

the performance of female faculty in the HEIs of Khyber Pakhtunkhwa. They highlighted that, culturally, women are often expected to prioritize family obligations, which can conflict with the demands of academia, a profession that often requires extended hours and flexibility. Their study found that this cultural expectation led many female faculty members to experience guilt or conflict, reducing their engagement and productivity in academic roles. Akhtar and Rafiq recommended institutional initiatives that foster an understanding of these challenges and actively work to support female faculty in their dual roles.

Collectively, these studies emphasize the importance of creating a supportive and equitable work environment for female faculty in the HEIs of Khyber Pakhtunkhwa. They suggest that addressing the unique cultural and structural challenges faced by women in academia can lead to enhanced job performance, greater job satisfaction, and improved retention, thereby benefiting both the faculty and the institutions in which they serve.

### ***Work-Family Conflict (WFC), and Job Performance (JP)***

Recent studies emphasize that work-family conflict (WFC), significantly impacts the job performance of female faculty in higher education institutions (HEIs), in Khyber Pakhtunkhwa, where cultural norms and limited institutional support create unique challenges. A 2023 study by Khan and Ali highlights that female faculty members often face greater WFC due to their dual roles as primary caregivers and educators. This study found that WFC directly decreases job performance, with affected faculty reporting lower job satisfaction, reduced productivity, and increased stress. The researchers suggest that flexible work arrangements and family support policies could mitigate these challenges, allowing female faculty to better balance their roles and improve job performance.

Building on this, Hussain and Bibi (2022), explored how cultural expectations in Khyber Pakhtunkhwa intensify WFC for women, showing that many female faculty members experience higher levels of work-to-family and family-to-work conflict than their male counterparts. This imbalance leads to emotional exhaustion and job burnout, impairing their ability to perform effectively in academic roles. Hussain and Bibi found that job performance suffered particularly during peak academic periods, such as examination and grading times, when the demands of work often clash with family responsibilities. The study calls for context-specific policies that address the cultural pressures facing women in the region.

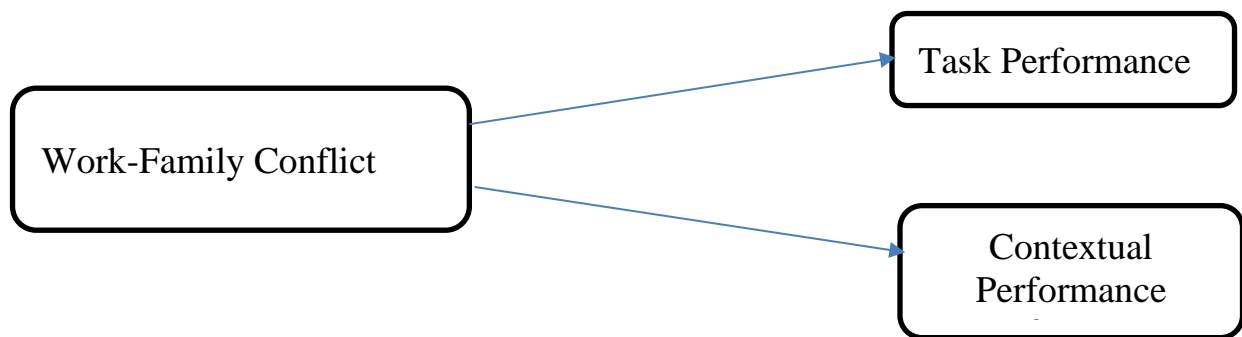
Another study by Rafiq and Ahmed (2021), examined the individual effects of work-to-family (WIF), and family-to-work conflict (FIW) on female faculty in HEIs in Khyber Pakhtunkhwa, finding that both types of conflict were linked to diminish job performance. WIF was shown to lead to lower teaching engagement and productivity, as female faculty struggled to meet the demands of both family and work. FIW, although less prevalent, was found to impact job focus and commitment, particularly for women with young children or caregiving responsibilities. Rafiq and Ahmed's findings suggest that addressing both WIF and FIW through flexible work policies could enhance job performance and alleviate the strain of balancing work and family roles.

Earlier, Akhtar and Shah (2020), explored how traditional gender roles exacerbate WFC among female faculty in this region, leading to compromised job performance. The study found that societal expectations often require women to prioritize family responsibilities over career aspirations, which interferes with their ability to fulfill academic duties effectively. Akhtar and Shah reported that this pressure led to high levels of role conflict and decreased work engagement, negatively impacting job performance. They advocated for family-friendly policies, such as on-

campus childcare and adjusted workloads, to help female faculty manage these conflicting demands.

Collectively, these studies indicate that WFC poses a substantial barrier to the job performance of female faculty in HEIs in Khyber Pakhtunkhwa. They underscore the importance of supportive institutional policies tailored to the cultural context, which can help female faculty manage their dual responsibilities and perform effectively in their academic roles. Addressing WFC through policy reforms could lead to improved job performance, greater job satisfaction, and enhanced retention of talented women faculty in the region.

- H1. Work-family conflict significantly negatively affects task performance (Job Performance) among female faculty in higher education institutions in Khyber Pakhtunkhwa.
- H2. Work-family conflict significantly negatively affects contextual performance ((Job Performance) among female faculty in higher education institutions in Khyber Pakhtunkhwa.



**Work Family Conflict** (Independent Variable)

**Job Performance** (Dependent Variable)

Fig 1. The theoretical framework of the study. Source: (Author Constructed)

## Methodology

This casual study is conducted to investigate the impact of work-family conflict on job performance in female faculty of higher education institution of Khyber Pakhtunkhwa. Multi stage sampling technique was used to conduct this study. Khyber Pakhtunkhwa has 7 divisions and each division contains 2 to 9 districts. District were selected on the bases of socio cultural and geographical distributions. A total of 342 samples were studied for this study. The convenience sampling technique is used, realizing the fact that not all the individuals in the sample would have an equal chance to be chosen. Cross-sectional time horizon was used for the study, conducted only a one-time due to the time constraint and limited resources. Data is collected from female faculty members of higher education institutes of Khyber Pakhtunkhwa using adopted questionnaires (details given in Table 1) for the Work-Family Conflict and Job Performance as:

Table 1

*Details of the instruments used in the Study*

| Sr. | Variable             | Source                   | Year |
|-----|----------------------|--------------------------|------|
| 1   | Work-Family Conflict | Luthans, Youssef, et al. | 2007 |
| 2   | Job Performance      | Cao and Zhang            | 2023 |

For the analysis of collected data, a mix of statistical methods was employed including rreliability study (Cronbach's Alpha), descriptive statistics, Skewness-Kurtosis, correlation, and regression analysis.

## Results and Discussion

### *Descriptive Analysis*

Table No.2 shows the mean values of all variable that are approximately same of descriptive analysis, the minimum value shows the minimum value of the variables and the maximum value shows the maximum value of the variables. This table elaborate that all values are from 1 to 5. It means that statistical values are the mean values in actual about a specific variable. Standard deviation represents the deviance from the mean value of the data. Skewness and Kurtosis is the gauge to check the normality of the data. For the confirmation the value of the Skewness must be between +1 to -1 and this table also elaborates that almost all values are in the defined ranges of skewness and confirmed the normality of the data. Kurtosis is measured to identify the normality of the data. This tables gives the rapidly idea of the idea and jarque-bera test is used to checked the goodness of the data.

Table 2  
*Descriptive Statistics*

|                        | N         | Mean      | Std.<br>Deviation | Skewness  |            | Kurtosis  |            |
|------------------------|-----------|-----------|-------------------|-----------|------------|-----------|------------|
|                        | Statistic | Statistic | Statistic         | Statistic | Std. Error | Statistic | Std. Error |
| Work-Family Conflict   | 342       | 3.9489    | .88484            | -0.492    | .161       | 1.836     | .321       |
| Task Performance       | 342       | 3.0455    | .93691            | -.494     | .161       | -.499     | .321       |
| Contextual Performance | 342       | 3.7639    | .73655            | -.628     | .161       | .183      | .321       |

*Valid N (listwise)= 342*

### Reliability Analysis

Reliability study is conducted on all variables using the Likert scale to measure the coordination influence from the scale of 1 to 5. On the basis of the results obtained from reliability test (as in Table 3) explains the alpha coefficient value for the 6 items of Job Performance is 0.82 i.e. 82%., While the reliability test of 12 items of work-family conflict is 0.79

Table 3

### Reliability Analysis

| Sr. No | Name of Variable       | No of Items | Cronbach's Alpha |
|--------|------------------------|-------------|------------------|
| 1      | Work-Family Conflict   | 12          | 79%              |
| 2      | Task Performance       | 6           | 82%              |
| 3      | Contextual Performance | 6           | 82%              |

The alpha coefficient values for all the scales are greater than 0.6 suggesting a moderate and strong levels internal consistency among the items.

### Correlation

Table No. 4 shows that correlation between TP (Task Performance) , CP (Contextual Performance) and WFC (Work-Family Conflict)

Table 4

### Pearson Correlation Analysis of the Study

(Sample n= 342)

|                   |        |     | WFC | TP       | CP       |
|-------------------|--------|-----|-----|----------|----------|
| Work-<br>Conflict | Family | "r" | 1   | -0.176** | -0.466** |

|                        |                 |          |         |         |
|------------------------|-----------------|----------|---------|---------|
|                        | Sig. (2-tailed) | 0.001    |         |         |
| Task Performance       | “r”             | -0.067** | 1       | 0.063** |
|                        | Sig. (2-tailed) | 0.001    | 0.001   |         |
| Contextual Performance | “r”             | -0.505** | 0.807** | 1       |
|                        | Sig. (2-tailed) | 0.001    | 0.001   | 0.001   |

*Significant at 0.01, two tailed*

The Pearson correlation value ( $r=-0.176$ ,  $p=0.000$ ) between Work-Family Conflict and Task Performance (TP) explains a Significant negative relationship. The correlation value ( $r=-0.466$ ,  $p=0.000$ ) between Work-Family conflict and Contextual Performance shows significantly Negative and strong relationship. This implies that work family conflict adversely effects task performance as well as contextual performance. Furthermore, there is positive relationship amongst task performance and contextual performance as shown in the table.

**Regression analysis**

Regression analysis is conducted for estimating the relationships between a dependent variable and independent variables called as 'predictors' (Seber & Lee, 2012). Table 5 indicates that the model as a whole (which includes both dependents and independent variable) is statistically significant ( $F=26.512$ ,  $p=.0003$ ], as the p-value is less than .005. Further, the R-Square value ( $R^2= 0.54$  explains an overall variation in the dependent variables (Task Performance and Contextual Performance) is 54% due to the predictors (Work-Family Conflict).

Table 5

*Results of Regression analysis*

| Independent Variable | Sample Size | Task Performance ( $\beta_1$ ) | Std. Error | t-Value | p-Value | Contextual Performance ( $\beta_2$ ) | Std. Error | t-Value | p-Value | F-Value | R <sup>2</sup> |
|----------------------|-------------|--------------------------------|------------|---------|---------|--------------------------------------|------------|---------|---------|---------|----------------|
| Work Family Conflict | 342         | -0.40                          | 0.06       | -4.62   | 0.0003  | -0.35                                | 0.05       | -3.21   | 0.0003  | 26.51   | 0.54           |

The results show that 1 unit change in Work-Family conflict, will bring -0.40 units change in Task Performance. The value of  $\beta_1=-0.40$ , ( $t=-4.62$ ,  $p=0.0003$ ), as the p-value is less than 0.01 so the null hypothesis is rejected and alternative hypothesis is accepted. This implies an inverse relation of 40 % between Work-Family conflict and task performance. Vice versa alternative hypothesis 2<sup>nd</sup> is also accepted as Work-Family conflict causes a 35% decrease in contextual performance.



Table 6

*Findings of the Study*

| S No           | Hypotheses  | Decision            |
|----------------|---|---------------------|
| H <sub>1</sub> | Work-family conflict significantly negatively affects task performance (Job Performance) among female faculty in higher education institutions in Khyber Pakhtunkhwa.       | Hypothesis Accepted |
| H <sub>2</sub> | Work-family conflict significantly negatively affects Contextual performance (Job Performance) among female faculty in higher education institutions in Khyber Pakhtunkhwa. | Hypothesis Accepted |

**Conclusion and Discussion**

The study examining the impact of work-family conflict on task and contextual performance among female faculty in higher education institutions in Khyber Pakhtunkhwa suggests that work-family conflict has a significant negative impact on both task and contextual performance. This finding aligns with existing research that highlights how work-family conflict can reduce an individual's capacity to fulfill job responsibilities effectively and engage in supportive workplace behaviors.

For female faculty members in Khyber Pakhtunkhwa, balancing professional duties with family responsibilities can be particularly challenging due to societal and cultural expectations that often prioritize family obligations. These demands may contribute to higher levels of conflict between work and family roles, which, in turn, negatively affect job performance.

The findings underscore several important considerations related to work-family conflict and job performance in the context of higher education institutions in Khyber Pakhtunkhwa:

In many regions, including Khyber Pakhtunkhwa, women often face higher expectations to fulfill family responsibilities, which can limit their availability and energy for professional obligations. These expectations can intensify the experience of work-family conflict, leading to compromised performance at work. Therefore, it is essential to recognize the cultural factors that might uniquely affect female faculty in the region.

The study highlights that work-family conflict affects not only primary job responsibilities (task performance) but also behaviors that contribute to a supportive workplace environment (contextual performance). The greater impact on contextual performance could be due to prioritization, where female faculty, under stress from work-family conflict, may focus their limited resources on essential tasks and deprioritize voluntary, supportive actions.

The findings call for higher education institutions in Khyber Pakhtunkhwa to provide better support for female faculty dealing with work-family conflict. Implementing flexible work arrangements, such as adjusted teaching schedules or remote work options, could help alleviate some of the pressures. Additionally, workshops on time management and stress reduction and access to on-campus childcare may offer further support.

Higher education policymakers in Khyber Pakhtunkhwa could use these findings to promote policies that facilitate a work environment more attuned to the needs of female faculty. Policies that encourage family leave, childcare facilities, and support for work-life balance are likely to enhance both task and contextual performance, benefiting the institution as a whole.

Further studies could explore the effects of work-family conflict in different regions or among other groups

within the education sector. Additionally, research could investigate how specific support mechanisms, such as mentoring programs or organizational support systems, might buffer the negative impact of work-family conflict on performance.

In conclusion, the study highlights the significant impact of work-family conflict on both task and contextual performance among female faculty in Khyber Pakhtunkhwa. By addressing this issue through culturally sensitive policies and supportive measures, education institutions can enhance job satisfaction and performance among female faculty, thereby contributing to a more productive and positive academic environment.

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