PSYCHOLOGICAL CAPITAL, CONTEXTUAL DEMANDS AND RESOURCES, WORK-FAMILY LINKING MECHANISMS AND SATISFACTION WITH WORK-FAMILY BALANCE IN ACADEMIA OF PAKISTAN

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DEDICATION

I would like to dedicate this thesis to my MOTHER who has made great sacrifices in life for her loved ones and is a source of unconditional love and support for everyone

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ABSTRACT

Satisfaction with work-family balance (SWFB) represents an individual's subjective appraisal of the overall balance between work and family domains. Despite strong indications that contemporary academic faculty are facing substantial work-family balance challenges, there is a lack of studies which has explored how their SWFB is shaped. The current study investigated how psychological capital (PsyCap) and job and family demands and resources influence the SWFB of academic faculty in public sector universities of Pakistan. Additionally, the study examined the mediating role of work-family linking mechanisms (WFLMs) that is bi-directional work-family conflict and work-family enrichment, based upon job demands-resources (JD-R) model. A quantitative study was conducted where questionnaires were distributed to 760 faculty members in 20 public sector universities of Pakistan. Out of the 523 returned responses, 444 questionnaires were usable after data screening. Partial least square based structural equation modeling using SMART PLS 3.2.7 was used to analyze the measurement and structural models in this study. The results of hypothesis testing revealed that job demands, job resources, family resources, PsyCap, work to family conflict, work to family enrichment and family to work enrichment significantly affected SWFB. Job demands and job resources was significantly related to both work to family conflict and enrichment. Family demands were significantly related only to the family to work conflict, but family resources significantly predicted both family to work enrichment and conflict. PsyCap was a significant predictor of SWFB as well as four types of WFLMs. Mediation analysis revealed that work to family conflict and enrichment significantly mediate all the proposed paths while family to work conflict did not prove to be a mediator in any of the relationship. Family to work enrichment significantly mediates the relationship between family resources and SWFB. Relative weight analysis revealed that PsyCap was the most influential predictor of SWFB and both directions of enrichment. Overall work-domain factors were more important predictors of SWFB than family domain factors. It was concluded that university administration can enhance faculty's SWFB in two ways; First, design appropriate interventions to increase faculty's optimism, hope, resilience, and self-efficacy and therefore enhancing overall PsyCap. Second, they can create a work environment with higher job resources and fewer job demands. A framework based upon JD-R with family-based and personality factors widens the scope of this research's practical implications to a myriad of professions.

ABSTRAK

Kepuasan terhadap keseimbangan kerja-keluarga (SWFB) menggambarkan penilaian subjektif seseorang terhadap keseimbangan antara domain kerja dan keluarga secara keseluruhan. Walaupun kajian kontemporari menunjukkan bahawa para akademik menghadapi cabaran keseimbangan kerja keluarga, kajian-kajian tersebut tidak meneroka bagaimana SWFB dibentuk. Kajian ini mengkaji bagaimana modal psikologi (PsyCap) dan tuntutan pekerjaan dan keluarga dan sumber daya mempengaruhi SWFB dalam kalangan ahli akademik universiti awam di Pakistan. Di samping itu, kajian ini mengkaji peranan perantara keluarga-kerja (WFLMS) iaitu konflik kerja-keluarga dan pengayaan kerja-keluarga berdasarkan kepada model tuntutan-sumber pekerjaan (JD-R). Kajian kuantitatif dijalankan di mana soal selidik diedarkan kepada 760 ahli fakulti di 20 universiti awam, Pakistan. Daripada 523 soal-selidik yang diperolehi, hanya 444 soal selidik boleh digunakan selepas penapisan data. Pemodelan persamaan struktur – kuasa dua terkecil separa dengan menggunakan SMART PLS 3.2.7 digunakan untuk menganalisis model pengukuran dan model struktur kajian. Hasil ujian hipotesis mendedahkan bahawa tuntutan pekerjaan, sumber pekerjaan, sumber keluarga, PsyCap, konflik kerja terhadap keluarga, pengayaan kerja terhadap keluarga dan pengayaan keluarga terhadap kerja secara signifikan mempengaruhi SWFB. Tuntutan kerja dan sumber kerja adalah berkaitan secara signifikan dengan konflik kerja-keluarga dan pengayaan kerja-keluarga. Tuntutan keluarga secara signifikan hanya berkaitan dengan konflik keluarga kepada kerja, tetapi sumber keluarga secara signifikan mempengaruhi kedua-dua pengayaan dan konflik keluarga terhadap kerja. PsyCap merupakan peramal yang signifikan terhadap SWFB serta keempat-empat jenis WFLM. Analisis perantara mendedahkan bahawa konflik kerja terhadap keluarga dan pengayaan kerja terhadap keluarga menjadi perantara secara signifikan dalam kesemua hubungan, manakala konflik keluarga kepada kerja tidak berperanan sebagai perantara dalam kesemua hubungan. Pengayaan keluarga kepada kerja menjadi pengantara signifikan untuk hubungan antara sumber keluarga dan SWFB. Analisis berat relatif mendedahkan bahawa PsyCap adalah peramal paling kuat mempengaruhi SWFB dan kedua-dua arah pengayaan kerja-keluarga. Secara keseluruhannya, domain faktor kerja lebih penting sebagai peramal terhadap SWFB berbanding domain faktor keluarga. Kesimpulannya, pentadbiran universiti dapat meningkatkan kepuasan keseimbangan fakulti dalam dua cara; Pertama, merekabentuk intervensi yang sesuai untuk meningkatkan keyakinan, harapan, daya tahan dan keberkesanan diri yang dapat meningkatkan keseluruhan PsyCap dalam diri para akademik Kedua, mereka boleh mewujudkan persekitaran kerja dengan meningkatkan sumber pekerjaan dan mengurangkan tuntutan kerja. Kerangka kajian berdasarkan JD-R dengan faktor keluarga dan personaliti dapat meluaskan skop implikasi praktikal kajian ini kepada pelbagai profesion.

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LIST OF ABBREVIATIONS

AVE	-	Average Variance Extracted
BCa	-	Bias Corrected and Accelerated
CAT	-	Cognitive Appraisal Theory
CB-SEM	-	Covariance Based Structural Equation Modeling
CFA	-	Confirmatory Factor Analysis
CI	-	Confidence Interval
CMB	-	Common Method Bias
COR	-	Conservation of Resource
CR	-	Composite Reliability
F-DR	-	Family Demands-Resources
F-WC	-	Family to Work Conflict
F-WE	-	Family to Work Enrichment
GOP	-	Government of Pakistan
HCM	-	Hierarchical Component Modeling
HEC	-	Higher Education Commission
HEI	-	Higher Education Institutes
HOC	-	Higher-Order Components
HTMT	-	Heterotrait-Monotrait Ratio of Correlations
JD-R	-	Job Demands-Resources
LOC	-	Lower-Order Components
PCA	-	Principle Component Analysis
PLS	-	Partial Least Square
POB	-	Positive Organizational Behavior
PsyCap	-	Psychological Capital
PCQ	-	Psychological Capital Questionnaire
QEEW	-	Questionnaire on the Experience and Evaluation of Work
RMS	-	Root Mean Square
RWA	-	Relative Weight Analysis
SEM	-	Structure Equation Modeling
SPSS	-	Statistical Package for Social Sciences

SRMR	-	Standardized Root Mean Square Residual
SWB	-	Subjective well-being
SWFB	-	Satisfaction with Work-Family Balance
WFB	-	Work-Family Balance
W-FC	-	Work to Family Conflict
W-FE	-	Work to Family Enrichment
WFI	-	Work-Family Interface
WFLM	-	Work-Family Linking Mechanisms

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CHAPTER 1

INTRODUCTION

1.1   Background of the Study

Higher education plays a crucial role in the economic, technological, and social development of the country (Tilak, 2015). Government of Pakistan (GOP), in their vision 2025 has set up a goal for country's higher education to act as a resource to generate capable human resource which can meet labor market needs, build the nation's capacity and accelerate economic growth of the country (Planning Commission of Pakistan, 2013).   To achieve this target, GOP promulgated a Higher Education Commission (HEC) in 2002. Its mission is to 'facilitate institutions of higher education to serve as the engine of growth for socio-economic development of Pakistan.' Reforms introduced by HEC has brought improvements in many areas of higher education in Pakistan, such as a multi-fold increase in number of higher education institutes, improvement in students enrolment ratio, better infrastructure of universities, improved research facilities, access to information technology and digital libraries, research grants, travel grants and foreign/indigenous scholarship to increase number of PhDs (Atta-ur-Rehman, 2013; Mahmood, 2016).

Despite the growth in quantitative terms, the overall impact of higher education on improvement and advancement of society has been minimal. According to the world economic forum competitiveness report, Pakistan ranked 124th / 140 in higher education (Schwab, 2016). Many university graduates are, on the one hand deficient in basic knowledge of their field of specialization and on the other hand lack professional effectiveness skills (Raza & Naqvi, 2011). The 'global innovation index' revealed that Pakistan is one of the least innovative countries ranking at 113 of 126 countries (Dutta, Lanvin, & Wunsch-Vincent, 2017). These statistics indicate that universities have not been able to develop creativity, innovativeness, and entrepreneurship among their students. Ali, Tariq, and Topping (2013) surveyed seven

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Pakistani universities with 298 academic faculty and 568 students and found that both teachers and students were dissatisfied with the quality of teaching, curriculum, and leadership development opportunities within the institutes.

Beyond doubt, higher education is more than just labeling a building or an arrangement of infrastructure as a university. This arrangement needs to function in a manner that is suitable for the learning and growth of students and society (Hoodbhoy, 2009). The main drivers of this efficient function and quality of university output are none other than academic faculty. It seems that the essential role of university academicians in the process to advance the society technologically, socially and economically through higher education is not realized in Pakistan (Adil & Kamal, 2019; de Lourdes Machado-Taylor et al., 2016; Riaz, Jabeen, Salman, Ansari, & Moazzam, 2017). There has been more focus on the structural development of institutes and academic qualification of the faculty (Hoodbhoy, 2009; Mahmood, 2016). The policymakers have ignored that in addition to the academic qualification, the attitudes, behavior, and motivation of faculty have a tremendous influence on students' learning, and it ultimately determines the success of a university (de Lourdes Machado-Taylor et al., 2016; Umbach & Wawrzynski, 2005). One of the psychological factors that strongly relates to faculty's well-being, performance, and creativity at workplace is their work-family balance (Aleksić, Mihelič, Černe, & Škerlavaj, 2017; Casper, Vaziri, Wayne, DeHauw, & Greenhaus, 2018; H. R. Winefield, Boyd, & Winefield, 2014).

Traditionally university academic jobs have been considered low stress and low-pressure jobs (A. H. Winefield et al., 2003). For academic faculty in Pakistan, the landscape of academic assignments has changed remarkably in the last two decades. Before the establishment of HEC, the faculty had a relaxed and autonomous working environment. The research was never a priority, and the universities were following the footsteps of mid-nineteenth century tradition of British-Indian universities which were predominantly teaching-oriented (Ali et al., 2013). Whereas now there is a concurrent pressure of research besides the teaching and managerial tasks; often at odds with each other. This situation has resulted in work overload, conflicting role demands and role ambiguity in academic jobs (Bhatti, Hashmi, Raza, Shaikh, &

Shafiq, 2011; Sana & Aslam, 2018). Not only these job pressures lead to stress and burnout (Yusoff & Khan, 2013), it has also been observed that in the presence of high job demands and low job resources, balancing work and family roles also become a compelling challenge for faculty (Watanabe & Falci, 2014; Zábrodská et al., 2017).

This is the reason that many studies around the globe are highlighting that faculty are facing a swelling challenge to balance their work with family life (for example: Gatta & Roos, 2004; Jacobs & Winslow, 2004; Mudrak et al., 2017; Torp, Lysfjord, & Midje, 2018; Watanabe & Falci, 2017; Watanabe & Falci, 2014; Zábrodská et al., 2017). Interestingly, work overload and work-family imbalance have been reported as a leading cause of stress among faculty, who are highly satisfied with their job otherwise (Mudrak et al., 2017; Shin & Jung, 2014). Previous researches have shown that perception of high balance between work and family life is related to a wide range of performance and well-being outcomes (Beauregard & Henry, 2009; Casper et al., 2018; Greenhaus, Collins, & Shaw, 2003; Gröpel & Kuhl, 2009; Guest, 2002; Wayne, Butts, Casper, & Allen, 2017). Therefore, to remain competitive and contribute to the advancement of societies, universities need to ensure that their academic staff is satisfied with the way their work and family life is balanced.

Historically the concept of work-family balance (WFB) has been defined inconsistently and in various ways. Contemporary researchers have, however, developed a consensus that WFB is a unitary construct that reflects an individual's overall perception of domain balance. This perspective is generally termed as 'global balance approach' (Wayne et al., 2017). 'Satisfaction with work-family balance' (SWFB or balance satisfaction) is one such nuanced psychological construct that can be regarded as most optimum subjective conceptualization of unitary approach towards work-family balance (Cahill, McNamara, Pitt-Catsouphes, & Valcour, 2015; Casper, DeHauw, Wayne, & Greenhaus, 2014; Valcour, 2007; Wayne, Matthews, Crawford, & Casper, 2019). As a subjective appraisal of an aspect of life, SWFB conceptually overlaps with the multi-faceted concept of subjective well-being (SWB) and therefore qualifies to be a component of this umbrella term. In this aspect, it is similar to other satisfaction variables such as financial satisfaction, health satisfaction, family satisfaction, job satisfaction, and life satisfaction (Diener et al., 2016; Diener,

Suh, Lucas, & Smith, 1999). Therefore, SWFB is a versatile construct which simultaneously acts as a measure of domain balance as well as a dimension of SWB.

For universities to improve the SWFB of their employees, they must pay attention to the sources of this satisfaction and dissatisfaction. SWFB is a psychological state which is affected by personal and environmental characteristics (Barber, Grawitch, & Maloney, 2016). The current research has utilized job-demand resource (JD-R) model as the conceptual framework to explore psychological capital (PsyCap) as personality antecedents and contextual factors from work and family antecedents of SWFB. Research models based on J-DR provide flexibility to incorporate multiple theories within the framework, exhibit universal applicability and ability to cater for numerous types of well-being, and performance outcomes (Bakker & Demerouti, 2007; Bakker & Demerouti, 2014). It allows researchers to build a holistic yet parsimonious model by conceptualizing demands and resources as general constructs often encapsulating multiple dimensions or subtypes in a single higher-order construct.

JD-R based frameworks can also be mirrored to family to work perceptual processes arising from the family domain (Demerouti, Bakker, & Voydanoff, 2010; Peeters, Montgomery, Bakker, & Schaufeli, 2005). Family-based factors in the current research model add a unique perspective to the study because family dynamics in Pakistan are different from the developed countries such as the USA, Europe, Australia, or China; where most of the previous research is conducted. In addition to workplace and family-based contextual factors, personality characteristics and individual values are also important determinants of how role interaction between domains translates into the appraisal of balance (Casper et al., 2018). JD-R as framework also facilitates an individual's personality characteristics to be included as personal resources within research models.

To include the personality perspective, the researcher has also opted to test PsyCap as a predictor of work-family outcomes. It is an archetypical and resourceful personality construct based on the core philosophy of positive psychology (Seligman & Csikszentmihalyi, 2000) and positive organizational behavior (POB: F. Luthans,

2002b). Recently Morganson, Litano, and O'Neill (2014) suggested that PsyCap, as a harmonious integration of four of the most established and useful personality characteristic of optimism, hope, self-efficacy, and resilience, may act like a resource which can enhance employees' perception of overall balance by lowering their experience of conflict and improving enrichment and balance between work and family domains.

Another perspective which explains how work and family domain interact with each other is represented by work-family conflict (or conflict) and work-family enrichment (or enrichment). Conflict and enrichment are respectively negative and positive transfer of role experiences in one domain (work or family) upon role performance or well-being across the other domain (family or work) (Carlson, Grzywacz, & Zivnuska, 2009). Collectively they are termed as work-family linking mechanisms (WFLMs) and unlike SWFB are directional phenomena which give rise to four distinct constructs: work to family conflict (W-FC), family to work conflict (F-WC), work to family enrichment (W-FE) and family to work enrichment (F-WE) (Voydanoff, 2008). Greenhaus and Allen (2011) proposed a detailed theoretical model of the left side of satisfaction with balance which suggests that four types of WFLM (W-FC, F-WC, W-FE, F-WE) are important intermediary links which transmit the effect of domain characteristics and personality factors onto individual's appraisal of satisfaction with domain balance. Therefore, the current research also explored the possible mediating role of conflict and enrichment between antecedents and SWFB of university faculty.

In conclusion, the current study investigated the contextual demands and resources from work and family domains, and PsyCap as predictors of SWFB along and bi-directional conflict and enrichment as possible mediators. The study is carried out on public sector academic faculty from Pakistan. The next section explains the managerial and research problems which have led to the research questions and objectives of the current study.

1.2   Research Problem

Work-family balance challenges in academia are a universal issue. Recent transformation in the academic work environment from a 'professor oriented system' to 'market-driven system' has made it difficult for university faculty to balance their work and family life (Zabrodska et al., 2016). A recent survey of faculty from 64 countries carried out by Times Higher Education concluded that academic faculty had less satisfaction with work-family balance as compared to non-academic staff from universities or other professions while longer working hours were taking a toll on them (Bothwell, 2018). Another survey of undergraduate faculty in the USA revealed that only 32% of the respondents believed that they had achieved the balance between work and family life (Eagan et al., 2014). As per studies conducted by Kinman and Jones (2008) in the UK, and by A. H. Winefield et al. (2003), in Australia, a large number of faculty reported some form of interference between both domains. Torp et al. (2018) found from Norwegian universities that academic faculty had a higher perception of work interfering with family in comparison with technical and administrative staff. Many other pieces of evidence from the globe also indicate that contemporary faculty is not satisfied with the way their work and family roles interact and influence each other (Boyd et al., 2011; Kinman, 2014; Pattusamy & Jacob, 2016; Watanabe & Falci, 2014; Zábrodská et al., 2017). Mark and Smith (2012) posit that imbalance between the demand of academic life and personal life, and the inability to cope with them make faculty more prone to stress as compared to other population.

Subsequent reforms by HEC to enhance quality and standard of higher education such as the intense focus on faculty's research output, complex program accreditations procedures, and strict quality monitoring, have resulted in higher job pressures and enhanced workload of university faculty (Parveen, Rashid, Iqbal, & Khan, 2011; Riaz et al., 2017). The situation is worse in public sector universities, where HEC exercises more power. There is a demand for a greater number of high impact factor publications and top standard teaching without providing ample resources (Mahmood, 2016; Yusoff & Khan, 2013). Unfortunately, decades of deviant policies, bureaucratic complexities, and corruption have deteriorated the economic shape of public sector institutions (Brumfiel & Inman, 2010). The financial crisis in

the country has further worsened the job conditions in academia. The hiring is curtailed, increments are minimal and research grants are barred. Besides, foreign travel grants, research allowances, purchase of teaching and laboratory equipment, and training are hardly available (Hayward, 2015). This scenario has resulted in added pressure on faculty.

When faculty are compelled to work on various competing teaching, research, and administrative assignments with deadlines and repercussions (Riaz et al., 2017), eventually, they become overburdened and consider the working environment very stressful (Khalid, Irshad, & Mahmood, 2012). Studies have shown prevalence of burnout and occupational stress among faculty in Pakistan (Khan, Yusoffa, & Azam, 2014; Yusoff & Khan, 2013) which is most commonly attributed to imbalance between faculty's work and family life (Mudrak et al., 2017; Shin & Jung, 2014; Zábrodská et al., 2017). Rehman (2015) found that faculty of public sector universities in Pakistan experience significantly higher work-family conflict as compared to their private-sector counterparts. Nevertheless, research has not investigated those predictors and mediating factors which shape the attitude of work-family balance among public sector Pakistani faculty member. In order to improve their effectiveness, universities in Pakistan need to increase academic faculty's overall satisfaction with the state of their work-family balance; an important step to enhance the creative performance and positive attitudes in multiple domains (Casper et al., 2018; J. Choi et al., 2017; Wayne et al., 2017).

Considering the generalization of management theories, university administrators can always look up to various solutions and strategies offered by extensive work-family literature to enhance the faculty's perception of SWFB and well-being. However, a review of the work-family literature reveals that SWFB and its parent concept of global balance are relatively new entrants compared to more established constructs like conflict and enrichment. Previous studies on antecedents of SWFB are scant with some noteworthy omission. For instance, studies have failed to incorporate SWFB as an outcome variable in the JD-R model. Previous studies that had explored workplace antecedents of SWFB individually focused on objective workplace factors demands such as working hours (Abendroth & Den Dulk, 2011;

Beham, Drobnič, & Präg, 2014; McNamara, Pitt-Catsouphes, Matz-Costa, Brown, & Valcour, 2013; Valcour, 2007) or psychological demanding factors such as job insecurity, and organizational time expectations or perception of workload (Beham & Drobnič, 2010). Studies have also investigated some resourceful factors such as job control, supervisor and co-worker social support and quality of relationship with relatives as antecedents of SWFB (Abendroth & Den Dulk, 2011). Very recently, Wayne et al. (2019) conducted a study on predictors of SWFB and included a wide range of resourceful job characteristics such as work autonomy, enriched job characteristics, and family supportive supervisor behavior. Even though their study was elaborative, neither it included demanding workplace characteristics, nor the specific antecedents included in the current study.

Previous research in antecedents of SWFB is based on predictors that are uni-dimensional with limited bandwidth. Research has not explored how higher-order contextual job demands and resources, representing multiple dimensions, influence the faculty's level of satisfaction with domain balance. Exploring antecedents that are higher-order with greater bandwidth has managerial importance because broader psychological variables are practically more helpful in prediction and explanation of outcome variables in contrast to more specific constructs (Ones & Viswesvaran, 1996). So it helps managers to focus on big-picture instead of concentrating upon minuscule issues. Therefore the research has chosen second-order job and family demands and resources, comprising of several single order dimensions, as predictors of SWFB. The use of higher-order contextual demand and resource constructs is also in support of JD-R's approach in which demands are generally defined as those domain-based features which are exhaustive and impedes goal achievement. Similarly, resources are that aspect of a domain which helps in goal achievement and buffers the detrimental effects of a demand (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

Furthermore, the researcher has also observed that there is a prevailing trend in existing literature to ignore the family domain antecedents of work-family perceptions; perhaps because of a widespread believe that organizations can only influence work domain factors (Marais, De Klerk, Nel, & De Beer, 2014; Molino, Ghislieri, & Cortese, 2013; Wayne et al., 2019). Only two studies investigated family

domain demanding and resourceful factors as predictors of SWFB (Abendroth & Den Dulk, 2011; Wayne et al., 2019). Peeters et al. (2005) posit that omitting factors from family domain inhibits a complete picture of how work-family challenges arise and affect the attitudinal and behavioral outcomes. Including predictors from work and family will elaborate that which of the domain contributes more to the faculty's overall perception of balance.

The researcher believes that studying family domain contextual factors from Pakistan, a collectivistic society having a dominant extended and patriarchal family system (Evason, 2016), adds a unique perspective to existing work-family literature. Casper, Eby, Bordeaux, Lockwood, and Lambert (2007) identified the under-representation of extended families in work-family research and advised future researchers to include a broader definition of family in their research. This can help university management to compare the relative influence of family-based predictors on work-family balance perception and consider the family perspective in designing work-family policies. Like job demands and resources, the family-based contextual demands and resources were conceptualized as higher-order constructs in the study. To include family-based antecedents, the JD-R model is extended (or mirrored) to family domain, an approach adopted by few previous studies (Marais et al., 2014; Peeters et al., 2005). In line with recommendations in the literature (Boyar, Carr, Mosley Jr, & Carson, 2007; Boyar, Maertz Jr, Mosley Jr, & Carr, 2008; Peeters et al., 2005), both work and family contextual factors are based on perceptual evaluation of respondent rather than quantitative indicators of demands or resources.

As with family-based predictors, personality antecedents of work-family perceptions have also received scant researchers' attention (Westring & Ryan, 2010). Personality characteristics guide individual tendency to behave, think and feel in a particular manner and may have a pivotal impact on the way in which individuals perceive various situations, formulate their attitudes and behaviors regarding the interaction between both domains (J. S. Michel & Clark, 2009; Tement & Korunka, 2013). Previously in the work-family research, dispositional traits such as five-factor model (Baltes, Zhdanova, & Clark, 2011; Rotondo & Kincaid, 2008; Wayne, Musisca, & Fleeson, 2004), affectivity (McNall, Scott, & Nicklin, 2015; J. S. Michel & Clark,

2009; Tement & Korunka, 2013) and core self-evaluations (Boyar & Mosley Jr, 2007; McNall, Masuda, Shanock, & Nicklin, 2011) have been consistently tested as antecedents of work-family negative and positive linkages. However, knowledge of how these personality traits influence the perception of the work-family interface has its utility for changing the environment accordingly but are not useful to change the personal attributes in response to the situation. Therefore, a modifiable personality characteristic as a predictor of work-family balance perception may provide greater leverage to managers.

It is unrealistic to believe that in current economic turmoil, universities in Pakistan has enough resources to provide a perfect family friend job environment to their employees. Similarly, work-family interface situations are so diverse that a perfect tailored situation is impossible to administer (Powell et al., 2017). The solution can be found in state-like personality types such as PsyCap, which can be modified and developed (G. Chen, Gully, Whiteman, & Kilcullen, 2000; Youssef-Morgan, 2014), and are then suitable for transforming the personality perspective aligning it with the real-life situation (Mills, Fleck, & Kozikowski, 2013). There is an acute lack of studies which test the direct relationship of positive personality resource of PsyCap with multiple work-family constructs. Up to the best of the researcher's knowledge, no earlier study has investigated the relationship between PsyCap and SWFB. In a review article, Morganson et al. (2014) suggested that PsyCap is one such positive personality resource characteristics that can facilitate coping with work-family conflict, proactively manage multiple role demands, efficiently utilizing domain resources and enhancing work-family enrichment; therefore, leading to a positive appraisal of work-family balance.

Since prior research has not examined higher-order job/family demands and resources, and PsyCap as predictors of SWFB simultaneously, it is still not clear which of these predictors are more important in influencing the satisfaction with balance, conflict, and enrichment. This comparative analysis of the impact of predictors' criterion outcome can help managers to focus on a factor to improve a particular outcome. The trend of finding the relative importance of predictors is relatively scarce in the existing literature. In the latest research, Wayne et al. (2019) also conducted a

comparison between the strength of various contextual and personal resources as a predictor of SWFB in two studies. However, this relative importance perspective still needs to be analyzed with PsyCap as a personal resource, and higher-order contextual family and work's demands and resources.

Another prominent gap in the existing literature is that scarce literature has investigated mediating mechanisms between predictors and SWFB. Conceptually SWFB is distinct from conflict and enrichment, as it considers a global appraisal of how one is managing resources and demands across the domains. WFLMs, on the other hand, describes the ways in which demands and resource of separate life domains (work or family) affect each other (Edwards & Rothbard, 2000). Hence a considerable overlap between SWFB and conflict/enrichment is that both approaches can be defined in terms of demands and resources (Grawitch, Maloney, Barber, & Mooshegian, 2013). Wayne et al. (2017) have recommended future researchers to further delineate both approaches. In addition, there is also a need to study the way both approaches influence each other. Few studies have tested four dimensions of WFLM as a predictor of global balance with mixed results (Carlson et al., 2009; Grawitch et al., 2013; Wayne et al., 2017). Greenhaus and Allen (2011) and Voydanoff (2008) postulated that conflict and enrichment may carry over the effect of personality and contextual factors to the global perception of balance; only one very recent study tested this proposition with the mixed result (Wayne et al., 2019). The knowledge whether WFLMs explains the relationship between multiple types of antecedents and SWFB will provide further insight and an accurate interpretation to academic managers about how this balance perception is formed and thus can be effectively managed.

An additional benefit of incorporating WFLMs within research model is that it has enabled the researcher to test the direct influence of contextual demands and resources and PsyCap on conflict and enrichment among university faculty. This exploration also carried immense theoretical and practical significance considering both these WFLMs (conflict and enrichment) related to a myriad of organizational and individual outcomes. Research, in general, has linked conflict negatively with a myriad of well-being and performance indicators (Amstad, Meier, Fasel, Elfering, & Semmer, 2011). On the other hand, studies have found that perception of enrichment positively

influences those attitudes and behaviors which are desired (McNall, Nicklin, & Masuda, 2010) and is also related to the perception of balance (Wayne et al., 2017). Their current framework has also allowed the researchers to test the differential salience of antecedents which depicts that contextual demands give rise to negative experiences and they have a greater effect on conflict as compared to resources while contextual resources give rise to positive outcomes and they are more salient predictors of enrichment as compared to demands. The relative contribution and importance of PsyCap as an antecedent of conflict and enrichment, in comparison to contextual antecedents, remains to be investigated.

In a nutshell, this section has identified several managerial issues and research gaps which forms the basis of the study's research questions discussed in the next section. Given the work-family challenges faced by faculty members and theoretical gaps identified in the existing literature, the current research has developed a full range model (J. S. Michel & Clark, 2009) of work-family perceptions to investigate how contextual demands and resources from work and family domains and positive psychological resource of PsyCap affect faculty's satisfaction with work-family balance, and whether four types of WFLM (bi-directional conflict and bi-directional enrichment) explains this relationship. In linking the contextual factors with WFLMs, the study follows the principle of domain specificity of WFLM antecedents according to which work domain variables cause work to family linkage while family to work linkages arise due to factors pertaining to the family domain (Frone, Yardley, & Markel, 1997). The integrative research framework which is based on the JD-R model also draws insight from several established theories. The study also examines the relative importance of contextual demands, resources and personality predictor in generating the perception of balance, conflict, and enrichment.

1.3   Research Questions

All the discussion related to research problems and literature gaps led to the research question. The first two research questions were formulated with conflict and

enrichment as outcome variables. Remaining research questions considered SWFB as the focal outcome:

1.   To what extent contextual demands and resources from work/family domains and PsyCap influence SWFB of public sector university faculty in Pakistan?

2.   To what extent contextual demands and resource from work/family domains and PsyCap influence conflict (W-FC and F-WC) of public sector university faculty in Pakistan?

3.   To what extent demands and resource from work/family domains and PsyCap influence enrichment (W-FE and F-WE) of public sector university faculty in Pakistan?

4.   To what extent bi-directional conflict and enrichment influence SWFB of public sector university faculty in Pakistan?

5.   Do conflict and enrichment mediate the relationship of contextual demands and resources and PsyCap with SWFB of public sector faculty in Pakistan?

1.4   Research Objectives

From the research questions, following objectives of the current study were derived:

1.   To examine the effect of contextual demands and resources from work/family domains and PsyCap on SWFB of public sector university faculty in Pakistan.

2.   To examine the effects of contextual demands and resource from work/family domains and PsyCap on conflict (W-FC and F-WC) of public sector university faculty in Pakistan.

3.   To examine the effects of contextual demands and resource from work/family domains and PsyCap on enrichment (W-FE and F-WE) of public sector university faculty in Pakistan

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4. To examine the effect of bi-directional conflict and enrichment on the SWFB of public sector university faculty in Pakistan.

5. To examine the mediating role of conflict and enrichment in the relationship of contextual demands and resources, and PsyCap with SWFB of public sector faculty in Pakistan?

1.5 Scope of the Study

Universities provide higher (tertiary) education, which leads to the award of an academic degree. This study is an empirical investigation to explore the predictors and mediating processes that influence satisfaction with work-family balance of academic faculty in universities. The scope of data is limited to public sector university academics in Pakistan. The sample includes males and females, married (with and without children), and unmarried and all job levels of faculty members. However same-sex and/or live in couples is not under the scope of data since they are not religiously and legally allowed in Pakistan. Also, the researcher believes that the results of the current study can be applied to faculty members around the world and even to other white-collar professions because the research framework, which is based upon the JD-R model, is very generic and valid to a wide variety of occupations.

The model in the study divides all variables into three types; predictors, mediators and focal outcome. The predictor variables in the study are classified as personality and contextual. The personality construct is represented by PsyCap as a domain unspecific personal resource. PsyCap, as a universal personality resource in the current study, extends the scope of the model to broad occupations and variety of cultures. The contextual predictors are divided into demands and resources, both higher-order constructs representing multiple subtypes of each from work and family domains. Therefore, there are four contextual predictors; job demands, family demands, job resources, and family resources. According to the scope of the study's data, the job domain is represented by higher-education academia in Pakistan, while the family domains represent a typical collectivist culture that has already started a transition from extended family to nuclear family structure (Syed, Arain, Schalk, &

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Freese, 2015). The mediator variables are four types of WFLMs, which can be divided into positive and negative and are directional constructs. W-FC and W-FE represent the influence of the work domain on the family while F-WC and F-WE represent the influence of the family domain on work context. Finally, the focal outcome is satisfaction with work-family balance among faculty in public sector universities of Pakistan.

1.6   Study Significance

The significance of the research is divided into two parts, theoretical contributions, and managerial significance:

1.6.1   Theoretical Significance

The study of demand and resource perspective of work-family interface among university faculty in Pakistan will extend the existing literature to a new geographical region that has scarce research in the domain of social and management sciences. A country with more than 20 million population and highly collectivist and uncertainty avoiding society, is also acutely underrepresented in work-family literature. Considering that cultural dimensions, institutional factors, and economic environment of a society influence the work-family issues (Allen, French, Dumani, & Shockley, 2015), previous research conducted in primarily western cultures and other countries may not be entirely transferable to Pakistan. Similarly, the study theoretically adds up to the current research in academia being an underrepresented group in work-family literature.

Another theoretical significance of the current thesis is to clarify the difference between a component-based approach and global approach towards work-family balance. The research model, with both types of work-family balance approaches, builds on seminal work by Carlson et al. (2009), and more recently of Wayne et al. (2017) positing that global balance is different from component-based balance, and is more optimum approach to measure the perception of balance. However, both the

global balance approach, as well as work-family conflict and enrichment, are important work-family constructs when related to outcomes (Casper et al., 2018; Greenhaus & Allen, 2011; Wayne et al., 2017). This way the study diverts from the long-held belief that balance is a formative representation of bi-directional conflict and enrichment.

The researcher opted to utilize the JD-R model to build a theoretical model of the current study and used three well-established stress and resource theories, i.e., cognitive appraisal theory (COT), conservation of resource theory (Hobfoll, 1989), and key resource theory (Thoits, 2006). Previously the dominant theory was role theory, which is ingrained within the very conceptualization of conflict and enrichment. However, there is a recent criticism that role theories do not provide a logical explanation regarding antecedents of work-family perceptions(ten Brummelhuis & Bakker, 2012). Even though the stress and resource theories have converging perspectives, they also provide a unique theoretical explanation for the relationship between constructs. Among these three theories, COR theory is more readily utilized to explain how gain and loss of resource relates to work-family perceptions and individual's well-being. To a lesser extent, some studies have also used COT to describe the work-family process with an appraisal perspective (Voydanoff, 2004a, 2005c). To the best of the researcher's knowledge, this is the first empirical study to utilize the key resource theory within work-family literature. This research would also be one of the few studies which have extended JD-R model to the family domain. Although studies have explored relationships of various types of demands and resources with conflict, enrichment, and SWFB, this is the seminal scholarly work that tested the proposed model with higher-order demands and resources. Besides, finding the relative importance also contributes to theory by improving understanding that which predictor is most important to the target outcome variable.

Previous research in the relationship of PsyCap with work-family constructs was minimal. Being a higher-order construct that was introduced way back in 2003, PsyCap research has exponentially proliferated since its inception (F. Luthans & Youssef-Morgan, 2017). However, researchers still emphasize that further studies are

needed with new samples or formulating new relationship to get extensive theoretical backing and high construct validity (Hackman, 2009a, 2009b; F. Luthans & Avolio, 2009; F. Luthans & Youssef-Morgan, 2017; Mills et al., 2013; Youssef-Morgan, 2014), which in essence is sine qua non of theory development. Majority of studies of the PsyCap has been carried out in the USA, with very few in other cultures, and it is essential to test the external validity of it in developing society such as Pakistan to understand its cultural and contextual applicability and limitations (F. Luthans, Youssef, & Avolio, 2007). Similarly, there is a proliferation of research on workplace variant of PsyCap, while theoretical studies still lack when it comes to overall PsyCap (F. Luthans, Youssef, Sweetman, & Harms, 2013), yet another academic contribution.

This study has theoretical importance concerning the fields of study. Incorporating PsyCap within the research model creates a liaison between positive psychology/positive organizational behavior literature and work-family research (Morganson et al., 2014). The advent of positive psychology as new zeitgeist in mainstream psychology and its adoption in organizational research has sparked scholars' interest in positive personality characteristics and their relationship with organizational behavioral constructs (Mills et al., 2013). The concept of positive psychology philosophically aligns with work-family positive interactions and domain balance since it aims to study all those positive characteristics, positive processes, and positive outcomes which are relevant to well-being and growth of human beings and their institutions (Seligman, Steen, Park, & Peterson, 2005). Studying SWFB as an outcome is aligned with positive psychology's philosophy, which emphasizes positive subjective experiences. Besides, positive personality characteristics can also be deemed as personal resources (Bakker & Demerouti, 2014). They are influential in guiding individual's abilities to manage demands and resources in multiple domains and influence the perception of cross-domain role interactions (Demerouti & Bakker, 2011; J. S. Michel, Clark, & Jaramillo, 2011).

This study theoretically contributes to human resource management literature as it explores the personality and structural perspective of work-family balance. There has been an ongoing debate how work-family challenges can be mitigated using human resource development perspective. By establishing PsyCap, a developable personality

characteristics as predictor of work-family balance satisfaction, now human resource development managers can plan training and development interventions to increase employees PsyCap thereby improving their WFB (MacDermid & Wittenborn, 2007). Similarly based on result of this study that how job based factors relates to work-family perceptions, managers or university administrators can plan structural interventions to improve working conditions in favor of higher satisfaction with WFB (Kossek, Baltes, & Matthews, 2011). The study also theoretically contributes to the sociology and family research since it includes factors from family domain and explore their relationship with work-family outcomes.

1.6.2 Managerial Significance

Work-family challenges directly affect multiple stakeholders such as individuals, organizations, families, and the community (Gambles, Lewis, & Rapoport, 2006). The results of the study hold importance for university administrations, especially public policymakers of universities in Pakistan. The current academic work scenario is changing from professor-oriented system towards a more market-oriented system, which is hugely influenced by external stakeholders and market forces. This transformation is draining out the traditional stress-free and resourceful job characteristics and making them more demanding (Zabrodska et al., 2016). This study will provide a practical solution to develop such policies that decrease the issue of work-family conflict and enhance enrichment between both domains; therefore, increasing their overall satisfaction with balance, a component of subjective well-being. Ample literature registers a positive relationship between the sense of well-being and performance-related outcomes (Diener et al., 2016).

Based on the influence of work-based contextual factors, as significant and salient antecedents, interventions to design resourceful and low demanding workplaces to mitigate work-family issues can improve balance situation. Provided that limitations in structural initiatives have given the role of positive personality in work-family experiences, there are soft ways (not involving policies or structural interventions) in which work, and family-based factors can be indirectly influenced. Managers are an essential source of support for employees' work-family balance.

Kossek, Pichler, Bodner, and Hammer (2011), in a meta-analysis, found that managerial support directed towards work-family issues was a better predictor of work-family conflict than generalized administrative support. Morganson et al. (2014) proposed that managers can enhance work-family balance in three ways: 1) through positive communication, 2) role modeling, effective work-family management behavior, and self-care strategies, 3) by establishing a positive mutual relationship of empathy and understanding with their subordinates. Moreover, managers cannot directly influence family domain contextual factors. One of the way to influence is to create a supportive work-place where employees feel free to discuss their personal or family matters and issues with academic manager (or head of department) and colleagues (Mauno & Rantanen, 2013; Watanabe & Falci, 2017).

More importantly, the results of this study would help managers to understand the influential role of a positive personality in work-family challenges, especially in positive work-family linking and perception of balance. Previous studies also indicate that even if demands cannot be reduced, PsyCap may act as a buffering mechanism between demands and employee outcomes (Bakker & Schaufeli, 2008; Demerouti & Bakker, 2011). Subsequent studies have proven that PsyCap is state-like and malleable. Hence it is open to human resource management interventions and can be developed by training, counseling, or contagious effect (F. Luthans, Avey, Avolio, Norman, & Combs, 2006; F. Luthans, Avey, & Patera, 2008). A contextual training strategy can be designed by human resource development managers in universities in which employees' work-family specific optimism, self-efficacy, hope, and resilience are enhanced, preparing them to effectively handle work-family challenges (Morganson et al., 2014). For managers seeking to reduce faculty's work-family issues, this can be the most economically and practically viable option.

The study will also test the relative importance of personal, work and family demands and resources to SWFB and the mechanism of conflict and enrichment. Such analysis is useful not only in theory building but has practical use in improving work-family perceptions. This analysis will provide insight to managers for different types of work-family perceptions (i.e., SWFB and WFLMs), which specific factor is most important and needs managerial attention.

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1.7 Definitions of Constructs

There are ten constructs in the current study model. Five are predictors variables, i.e. job demands, family demands, job resources, family resources, and PsyCap. W-FC, F-WC, W-FE, and F-WE are mediating, and outcomes and SWFB is the focal outcome. All the constructs are based on the reflective approach in which indicators are considered the function of a latent variable.

1.7.1 Satisfaction with Work-Family Balance

WFB is considered as a global reflective construct. In the current research, it is represented by satisfaction with work-family balance (SWFB), which is defined as an attitude of the faculty member representing their general and cumulative evaluation that there are adequate resources to meet the demands of both work and family roles simultaneously (Valcour, 2007). The construct was operationalized such that it reflected a self-evaluation of individual satisfaction with 1) division of time and attention between both domains, 2) work-family fit, 3) ability to balance needs of both domains, and 4) performance in work and family roles simultaneously.

1.7.2 Work-Family Conflict

In conflict, the roles played by an individual in one domain is incompatible with roles played in another domain (Greenhaus & Beutell, 1985). This incompatibility and friction between roles of one domain make it challenging to perform roles of other domain leading to a negative effect on psycho-physical health and performance outcomes (Demerouti, Sanz-Vergel, Petrou, & van den Heuvel, 2016; Greenhaus, Allen, & Spector, 2006). Conflict is a bi-directional process giving rise to two distinct constructs. If roles in work domain interfere with roles in the family domain, it is W-FC; while if roles in family domain interfere with roles in work domain it is F-WC (Frone, Russell, & Cooper, 1992a). In the current research, both types of conflicts were operationalized as a combination of three processes for each direction, i.e. time

conflict, strain conflict, and behavior conflict (Greenhaus & Beutell, 1985; Matthews, Kath, & Barnes-Farrell, 2010). Carlson, Kacmar, & Williams (2000) have operationalized both types of conflict with three subtypes each. In work to family time conflict, involvement in work makes it difficult to devote time to family activities. Bad experiences from work domain if lead to bad mood in the family domain, this is work to family strain conflict; if these negative emotions spill-over to other domains, this is family to work strain conflict. Work to family behavior conflict may occur if the behaviors suitable for work domain are not expected in the family domain. Similarly, if behaviors that are usually suitable for roles in the family domain are not suitable for work-domain this is family to work behavior conflict.

1.7.3 Work-Family Enrichment

The concept behind enrichment is the transfer of positive experiences and resources from roles in one domain to roles in another domain resulting in improved performance and positive affect. This process is bi-directional, such that resources in the work domain enrich outcomes in the family domain; and resources in the family domain improve performance and affect the work domain (Greenhaus & Powell, 2006). In the current study, two directions of enrichment were operationalized as separate constructs, i.e. W-FE and F-WE. The researcher adopted the operationalization of Carlson, Kacmar, Wayne, and Grzywacz (2006) which is following the enrichment theory (Greenhaus & Powell, 2006). Accordingly, W-FE consisted of three types of enrichment mechanisms i.e. capital, affect and development. In capital enrichment, psycho-social resources gained at work help to be a better family member. In affect enrichment, positive emotions, and attitudes learned at work domain help in better performance in the family domain. The last type of enrichment is the development of the family domain due to the positive effect of many positive resources at work domain. These resources are skills, behaviors, knowledge, and perspectives. F-WE is also composed of three factors, i.e. capital, affect and efficiency. The first two are the conceptual and operational mirror of W-FE capital and affect. Efficiency F-WE occurs when an individual's involvement with family provides a sense of urgency and focus which helps to be a better performer at work.

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1.7.4   Job Demands

Job demands are conceptually defined in the context of the JD-R model as those physical, organizational, and social dimensions of the job that require constant physical and mental effort and are related to some type of physical and psychological (emotional and cognitive) expenditure (Demerouti et al., 2001). Some examples of job demand in faculty can be high workload, emotionally demanding interaction with students or mental exertion for research activities. Adopting from previous literature (Demerouti et al., 2010; Peeters et al., 2005), the researcher had holistically operationalized the latent construct of job demands as the combination of quantitative workload, cognitive job demands, and emotional job demands in the job domain. Quantitative workload demands time and physical efforts, cognitive job demands reflect mental exertion for tasks at a job while emotional job demands indicate how emotions are to be controlled or taxed at the workplace.

1.7.5   Family Demands

Family demands are defined as a conceptual mirror of job demands as those physical, organizational and social dimension of both family and home that require constant physical and mental effort; also related to some physical as well as psychological (emotional and cognitive) expenditures (Demerouti et al., 2010). Similar to job demands, the latent construct of family demands has been operationalized in this study as the combination of family workload, cognitive family demands and emotional family demands (Demerouti et al., 2010; Peeters et al., 2005). Quantitative family load demands time and physical efforts, cognitive family demands reflect mental exertion for tasks related to family affairs while emotional family demands indicate how emotions are to be controlled or taxed at home.

1.7.6   Job Resources

Conceptually job resources are defined as physical, psychological, social, or organizational aspects of the job that help in achieving job-related goals, reduce job demands and mitigate the adverse physiological and psychological consequences; stimulate personal growth, learning, and development (Bakker & Demerouti, 2007). The current study operationalized the latent variable of job resources as a combination of supervisor social support, co-worker social support, job autonomy and development opportunity (ten Brummelhuis & Bakker, 2012). Supervisor and co-worker social support reflects how these two types of people at work help instrumentally and affectively, job autonomy indicates the choice to make independent decisions regarding work, and development opportunity reflects the extent to which work provides those factors which lead to professional and personal growth.

1.7.7   Family Resources

Family resources are conceptualized as a mirrored version of job resources. These are defined as those psychological or structural assets arising from the family domain that help in achieving family-related goals, reduce family demands and mitigate their adverse effects, and assist in generating additional resources (Demerouti et al., 2010). In lieu of existing literature, the researcher opted to operationalize the latent construct of family resources as combination of family social support, family autonomy, and family developmental opportunities (Demerouti et al., 2010; ten Brummelhuis & Bakker, 2012). Family social support reflects how these two types of people at work help instrumentally and affectively, job autonomy indicates the choice to make independent decisions regarding work, and development opportunity reflects the extent to which work provides those factors which lead to professional and personal growth.

1.7.8 Psychological Capital

Psychological capital (PsyCap) is based on the synergetic effect of four positive psychological resources of optimism, self-efficacy, hope and resilience, and their unique characteristics (F. Luthans & Youssef-Morgan, 2017; F. Luthans, Youssef, et al., 2007). Since this study is based upon two domains (work and family), the researcher conceptualized PsyCap as a global and domain unspecific construct (Lorenz, Beer, Pütz, & Heinitz, 2016). F. Luthans et al. (2013) call it a global cognitive agentic component that motivates effort, perseverance, and positive outlook throughout the process of pursuing challenging life goals; one chooses to believe as possible as overall PsyCap. It is comprehensively operationalized as an individual's positive psychological state of development that is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals, and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (F. Luthans, Avolio, Avey, & Norman, 2007).

1.8 Thesis Outline

The remainder of the thesis is organized as follows. Chapter two provides a literature review of different research streams that are pertinent to the formulation of the research model. This chapter consists of an extensive contextual overview that highlights the contribution of work and family domains in work-family interface challenges. The chapter also conceptualizes and reviews existing literature about SWFB, conflict, enrichment, contextual demands and resources, and PsyCap. The theoretical perspective section first discusses the relevant theories, JD-R as underlying mode, the assumption of domain specificity and differential salience is highlighted, and finally, the theoretical framework is presented. The final section of chapter two contains empirical review and study hypotheses.

Chapter 3 discusses the research method that is used to test the study hypotheses and the achievement of its objectives. First of all, research philosophy is presented, followed by research design and sampling design. Next, details of instruments used, how the face and content validity is carried out and details of the pilot study are highlighted. Lastly, the data analysis techniques are outlined in detail.

Chapter 4 is about data analysis. First, it discusses the data screening process. An analysis of the demographical distribution of the sample is presented. Next, the results of the measurement model analysis are presented, followed by descriptive analysis and correlation between study constructs. The details of the structural model's analysis are provided next. The path coefficients and their significance are presented under hypothesis testing, which also depicts the findings on the mediation hypothesis. Finally, the results of relative weight analysis are presented.

Chapter 5 discusses the results found in chapter 4 in the light of existing literature. It starts by recapitulating the highlights of the study. This is followed by a thorough discussion related to the empirical findings of the study. Furthermore, theoretical and managerial implications are provided followed by limitations and suggestions for future research.

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