INTER-ROLE CONFLICT IN WORKING WOMEN: STUDY BASED ON HOSPITALS OF KARACHI

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Abstract

The women of today need to focused on different aspects of life and thereby keep on dwelling with multiple roles at one point at time. Woman at work is playing a combination of wife and mother performing the various task jobs at office simultaneously and contributing towards social development of the country few studies have analyzed the impact of three roles (work, home, and school) among working women. This cross sectional study recruited 170 participants working in different Hospitals of Karachi along with continuing their education. The results shows that the roles interaction has negative effect however these roles can facilitate in such a manner that negative effect can be counteracted simultaneously thereby producing more stronger and competent Women for today.

Keywords: Life, Women, Hospitals of Karachi, Inter-role Conflict

INTRODUCTION

Women of Today

According to the World Bank (2017) data Labor Force Participation Rate of Female population in Pakistan has raised from 14.0% to 24.9% over the period of 1990 – 2017. The participation of Women has evolved over the time but the role has not changed. Woman at work is playing a combination of wife and mother (Singh, 2017) performing the various task job at office simultaneously and contributing towards social development of the country (Jain, 2018). A woman at home initiates the growth of the Society by giving birth to the new born, taking care of all educational and nutritional aspect to provide healthy individuals to the society. A women at office or in the field whether literate or ill – literate contributes towards the productivity of the society by becoming an entrepreneur or working in various fields like marketing, advertising, medical, tourism, finance, agriculture, sports and many other (Khan et al., 2022).

Work – Family Interaction

Work and Family roles are associated with unique sets of demands and outcomes (Smoktunowicz, Cieslak, and Demerouti, 2017). Many employees encounter the challenge of combining work and family roles, resulting in a Work – Family Conflict (WFC) (Nohe et al., 2015). Greenhaus and Beutell (1985) first examine the source of conflict between work and family roles on the basis of the available literature and coined a definition of WFC as a form of inter – role conflict in which role pressure from work and family domain are mutually unharmonious in some respect. Over the last three decades the WFC is under exploration and multiples studies have been conducted in all domains to study the theoretical framework, contributing and mediating factors. Mihelic and Tekavcic (2014) studied the antecedents and outcomes of WFC and found out that the antecedents of WFC as an impact on Individual like: role of personality, type A personality, self-control and attachment styles; as well as the Job and Family Characteristics like: job stressors, lower level of support at work, working time, organizational culture and family structure. Furthermore, the outcomes include negative psychological consequences, burnout, lower organizational

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commitment, and lower satisfaction with life, absenteeism and turnover intensions.

Human being at work look for identity and reason in their work life rather than company's profit and financial statement, personal satisfaction and fulfillment rather than company's balanced financial portfolio (Brown, 2022). In an integrative review from 2011 to March 2016 reported eight themes around Work Life Quality and Family Environment which includes: Concepts and dimensions, conflicts and balance, health, role enrichment, influence of work in the family, influence of family in the work, diagnosis and family functionality (Colichi et al., 2017).

Family and work life relationship can be detrimental on the level of work engagement contrary to high demand of work which reduces the work engagement and employees seek to escape from some duties (Wilczyński et al., 2015). Hagqvist, Gådin, and Nordenmark, (2017), studied the gender context in Work Family Conflict and discovered that individual living in a country which supports gender equality show less WFC and thus working women in more gender - traditionalist nations are more probable to be from high socio economic class and job with upper control and less demands. Syed et al. (2015), compared the work family conflict of Pakistan and Netherland and showed that Pakistan is a collectivist with working 58 hours per week with less WFC in relation to workload but higher WFC in relation to family overload and employees' psychological contract breach of Work Family Balance compulsions as compared to Dutch Society.

Work – Family – School Interaction

In a study conducted by Kremer (2016) the neglected source of stress and strain in Inter role Conflict was identified as school and its demand. Many married working adults are enrolled in the different academic programs at University and college level and are facing multiples conflicts that is arising from their different roles. Park and Sprung (2013) suggested that the occupying dual roles can be enriching and can counteract the negative waves of Interaction.

Role Balance of Working Women

According to Evans et al. (2018), Role balance is defined as a subjective state where individual is satisfied to achieve within and between the roles with a gratitude and sense that this role balance is vibrant and occurs along a rang; and found that working women were experiencing moderate levels of role balance in sandwich generation of Australia.

According to the Role Balance Theory (Marks and MacDermid, 1996), human being engaged in role responsibilities are embedded in an entire system of roles and those who are piloting the system in balanced way have more sense of commitment and perform task with ease and less strain and lesser role balance is associated with lower self-esteem and greater depression.

Hanif and Naqvi (2014) in their study explored that Social role in Pakistani society is still very rational, and working in hospital sector where job demands 24 hours availability if the patients is in critical conditions is still a barrier for female workforce. They revealed that such level of employee's involvement will create job stress and which in turn can create barriers and showed a significant negative relationship of WFC and employee job satisfaction, job performance and psychological well-being. Sidhu and Saluja (2016) revealed that unmarried females show higher satisfaction scores as compared to married because they find the job environment as a possible source of networking with no additional responsibilities and concluded that although females are working but still they are filling their domestic responsibilities and continue facing difficulties in balancing these situations. Sharjeel, Siddiqui, and Khwaja (2016), compared the working women in Hospital and Banking sectors in Pakistan and found that

the same level of conflicts exist in both the sectors with the same burden of balancing personal and professional life.

A study conducted in India reveled that opportunity for independence associated with work roles, relationship with co-workers and transfer facilities given by the organization create imbalance in the Working Women life (Narmadha and Sellappan, 2015). Evans at al. (2018) revealed that within and between role experiences associated with being a mother, self-maintainer, home maintainer and family member had a greater influence on role outcomes. Casper et al. (2014) explained the conflict and enrichment as combined spillover approaches (Wayne, Butts, Casper, and Allen, 2017).

Theoretical Framework

Symbolic Interactionism in Sociology perspective explained how society is created and maintained through repeated interactions among individuals (Ulmer, 2023). Over the century, scholars have applied an interactionism framework to understand self and identity processes especially in the area of role theory (Casper, DeHauw, and Fuller, 2016). Role concepts among symbolic interactionism emerged from Meads (1934) contributions which described roles of individual actors, the evolution of roles through social interactions and various cognitive concepts through which social actors understand and interpret their own and other's conduct.

According to the Stryker (1968), in the familial context explained "self" as a conceptual framework based on the diverse paths and the part which can be taken to compromise the self are discrete identities. Self is the incorporation of the familial identities (father, husband, and in-law), political identities (senator, candidate, and ward captain), and occupational identities (doctor, salesman, and employee) and so on, which is an object itself. Actor within this social structure name one another, in the sense that they recognize each other as occupants of positions and in naming one another invoke expectations with respect to one another's behavior (Crossley,2022).

Later Ralph Turner (1979) defined role as a comprehensive pattern for behavior and attitude, constituting a major element for interaction and capable of being identifiable by different individuals. Biddle (1986) proposed role theory as study of behaviors that are characteristics of person within contexts and with various processes that are presumably produced and are affected by those behaviors.

According to the Role Balance Theory (Marks and MacDermid, 1996) individuals tends to organize these roles through hierarchical approach to aid in their management and show that the interfaces of roles are the mediators between experiences of work, family and the feeling of balance. Individual in a role organization with positive role enhance the role ease (performing one's role with ease), wellbeing with less strain. Evans at el. (2014) suggested overall role balance is individually perceive state of mind where life is arranged in such a continuum that balance is achieved between important occupations and occupational roles. Occupational Participation, Violation and Habits were found to be appropriate factors for balance within each role. Between roles balance occurs when role interact bi-directionally (Pensar and Rousi, 2023).
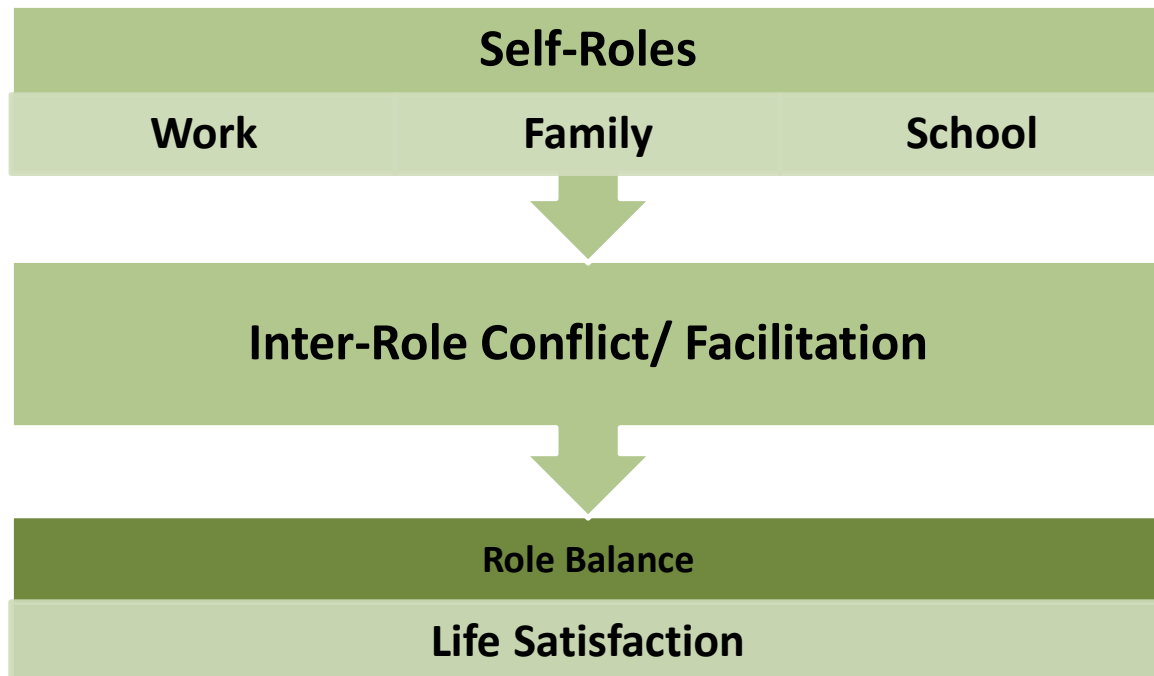
Self-Roles		
Work	Family	School

Inter-Role Conflict/ Facilitation

Role Balance

Life Satisfaction

Figure 1: Study Framework

This study embraces role balance as a key outcome variable to encapsulate how women are ultimately balancing their work and family lives through assessments of this sphere and of the extent to which they experience conflict and facilitation. Researchers have worked on the work family conflict over the years, hence the application is intended to open up some new possibilities for understanding how conflict and facilitation between work and family stem from circumstances in women's work and family roles and account for their well-being (Lee, Zvonkovic, and Crawford, 2014).

LITERATURE REVIEW

The work and family can enhance as well as deplete one another (Williams, Berdahl, and Vandello, 2016) and may be co-occurring (Vieira, Lopez, and Matos, 2014). According to the Lee, Zvonkovic, and Crawford, (2014) work family alliance (conflict and facilitation) would mediate the association between experiences in the work atmosphere and between experiences in the home atmosphere and role balance.

Lin and Burgard, (2018) proposed that the positive interactions can inflicted by distinct events in the work and home atmosphere while negative interactions follow a developmental pattern showing a decline pattern with age and maturity (Lawson, Davis, Crouter, and O'Neill, 2013). The presence of positive Work Home Interface (WHI) in career and family role is related to higher life satisfaction and the negative Home Work Interface (HWI) with decreased life satisfaction when the family role is important; shows that higher a domain's demand exist in individual personal life, the stronger the negative interaction of conflict emerge from the respective domain (Cheng, and McCarthy, 2013; Wolfram and Gratton, 2014; Cinamon, 2016).

Work family conflict was found to be related to turnover and anger which in turn act as a predictor for positive marital relationship (Van Steenbergen, Kluwer, and Karney, 2014), depression (Garthus-Niegel et al., 2016), less Body Mass Index and lower High Density Lipoprotein Cholesterol (O'Donnell et al., 2018), cardio metabolic risk and sleep duration (Berkman et al., 2015) whereas shows

negative relationship with psychological health (Sharma, Dhar, and Tyagi, 2016) whereas higher work family enhancement is related to positive behavior at home and increased marital satisfaction. However, the wives higher work family enhancement is not related to husband's marital satisfaction but have strong effects on positive self-image (Van Steenbergen, Kluwer, and Karney, 2014). People who reported negative WHI most often are the most exhausted emotionally and distrustful (Merecz, and Andysz, 2014) and significant mental health consequences (Woodward et al., 1999). Xu and Song (2016) reported direct mediating relationship of Work – School – family Conflict and burnout among 320 nurses perusing advanced degree courses in 18 Hospitals of Korea.

Multiple roles performance in individual life can be destructive as it nourishes conflict (Hecht and McCarthy, 2010). Kikuzawa (2015) suggested that in Western countries worker and spousal role generally had a limited destructive effect on the caregiver role and found that on Country like Japan care giver role is showing some destructive effect while worker role is more constructive in the psychological well-being of the middle aged population and in Canadian study multiple role conflict is not related to psychological well – being (Hecht and McCarthy, 2010). Further holding multiple roles (spouse, parents and workers) of women is not linked with life satisfaction or depressive symptoms (Kikuzawa, 2015). Women individual role with marital status show no significant relationship with life satisfaction (Kikuzawa, 2015).

Cinamon (2016) found that the combination of work and study also show some effects of mutual enrichment or facilitation (Hecht and McCarthy, 2010) between the roles. Cinamon (2016) explored that provision of high social and financial support to the working students are the predictive of high level facilitation in between work and study. Wyland et al. (2016) that balancing multiple roles individuals' may found interpersonal support as a facilitator to recognize the hurdles that are responsible for dividing one's attention between the role responsibilities. They also proposed that a satisfied student worker can help other people grow as they are looking for opportunities to grow creating a double win position for the Organization.

Research Aim for the Study
According to Susanto et al. (2022) employees tend to attach more and more importance to finding a balance between their work and family lives. Many studies have explored the WFC based on the Job aspects and few on the family aspects, however data scarcity exists family functionality and its implementation on Quality of Work Life (Colichi et al., 2017). This study aims to establish an understanding of how within role characteristics and between roles interactions are related to role balance for working women in hospitals of Karachi at single point at time.

Objectives of the Study
- Our objective is to investigate conflict occurring between the roles of women who is providing care to the family, also working as an employee and studying at the same time.
- Second objective is to examine the theoretical model of the role balance where women are managing their roles in the form of conflict/facilitation to move towards role balance.
- Third, we predicted the higher level of Inter-role conflicts would serve as a mediating mechanism in the relationship of all home maintainer, employee, student roles and life satisfaction.

Hypotheses

I.   The roles are interconnected, and conflict in one domain can impart the negative effect in every role.

II. The roles are interconnected, and facilitation in one domain can impart the positive effect in every role.

III. Interrole Conflict is negatively related to Life Satisfaction and Facilitation can mediate conflict effect on Life Satisfaction.

METHODS

Participants & Procedure

Participants were 195 individuals engage in three roles (work, family and school) ranging from 18 – 35 years and working in public and private Hospital settings of Karachi selected through convenient sampling technique. Data was collected from the month of October till December 2018. The convenient sampling technique was selected because of the limited time frame and the resources. Participation required that the individuals were working and studying simultaneously at the time of study. A cross sectional survey was conducted through questionnaire and distributed to all participants with the consent. Only 182 fully filled were returned out of which 12 participants were not studying at the time of study so total 170 questionnaires were analyzed.

Measures

Work-To-Family Conflict and Family-To-Work Conflict. Conflicts between work and family were assessed with scales developed by Netemeyer, Boles, and McMurrian (1996). Both scales contain five items (work-to-family conflict, e.g., "Being involved in my job makes it difficult to fulfill family responsibilities," and family-to-work conflict, e.g., "Being involved in my family life makes it difficult to fulfill my responsibilities on the job").

School-To-Family Conflict and Family-To-School Conflict. Conflicts between school and family were assessed with modified versions of the five-item scales measuring work-to-family conflict and family-to-work conflict (e.g., "Being involved in my family life interferes with my student-related activities").

Work-To-Family Facilitation and Family-To-Work Facilitation. Facilitations of work and family were assessed with four items developed by Hanson, Hammer, and Colton (2006); work-to-family facilitation, e.g., "Being involved in my job develops skills in me that are useful at home," and family-to-work facilitation, e.g., "Being involved in my family develops skills in me that are useful at work").

School-To-Family Facilitation and Family-To-School Facilitation. Facilitations of school and family were assessed with modified versions of the three-item scales measuring work-to-family facilitation and family-to-work facilitation (e.g., "Being involved in my family life develops skills that are useful at school").

Life Satisfaction Scale Satisfaction with life was assessed in Study 2 with the five-item Satisfaction with Life Scale (Pavot and Diener, 1993; e.g., "I am satisfied with my life").

RESULTS

Demographics

The data was normally distributed with moderately Skewness value (– 1.042) and light tailed data set Kurtosis – 0.722. The descriptive statistics of the study participants is mentioned in Table 1. The participants' age group was ranging from 20 – 40 years but majority belong to the category of 20 – 25

years (38.8%) others age category was 26 – 30 years (23.5%), 31 – 35 years (18.2%) and 36 – 40 years (19.4%). In the sample, 24.7% were studying Bachelor's Degree and 21.2 % were enrolled in Master's Program with 29.4% working in the Public Hospital and 24.7% in Public Teaching Hospital/University, only 9.4 is working at a Private Clinic. 32.4 % working between 40 -60 hrs. and 4.7 % in between 80 – 100 hrs. 48.2 % are among the Staff Nurses/Medical Officer/Consultants, 13.5 % Departmental Heads/Manager and 9.4 % are the Assistants/Officers. 39.4 % are Married with Children, 24.1 % are Married without children and 20.0 % are Unmarried; 84.7 % living in Joint Family Structure and 15.3 % in Separate Family Structure with 50.6 % have 5 – 6 family members. 33.5% are living with 1-2 dependent family members and around 95. 3% have no disabled children/family member in the house. 43.5 % are in their own houses with 83.5 % have no Medical History.

Table 1
Demographic Statistics

Variable		Frequency (170)	%
Age	20 - 25 yrs	66	38.8
	26 - 30 yrs	40	23.5
	31 - 35 yrs	31	18.2
	36 - 40 yrs	33	19.4
Education	Matric	4	2.4
	Intermediate	32	18.8
	Diploma	29	17.1
	Bachelors	42	24.7
	Masters	36	21.2
	Specialized Courses	27	15.9
Workplace	Private Hospital/Clinic	16	9.4
	Private Teaching Hospital/University	32	18.8
	Public Teaching Hospital/University	42	24.7
	Public Hospital	50	29.4
	Private Hospital/Clinic + Public Teaching Hospital/University	30	17.6
Working Hours	40 - 60 hrs	55	32.4
	60 - 80 hrs	50	29.4
	80 - 100 hrs	8	4.7
	100 - 200 hrs	57	33.5
Designation	Assistant/Officer	16	9.4
	Trainee	20	11.8
	Supervisor/In charge	17	10.0
	Department Head/Manager	23	13.5
	Staff Nurse/Medical Officer/ Consultant	82	48.2
	Other	12	7.1

Marital Status	Unmarried	34	20.0
	Engaged	9	5.3
	Divorced/Separated	27	15.9
	Married without children	41	24.0
	Married with children	59	34.7
Family Structure	Joint	144	84.7
	Separated	26	15.3
Family Members	2-4	32	18.8
	5-6	86	50.6
	7-8	43	25.3
	9-10	1	0.6
	10+	8	4.7
Dependent Members	0	52	30.5
	1-2	57	33.5
	3-4	20	11.8
	5+	41	24.1
Disabled Children/ Family member	0	162	95.3
	1-2	8	4.7
Residence	House Owner	74	43.5
	House Rented	40	23.5
	Flat Owner	53	31.2
	Flat Rented	3	1.8
Medical History	No	142	83.5
	Yes	28	16.5

Descriptive Analysis

The descriptive analysis shows that the Hospital Staff is facing Work Home Interaction at high level with a mean of 20.28 followed by School Home Interaction with a mean of 13.98. The Home Work Facilitation Mean was found to be highest i.e. 16.39 among all. See Table 2.

Table 2
Descriptive Analysis

	Inter-role Conflict				**Inter-role Facilitation**			
	Work Home Interaction	**Home Work Interaction**	**School Home Interaction**	**Home School Interaction**	**Work Home Facilitation**	**Home Work Facilitation**	**Home School Facilitation**	**School Home Facilitation**
Mean	20.3	10.1	14.0	9.2	13.7	16.4	11.8	11.2
Median	22.0	7.0	15.0	5.0	14.0	17.0	12.0	12.0
Std.	6.4	6.0	5.3	6.5	3.2	3.2	3.8	3.4

Deviation								
Range	16.0	15.0	15.0	15.0	10.0	11.0	8.0	8.0

Table 3
Inter-role Conflict

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5490.645	4	1372.661	1.267E4	.000[a]
	Residual	17.878	165	.108		
	Total	5508.524	169			

a. Predictors: (Constant), Work Home Interaction, Home School Interaction, School Home Interaction, Home Work Interaction

b. Dependent Variable: Life Satisfaction Scale

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.962	.256		50.724	.000
	Home School Interaction	-5.570	.213	-6.370	-26.097	.000
	School Home Interaction	-6.400	.130	-5.917	-49.103	.000
	Home Work Interaction	10.105	.293	10.567	34.527	.000
	Work Home Interaction	1.926	.054	2.175	35.655	.000

a. Dependent Variable: Life Satisfaction Scale

Multiple Regression Model is significant with F value is 1.267 ($p < 0.05$) in Inter-role Conflict (Table 3) and 1.315 ($p < 0.05$) in Inter-role Facilitation (Table 4). R square is the coefficient of determination that shows 99.97 % variation in employee performance as explained by Inter-role Conflict and Facilitation.

The negative Beta Value shows in Home School Interaction (- 5.9) and Home School Interaction (- 6.37) indicating negative relationship with ($p < 0.05$) in Inter-role conflict and Home Work Facilitation (- 1.029) and School Home Facilitation (- 3.5) with ($p < 0.05$).

Table 4
Inter-role Facilitation

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5491.304	4	1372.826	1.315E4	.000[a]
	Residual	17.220	165	.104		
	Total	5508.524	169			

a. Predictors: (Constant), Work Home Facilitation, Home School Facilitation, Home Work Facilitation, School HomeFacilitation

b. Dependent Variable: Life Satisfaction Scale

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.610	.771		11.168	.000
	Home School Facilitation	5.463	.332	3.617	16.446	.000
	School HomeFacilitation	-5.919	.496	-3.578	-11.937	.000
	Home Work Facilitation	-1.864	.166	-1.029	-11.248	.000
	Work Home Facilitation	2.747	.273	1.527	10.056	.000

a. Dependent Variable: Life Satisfaction Scale

In the process of Mediation Analysis the Life Satisfaction Scale as dependent variable and Inter-role Conflict was independent variable the value 0.202 was reduced to 0.101 ($p < 0.05$) showing partial mediation in the presence of Interrole Facilitation.

Table 5
Mediation Analysis

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.352	1	53.352	1.643	.202[a]
	Residual	5455.171	168	32.471		
	Total	5508.524	169			

a. Predictors: (Constant), Interrole Conflict

b. Dependent Variable: Life Satisfaction Scale

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.161	1.255		12.080	.000
	Interrole Conflict	-.028	.022	-.098	-1.282	.202

a. Dependent Variable: Life Satisfaction Scale

Activat

Hypothesis I: We fail to reject that conflict in one domain can impart the negative effect in every role.
Hypothesis II: We fail to reject that facilitation in one domain can impart the positive effect in every role.
Hypothesis III: We fail to reject the, Inter-role Conflict is negatively related to Life Satisfaction and Facilitation can mediate conflict effect on Life Satisfaction.

DISCUSSION

This study revealed that with the age the Conflict Scores decreases which is aligned with the findings of Polat, Kutlu, AyErkan, and Doğrusöz (2018) also that with the age the scores of Work Family Conflict Scale decreases because of the maturity. Unlike the findings of Chen, Fischer, and Biller (2009), the single students show less conflict as compared to Married students which may be due to the fact that most of the participants were majority married adults living in the joint system have more home demands towards their families and more prone to Inter-role Conflict. According to the Xu and Song (2016) being married influence psychological well-being and show higher Life Satisfaction which is consistent with our study findings because of the mutual financial load and more emotional support from the family. Yılmaz, Van de Putte, and Stevens (2017) in their study proposes that family structure also plays an important role however in our study major pool of Inter role Conflict belongs to Joint Family Structure as joint are more expose to demands and needs of many members in the family.

Pluut, Ilies, Curşeu, and Liu (2018) suggested that Work family conflict negatively affect the domains of work which subsequently leads towards reduced family satisfaction, break social connections and ultimately effect home life and found that social support at home weekend the adverse effect of Work Family Conflict, the results are consistent with our findings which shows highest home - work facilitation mean scores.

In the study of Oncologists, Kleiner, and Wallace (2017) revealed that time pressure at work and mental health is fully mediated by Work Family Conflict. However, consistent with the findings of Park and Sprung (2013) study that the role facilitation can counteract the Role Conflict and in our study partial mediation effect of Facilitation can impose the same findings in the presence of dependent variable. The partial mediation effect can be related to the findings of Hecht and McCarthy (2010) that the conflict influenced on Life Satisfaction is slow and takes time when individual realizes his or her instability in Life.

CONCLUSION

The purpose for conducting this research includes raising the awareness regarding the raised mental health issues among health care professionals. Based on the findings and literature review, we conclude that seeking support is the important pillar which include career support role from the administration of the Work Place and student counseling at University/College Level at all levels. The school hours should be less traditional and must offer child – care services; administration should offer flexible schedule for such learners working at their organization. The conflict issue beside such highlights is still underestimated because of the lack of the experienced people at the National Level. The need for Family Friendly Policies is now the need of the day which is implemented in different countries includes Malaysia (Aazami, Shamsuddin, and Akmal, 2018). The conflict should be counteracting by facilitation and all employees should be able to handle it smartly in order to create a double win position. The study limitations include conducting a cross sectional study within a limited time frame covering a convenient sampling with homogenous population. The study has covered the perspective from antecedent's side but outcomes were not reviewed.

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