

**WORK-FAMILY CONFLICT AND ITS OUTCOMES AMONG TEACHERS OF
HIGHER EDUCATION INSTITUTIONS: ROLE OF ORGANIZATIONAL AND
FAMILY FACTORS**

By

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Dedicated To
“My Parents”
&
“Teachers”

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Organizational and Family factors**

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ABSTRACT

The present research aimed to investigate the outcomes (Turnover intention, career satisfaction, family functioning & wellbeing) of Work-family conflict among teachers of higher education institutions. The study further explores the role of organizational factors (supervisory support, organizational structure, pay satisfaction, job insecurity) and family factors (Marital status, family system & number of dependents). Workfamily conflict questionnaire (Haslam et al., 2015), General Health Questionnaire-28 (including 4 subscales i.e. Somatic complaints, anxiety& insomnia, social dysfunction and major depression) (Goldberg & Hillier., 1979), Family Functioning Questionnaire (McMaster, 2000), Career Satisfaction Questionnaire (Greenhaus et al., 1990), Pay Satisfaction Questionnaire (Heneman & Schwab, 1985), Job Insecurity Questionnaire (De Witte, 2000), Turnover Intention Questionnaire (Bothma & Roodt, 2013), Supervisory support Questionnaire (Caplan et al., 1975), Organizational Structure Questionnaire (Gudergen & Bucic, 2004). Present research comprised of two studies. Study I was further divided into three phases. Phase I aimed at selection of relevance of study constructs in local context through two brain storming sessions with teachers of higher education institutions. Relevant instruments were selected on the basis of results of brainstorming sessions. Adaptation of selected instruments were undertaken in phase- II of the study, whereas phase III was comprised of empirical evaluation of the instruments. Data for the empirical evaluation of the instruments was acquired through purposive sampling technique in which data was collected from teachers of public and private sector universities (N= 200). Evaluation of measurement models, determining reliability and exploration of relationship patterns of study variables were the primary objectives of the final phase of study-I.

Study II of the present research comprised of hypothesis testing for which data was collected from 530 teaching faculty members from private and public sector universities.

Outcomes of Work- family conflict were investigated. Furthermore, moderating role of organizational factors and family factors was also explored. Results indicated turnover intention, family functioning, and wellbeing (somatic complaints, anxiety & Insomnia and major depression) as significant outcomes of Work-family conflict. Findings of moderation analysis through Process by Hayes, indicated the moderating role of organizational factors (supervisory support, pay satisfaction, job insecurity, and organizational structure) and family factors (Marital status, family system, Number of dependents) of the relationship between Work-family conflict and its outcomes. Results indicated that supervisory support significantly moderates the relationship between work-family conflict and all the outcomes. Results also indicated that Organizational structure significantly moderates the relationship between Work-family conflict and turnover intention however, results were not significant for all other outcomes of Work-family conflict. Moderation analysis revealed the moderating role of pay satisfaction between Work-family conflict and turnover intentions, family functioning and somatic complaints. Results also indicated that Job insecurity moderated the relationship between Work-family conflict and Career satisfaction, somatic complaints, anxiety and insomnia, social dysfunction and major depression. Results found that Family system moderates the relationship between Work-family conflict and Family functioning where joint family system mitigate this relationship. Furthermore, results revealed that the number of dependents (a multi-categorical variable) moderates the relationship between Work-family conflict and Family functioning where a greater number of dependents is indicative of higher level of Work-family conflict and poor Family functioning. Significant differences were found on study variables on the basis of gender where female teachers scored higher levels of Work-family conflict, somatic complaints, social dysfunction, supervisory support, career satisfaction and pay satisfaction. Whereas, male university teachers scored higher on Job insecurity, Turnover intentions and Family functioning as compared to female teachers. One-Way

ANOVA on the basis of years of working experience with all study variables indicates that teachers having experience of up to 5 years scored higher on Work-family conflict, supervisory support and anxiety/insomnia. Furthermore, teachers with 6-10 years of working experience scored higher on Family functioning, Job insecurity, Somatic complaints, Social dysfunction and major depression whereas teachers with 11 and more years of experience scored highest on career satisfaction. Limitations, theoretical and practical implications of the study are addressed.

Chapter 1

INTRODUCTION

The struggle that unfolds behind the closed doors of homes and offices to strike a balance often silently claims the well-being of millions. Therefore, literature on work-family conflict is gaining momentum as a fascinating subject for researchers, organizations, and clinicians alike (Al-Alawi et al., 2021). The work family conflict has historically been defined as the extent to which operating in one domain (e.g., work) adversely influences the other. Past literature has revealed that work-family conflict comprises two distinct directions, each with its own causes and consequences.

These directions can be considered as separate yet interconnected aspects (Lim et al., 2021). These are family-to-work conflict (i.e. family engagement negatively impacting work) and work-to-family conflict (i.e. work negatively impacting family). Work-family conflict, whether experienced in one or both directions, results in detrimental consequences for employees, their families, and the organizations (Akram, 2020).

Work family conflict is an issue that organizational psychology has studied in great detail (Ben-Uri et al., 2021). Research results have enhanced our comprehension of the relationships between work and family and how work influences family (Aboobaker et al., 2020). Due to rise in the number of women entering the workforce, the interaction between work and family has drawn a lot of attention (Somech & Oplatka, 2014). The awareness of the tension between work domain and family roles has increased due to the workforce's shifting composition and the rise in people living in non-traditional family structures (Ademuyiwa et al., 2022)

The interplay between home life and work life constitutes a significant area of study, as each domain exerts influence over the other. Research has demonstrated that various familial factors, such as the number and ages of children and spousal support, can impact work life. Conversely, the demands of work life also shape home life (Greenhaus & Beutell, 1985;

Kossek & Özeki, 2001). Investigations into work to family and family to work conflicts reveal a reciprocal relationship between these two spheres (Adams, King, & King, 1996; Frone, Russell & Cooper, 1992). Specifically, work obligations can disrupt family dynamics (termed Work-Family Conflict), while familial responsibilities can hinder professional performance (referred to as Family-Work Conflict)

A growing number of people are having difficulty juggling their tasks and responsibilities at work and at home as a result of these developing changes (Salazar & Diego-Medrano, 2020). Conflict between work and family eventually results from the challenges of juggling and managing these two spheres.

(Salazar & Diego-Medrano, 2020). The complexities involved in combining and managing work and family roles ultimately lead to conflict between these two domains (Žnidaršič & Marič, 2021). The unfavorable consequences of conflict affecting families, employers and employees has led to the recognition of the problem of integrating work and family as a social phenomenon of the 21st century (Rahman, 2020).

Asian cultures being traditionally collectivist, accentuate dependence on family members, family solidarity, and esteem for hierarchical relationships (Hofstede, 1980). These values foster a strong sense of identity and a sense of belongingness that derives from family relations. However, these values have considerable obligations on individuals, often leading to substantial stress while they strive to bring equilibrium in professional and family expectations.

The theory of role conflict, a central concept in psychology, explains how individuals experience tension when the demands of different roles (e.g., employee, parent, spouse) are incompatible (Greenhaus & Beutell, 1985). For many Asians, the roles of devoted family member and ambitious professional frequently collide, creating an ongoing internal struggle that impacts mental health and overall life satisfaction.

The relationship between work and family is inherently complex and multifaceted. When conflicting demands and expectations emerge from the roles associated with work and family, this leads to a specific type of inter-role conflict known as work-family conflict (Wijayati et al., 2020). This concept pertains to the ways in which the work and family spheres interfere with one another, suggesting that the choices individuals make in these areas can have significant implications for both organizations and the individuals themselves (Li et al., 2020). Work-family conflicts can manifest in three primary forms: time-based, strain-based, and behavior-based conflicts. Among these, time-based and strain-based conflicts have been extensively studied and quantified within the existing literature on work and family dynamics. (Mahesar et al., 2020).

Time-based conflict arises when a role's time commitment makes it challenging to engage in other activities. A restrictive work schedule, for instance, may compete with a mother's at-home time with her children (Zhou et al., 2021).

Conflict rooted in strain happens when stress from one role impairs performance in another. For instance, lower levels of social support from partners or spouses at work or from family members at home can result in strain-based conflict (Zhou et al., 2020).

When a certain set of actions in one role are incompatible with those needed in another role, behavior-based conflict arises. For instance, while emotionally indifferent and unresponsive behavior may be acceptable at work, it is not appropriate (Ibrahim et al., 2020). Any element of a specific role that leads to time constraints, stress, or influences behavior within that role can create conflict with another role. When work or family roles are prominent in an individual's self-identity, it is anticipated that the pressures associated with these roles will escalate, resulting in heightened work-family conflict (Iqbal et al., 2020).

Time-based conflicts can have both familial and professional roots. Conflicts at work can arise from a variety of factors, such as rigid work schedules, overtime requirements, and

work hours. There is less work-family conflict among people who have more control over their work schedules and working hours, according to prior studies and meta-analytical evaluations (Ji & Yue, 2020; Rahman & Ali, 2021). People use a variety of adaptive techniques to reduce the amount of work-family conflict they encounter. One of these tactics is to cut back on their own or their spouses' working hours. These tactics frequently exacerbate gender disparity by having employees work fewer hours or quit their jobs entirely (Sheikh et al., 2018).

Modifications in workplace environment or organizational policies may be more effective than personal strategies in mitigating the conflict and disparities associated with gendered responses to work-family conflict (Zanhour, 2015). Family and work represent two critical dimensions of adult life. The expectations associated with both spheres may not always align, leading to conflicts between work and family responsibilities (Bashir et al., 2015). Studies on work-family conflict recognize the interconnectedness of work and family domains and explore how individuals navigate the challenges of role conflict.

Work-Family Conflict

“Work-family conflict is defined as a form of inter-role conflict in which a role pressures from the work and family domains are mutually incompatible” (Dahm et al., 2015). Another definition “Work-family conflict is termed as “a role conflict of the individuals which occurs when a person attempts to fulfill dual roles such as a working mother or a father” (Rynkiewicz et al., 2022). Concerning the research view, the term work-family conflict is considered as a “form of inter-role conflict in which the pressure created from both family and work are mutually incompatible” (Onyishi & Ugwu, 2013). Nevertheless, this form of conflict tested under two dimensions termed as work to family conflict and family-to-work conflict. The foremost dimension, work-family conflict, tends to occur when job-related factors intervene with the accomplishment of family-related responsibilities (Dahm et al., 2015; Muasya, 2020)

The area of work and family has been a topic of interest in academia, specifically in the past few decades as a result of changes in both family and workplace. The rapid pace of technological changes, increasing role of women in the workplace, the shift work, demanding roles, job instability is the leading cause of stress and work-family conflict (Junça-Silva & Freire, 2020).

Work-family conflict is a pervasive and significant source of stress that many individuals encounter in their daily lives. This conflict emerges when individuals find themselves dedicating a substantial time and energy to their professional roles, that can create tension and discord with their familial responsibilities. The struggle to balance these competing demands is particularly pronounced for employees who are subjected to rigid working hours mandated by their organizations. Such constraints severely limit their ability to engage in meaningful family interactions, leading to feelings of guilt, frustration, and inadequacy in both spheres of life. At its core, work-family conflict embodies the challenge of reconciling the obligations associated with two distinct roles i.e work and family. This struggle becomes increasingly complex when time limitations make it difficult to fulfill the responsibilities tied to one role without compromising the other. For instance, an employee may feel compelled to stay late at work to meet a deadline, which in turn may prevent them from attending a family dinner or a child's school event. This tug-of-war between professional and personal commitments can lead to a cycle of stress that affects not only the individual but also their family dynamics.

The challenges of navigating these roles are often exacerbated by additional pressures and commitments that individuals face in their lives. These can include social obligations, personal interests, and community responsibilities, all of which compete for the limited time and energy that individuals have available. Moreover, the specific attitudes and behaviors expected in the workplace can further complicate the situation. For example, a corporate culture

that prioritizes long hours and constant availability may detract from the time and energy that could otherwise be devoted to family obligations, leading to a sense of imbalance and dissatisfaction (Junça-Silva & Freire, 2020).

As highlighted by Puspitasari (2012), the toll of work-family conflict can be substantial. It drains significant energy and time that could be better utilized in fulfilling other important life roles, such as being a parent, partner, or active community member. The emotional and psychological strain associated with this conflict can lead to burnout, decreased job satisfaction, and strained relationships at home, creating a vicious cycle that is difficult to escape. Interestingly, some research presents a contrasting perspective on work-family conflict, suggesting that individuals who benefit from more flexible and family-oriented workplace policies such as flexible working hours and the option to telecommute—may actually experience higher levels of work-family conflict compared to those who adhere to traditional work arrangements (Saleem & Malik, 2023). This counterintuitive finding may be attributed to the phenomenon of technostress, which refers to the stress and anxiety that arise from the excessive use of technology.

Grasping the nuances of workplace conflict is essential for cultivating an environment conducive to collaboration and innovation. This statement underscores the critical importance of understanding the multifaceted nature of conflict within the workplace, illustrating its significant impact on organizational dynamics. Workplace conflict is not merely a disruptive force; rather, it can serve as a catalyst for positive change when approached with the right mindset and strategies. When managed effectively, conflict can act as a driving force for creativity, critical analysis, and effective problem-solving among teams and organizations (Jehn & Mannix, 2001).

In a dynamic work environment, differing perspectives and ideas can lead to robust discussions that challenge the status quo, fostering an atmosphere where innovation thrives.

For instance, when team members feel safe to express dissenting opinions, they contribute to a richer dialogue that can unveil new solutions and enhance decision-making processes. This constructive engagement not only promotes individual growth but also strengthens team cohesion and collective intelligence. Conversely, conflicts that remain unresolved or are poorly managed can have detrimental effects on employee morale, productivity, and overall organizational performance (Robbins & Judge, 2017).

When conflicts fester, they can create a toxic work environment characterized by mistrust, disengagement, and high turnover rates. Employees may feel demotivated, leading to decreased productivity and a lack of commitment to organizational goals. Furthermore, unresolved conflicts can escalate, resulting in more significant issues that require extensive resources to address, ultimately hindering the organization's ability to adapt and thrive in a competitive landscape. Therefore, it is vital for organizational leaders, managers, and human resource professionals to explore the fundamental aspects of workplace conflict and its progression over time. This exploration involves recognizing the various types of conflict such as interpersonal, intragroup, and intergroup conflicts and understanding their underlying causes. By developing conflict resolution skills and fostering open communication, leaders can create a culture that not only tolerates but embraces conflict as a natural part of the collaborative process. Moreover, training programs focused on conflict management can equip employees with the tools they need to navigate disagreements constructively. Encouraging a mindset that views conflict as an opportunity for growth rather than a setback can transform the organizational culture.

In any organizational context, including educational institutions, the effectiveness and attainment of objectives are significantly influenced by the processes of recruiting, training, and retaining skilled and specialized personnel. The human resources within an organization are not merely a component of its structure; they are the driving force behind its success.

Competent and effective human resources are essential for the advancement of organizational objectives and are regarded as fundamental to the growth, development, and sustainability of the organization. This is particularly true in educational settings, where the quality of teaching and learning is directly linked to the capabilities and well-being of educators. To ensure that educators are equipped to meet the demands of their roles, it is imperative to focus on their training and development. This training should not only enhance their professional skills but also foster a sense of well-being, quality of work life, and job satisfaction. When educators feel valued and supported, they are more likely to engage positively with their work, which in turn benefits students and the broader educational community.

Furthermore, it is crucial for educators to develop appropriate attitudes, perspectives, and understandings regarding the organization's functions, goals, and structure. This understanding enables them to align their personal objectives with those of the organization, thereby enhancing their effectiveness in fulfilling organizational objectives. One viable approach to achieving this alignment is through Shafibady's multiaxial model of career counseling and choice. This model emphasizes the significance of decision-making as a core theoretical principle, highlighting the importance of informed choices in career development. By applying this model, educational institutions can provide educators with the tools and frameworks necessary to navigate their career paths effectively. This includes understanding their roles within the organization, recognizing the impact of their contributions, and making decisions that align with both their personal aspirations and the institution's goals.

Incorporating Shafibady's model into the training and development of educators can lead to a more engaged and motivated workforce. It encourages educators to take ownership of their professional growth and to actively participate in the decision-making processes that affect their work environment. As a result, this approach not only enhances individual job satisfaction but also contributes to the overall effectiveness of the organization. By prioritizing

the recruitment, training, and retention of skilled personnel, educational institutions can create a thriving environment that supports both educators and students, ultimately leading to improved educational outcomes and organizational success.

The interplay between home life and work life constitutes a significant area of study, as each domain exerts influence over the other. Research has demonstrated that various familial factors, such as the number and ages of children and spousal support, can impact work life. Conversely, the demands of work life also shape home life (Greenhaus & Beutell, 1985; Kossek & Özeki, 2001). Investigations into work-family and family-work conflicts reveal a reciprocal relationship between these two spheres (Adams, King, & King, 1996; Frone, Russell & Cooper, 1992). Specifically, work obligations can disrupt family dynamics (termed Work-Family Conflict), while familial responsibilities can hinder professional performance (referred to as Family-Work Conflict).

The literature of work-family relationship has been a topic of interest specifically for the four major stakeholders involved in this relationship; namely, researchers, employers, workers, and workers' families (Hussain, 2021). Increasing the number of academic studies about work-family relationships during the past two decades indicates the attention of researchers to this topic. The underlying assumption for many corporations and governmental organizations that have expressed interest in work-family studies is that employees who experience less work-family conflict will be more productive (Zhu, 2021; Li et al., 2021). Moreover, studies show that work-family conflict is a key component of workers and their family's quality of life (Li et al., 2021).

The fact that different writers use different terms to express essentially the same construct makes it difficult to synthesize the literature on the work and family interaction (Li et al., 2022). Scholars have reached a consensus that there are two distinct but related types of inter-role conflict: work-family conflict and family-work conflict (Li et al., 2021). Similarly, it

is believed that family conflict with work and work conflict with family are distinct but connected elements of work-family conflict (Li et al., 2022).

The initial focus of academic research on work-family conflict was primarily on the tensions arising between employees' professional responsibilities and their personal lives. Greenhaus and Beutell (1985) defined "work-family conflict" as a phenomenon resulting from a misalignment between an employee's obligations in both work and family spheres, leading to stress in each area. This concept has served as a foundational element for subsequent studies on work-family conflict by numerous researchers. According to Frone et al. (1992), this conflict can be categorized into two distinct dimensions: work interference with family and family interference with work. Expanding on the framework established by Greenhaus and Beutell, contemporary scholars argue that the scope of conflict extends beyond the dichotomy of work and family, encompassing tensions between work and various other aspects of an individual's life.

In examining the theoretical frameworks surrounding work-family conflict, Hussain (2022) identifies a lack of clarity regarding the work-family construct. Junça-Silva and Freire (2022) treat "work-family conflict" and "work conflict with family" as a singular concept. Work-family conflict, also referred to as work-family interference, is characterized as a type of inter-role conflict where the demands from work and family spheres are incompatible in certain aspects (Tahir et al., 2022; Garraio et al., 2022). Additionally, research by Imer et al. (2014) highlights that the prevalent definition of "interference" between work and family aligns with Xian et al. (2022), who describe work-family conflict as a form of inter-role "conflict." A meta-analytic review by Nasurdin and O'Driscoll (2012) similarly categorizes "work family conflict" as "work-family interference," emphasizing its nature as a type of inter-role conflict (Soomro et al., 2018).

Construct redundancy poses a significant challenge within the realms of organizational behavior and various social sciences. Researchers often introduce new constructs that bear resemblance to pre-existing ones, as noted by Opie and Henn (2013). There is a consensus that neglecting redundancy issues among multiple constructs can lead to an excessive number of constructs, which ultimately obstructs the advancement of systematic and cumulative research efforts (Trice, 2013). A review of the literature reveals that the concepts of work-family conflict and work interference with family exhibit considerable similarities, lacking clear distinctions. Likewise, the constructs of family-work conflict and family interference with work also seem to convey analogous ideas, as their definitions appear to overlap significantly.

The interchangeable application of the constructs of conflict and interference presents challenges from theoretical, empirical, and practical standpoints. Theoretically, the presence of unexplained redundancy can lead to significant confusion. Some scholars may perceive these constructs as distinct entities, dedicating extensive research efforts to each (Punu & Wijono, 2022), while others may view them as overlapping and employ them interchangeably. From an empirical viewpoint, if redundancy issues are not adequately addressed, the understanding of the origins, antecedents, and consequences of these constructs remains unclear (Somech & Drach-Zahavy, 2015). Furthermore, it is impractical to maintain multiple constructs that invoke similar underlying phenomena without a clear comprehension of the redundancy issues that exist between them. If these redundancy concerns are left unresolved, considerable confusion is likely to endure. Some researchers may treat the constructs as separate and endeavor to construct coherent research arguments for each, while others may consider certain constructs to be overlapping and utilize them interchangeably (Yang et al., 2018).

Work-family conflict is a worldwide problem regardless of the countries and traditions in the whole universe. However, the extent and nature are probably different in different countries with various cultural features. Work-family conflict is transforming into a serious

issue both in the emerging and developed economies (Yang et al., 2018). Work-family conflict is a common and persistent issue of contemporary life in many nations. Experts, researchers, academicians, and policy makers are quite alarmed about this issue and resultantly they are paying more attention to create a balance between work and family life. As an imbalance between family and work, life is harmful to both for the organization and individual employee.

Sajid and colleagues (2022), classified work-family conflict into three types, i.e. conflict based on time, conflict based on stress and conflict based on behavior. Gutek et al (2021), has found out that all forms of work-family conflict are bidirectional, including work-to-family conflict, work interference with family and family-to-work conflict, and family interference with work. Therefore, six dimensions are formed correspondingly (Jaggwe, 2014). Studies have demonstrated that both types of conflict are associated with health problems such as psychological strain (Miller & Riley, 2022), depression and anxiety (Küçükşakar & Sezici, 2022), or lower sleep quality (Williams et al., 2006).

Many studies have identified that pressures arising from both work and family roles can result into conflict between these two domains. These pressures include time spent in work or family activities, stressors within the work or family domains, and more involvement in work or family life (Yang et al., 2018; Berheide et al., 2022). A large proportion of work-family conflict research is largely based on the measurement of strain-based and/or time-based conflict.

The behavior-based conflicts occurs when one behavioral pattern required for a specific role is incompatible with the behavioral pattern required for another role. For example, while other family members may expect warmth and closeness from the individual, he/she may fail to exhibit behaviors that fulfill such expectations (Elstad et al., 2011). Again, similar examples include a father serving in the military who imposes military discipline in the family, or a mother working as a school teacher who treats her children as her students.

Individuals often face competition for their time due to various roles they occupy. Time-based conflict manifests in two distinct ways. The first type arises when the time constraints linked to a specific role hinder the ability to meet the expectations of another role. The second type occurs when the demands of one role lead to a mental fixation on it, even while an individual is physically engaged in fulfilling the responsibilities of a different role (Nnubia et al., 2022). Consequently, obligations may remain unmet if a person is either mentally absorbed in another role or physically unavailable for a particular one. For instance, a mother might be at her workplace but remain mentally occupied with concerns about her ill child at home. Thus, time-based conflict entails the allocation of limited personal resources, such as time, focus, and energy, from one role to another. This dynamic implies that diverting time or attention from one role can ultimately result in the unmet demands of that role (Nnubia et al., 2022).

Parasuraman and colleagues (1996) suggest that time commitments are an important direct predictor of work-family/life conflict because time is an inadequate resource and time spent in one role related activity inevitably decreases the time that can be devoted to another role. Over the last few years, the conflict between work life and family life has increased due to change in working conditions, greater participation of women in workplace, increase in family role expectations and the wider use of information and computer technology (Nnubia et al., 2022).

Work-family conflict is a bi-directional construct; work-interfering with family and family-interfering with-work (Frone et al., 1992). Work-family conflict occurs when work-related activities spill over or interfere with home responsibilities (e.g. bringing work home and trying to complete them at the expense of family time) and family to work conflict arises when family-role responsibilities spill over or impede work activities. Work-family conflict is found to be an evident source of mental and physical health problems that results in many

works related and family related outcomes. So far, very fewer studies have examined this relationship with a focus on the role of organizational support as a buffering variable to this relationship.

Work-family conflict arises when professional responsibilities create challenges in an individual's personal life, influenced by various job characteristics. This conflict can stem from factors such as extended working hours, reduced time spent at home, and rigid work schedules. Notably, women striving to advance their careers while simultaneously managing childcare responsibilities often face significant work-family conflict. Common issues that arise from the discord between professional and familial obligations include exhaustion, diminished job performance, feelings of inadequacy in the workplace, job dissatisfaction, and the potential for job turnover (Allen, Herst, Burck & Sutton, 2000; Netemeyer, Boles & McMurrian, 1996).

Meta-analyses conducted by Kossek and Ozeki (2001) and Allen et al. (2000) have revealed a correlation between work-family conflict and various negative outcomes, including job dissatisfaction, voluntary turnover, and dissatisfaction in marriage and life overall. Furthermore, research indicates that work-family conflict is linked to adverse psychological health (Allen et al., 2000), general health issues (Grant-Vallone & Donaldson, 2001), and physical health concerns (Frone et al., 1997).

For most individuals, work and family are two essential components that have to be taken with full care. Indeed, juggling the intersection between work and family is one of the critical issues for both management practitioners and academics (Nnubia et al., 2022). Several causes that contribute to this current phenomenon such as; the increase in dual-career household, employees are increasingly occupying simultaneous work and family roles and employees have to deal with job-related demands (Al-Alawi et al., 2021). Thus, if the individual has difficulty in balancing between work and family, conflict may occur, which would consequently lead up to adverse outcomes such as lower job and life

satisfaction, higher turnover intentions, greater general psychological strain, greater somatic/physical symptoms, higher depression and greater burnout (Akram, 2020). Therefore, organizations must give serious attention to the relationships between work and family roles and other related constructs as a possible solution to help employees in striking the right balance (Li et al., 2021).

Work-family conflict directly and indirectly affects most of the world population. Even single people and those without children will report having some work-family conflict as all individuals may be sons, daughters, sisters, brothers, or may live with friends who function as family (Al-Alawi et al., 2021). Work-family conflict also has rising indirect effects as studies show work-family conflicts may cross over to job colleagues (Zhu, 2021; Li et al., 2021) and families (Soomro et al., 2018).

In general, the work-family conflict models take a number of factors into consideration, including the precursors of the conflict and its bidirectional nature as well as its consequences. Again, life role values should be incorporated into such models. A single working mother spends time with her children, but may have to spend more time in workplace, again resulting in conflict (Žnidaršič & Marič, 2021).

The transformations that have intensified tensions and challenges in individuals' professional and personal lives are multifaceted and deeply intertwined with societal changes. Among these transformations are increased social engagement, which has led to heightened expectations for participation in both community and family activities; a rise in dual-income households, where both partners contribute financially to the family, often resulting in competing demands for time and energy; and the prevalence of single-parent families, which can amplify the challenges of balancing work and home responsibilities. Work-family conflict is a critical concept that encapsulates the role conflict that arises when individuals are faced

with the daunting task of managing excessive responsibilities at both work and home (Choi et al., 2018).

This conflict is not merely a modern inconvenience; it has been the subject of extensive research since it was first identified by scholars in the early 2000s. Byron (2005) highlighted the growing recognition of work family conflict as a significant issue affecting employee well-being and productivity. Researchers have delved into the complexities of this conflict, recognizing that it can manifest in both directions: from family to work (family-to-work conflict) and from work to family (work-to-family conflict). This bidirectional nature of work-family conflict underscores the intricate interplay between professional obligations and personal responsibilities, as articulated by Carlson et al. (2000).

To better understand the dynamics of work-family conflict, three distinct types have been identified: strain-based conflict, behavior-based conflict, and time-based conflict (Carlson et al., 2000). Each type presents unique challenges and can be evaluated separately to gain a comprehensive understanding of how they impact individuals. Time-based conflict occurs when individuals find themselves prioritizing certain tasks over others, often leading to an imbalance in their roles. For instance, a professional may dedicate excessive hours to work projects, leaving little time for family engagements or personal care. This prioritization can result in feelings of guilt and inadequacy, as individuals struggle to fulfill their responsibilities in both domains. Behavior-based conflict arises when behaviors that are deemed acceptable in one context (such as family) are inappropriately applied in another (such as work). For example, a parent may bring a relaxed, informal demeanor from home into the workplace, which could be perceived as unprofessional. Conversely, the stress and formality of a work environment may spill over into family interactions, leading to strained relationships and misunderstandings.

Nohe et al. (2015) underscore the critical need to examine both work-family conflict and family-work conflict when analyzing the factors that influence job performance. This perspective is rooted in the understanding that the relationship between work and home domains is not merely unidirectional; rather, it is bidirectional, meaning that experiences in one domain can significantly impact the other. Specifically, family-work conflict occurs when an employee's responsibilities and obligations at home interfere with their ability to fulfill work-related duties. Historically, the literature on this topic has predominantly viewed work-family conflict as a one-way street, focusing primarily on how work demands can encroach upon family life. However, recent research has begun to shift this paradigm by distinguishing between work-family conflict and family-work conflict. This distinction is crucial, as it acknowledges that both forms of conflict are interconnected and can influence each other, as highlighted by Frone et al. (1992).

The implications of this dual perspective are significant, particularly in understanding how these conflicts relate to various organizational outcomes. For instance, previous studies have established a notable link between work-family conflict and job satisfaction, with findings suggesting that higher levels of work-family conflict are associated with lower job satisfaction (Namasivayam & Zhao, 2007). This relationship has been corroborated by a wealth of research, indicating that work-family conflict can adversely affect employees' overall job satisfaction and, by extension, their performance at work. The concept of work-family conflict has attracted considerable scholarly attention on a global scale, as researchers seek to unravel the complexities of how work and family life intersect.

Namasivayam and Zhao (2007) point out that this growing body of literature has consistently reported a negative correlation between work-family conflict and job satisfaction. This trend is further supported by various studies, including those by Anderson et al. (2002), Boles and Babin (1996), and Frye and Breau (2004), all of which have documented similar

findings. In summary, the evolving discourse surrounding work-family conflict and family-work conflict highlights the necessity of a comprehensive approach to understanding how these dynamics affect job performance and employee well-being. By recognizing the bidirectional nature of these conflicts, researchers and practitioners can better address the challenges faced by employees in balancing their work and family responsibilities, ultimately fostering a more supportive work environment that enhances job satisfaction and performance.

Theoretical Perspective

The convergence of work and family research faces significant obstacles due to the absence of a widely recognized foundational theoretical framework and essential constructs. There is no singular dominant framework or viewpoint that enjoys universal acceptance (Pitt-Catsouphes et al., 2006). Conflict between work and family is undoubtedly the source of stress for many people and this issue begin to generate substantial interest during last few decades because working of all the adults within the family have increased. (Akram, 2020).

The scholarly literature pertaining to work-family studies is grounded in an array of theoretical frameworks, as identified by Zedeck and Mosier (1990), O'Driscoll (1996), Clark (2000), Guest (2002), and Morris and Madsen (2007). These frameworks encompass segmentation, enrichment/enhancement, facilitation, spillover, social identity, compensation, congruence, conflict, human capital, instrumental, and resource drain, conservation of resources, ecology, and border, integration, and ladder theories.

Inter-Role Conflict Theory

Investigations into the interplay between work and family dynamics have sought to clarify the concept of work-family conflict through various theoretical lenses, with a particular emphasis on role theory. This theoretical framework serves as a foundational element within the extensive literature addressing work-family conflict (Zhu, 2021; Li et al., 2021). Role theory posits that an individual's engagement in multiple roles can create challenges in meeting

the demands associated with these roles, ultimately resulting in conflict. Inter-role theory delineates gender-specific roles for men and women based on the societal positions they occupy. These social roles significantly influence the expectations surrounding appropriate behaviors and attitudes that men and women are presumed to exhibit concerning their competencies and skills (Li et al., 2021).

Research grounded in role theory has consistently portrayed men as assertive, competitive, and competent, while women have been depicted as emotional, sensitive, and nurturing (Jung & Yoon, 2015). Zhu (2021) and Li et al. (2021) highlight the persistence of gender stereotyping, noting that organizations often perceive women as less committed to their professional careers compared to men, primarily due to their caregiving responsibilities. Furthermore, caregiving roles within organizations are frequently undervalued and regarded as incompatible with leadership positions.

(Mahesar et al., 2020). The implication of such organizational stereotyping is that women's careers may be jeopardized because of the caregiving roles ascribed to them.

Inter-role conflict theory refers to what occurs when meeting the demands in one domain makes it difficult to meet the demands in the other domain (Li et al., 2021). In the literature, this has also been termed opposition or incompatibility theory (Akram, 2020). Junça-Silva and Freire (2022). (Mahesar et al., 2020) averts that an individual encounters role conflict when the sent expectations or demands from one role interfere with the individual's capacity to meet the sent expectations or demands from another role (Al-Alawi et al., 2021). An example of role conflict is that of an employee who is at the same time pressured to work overtime while family members urge that employee to come home. Hussain (2021), described eight propositions where the constructs are in conflict in relation to time, role strain, and specific behavior, as follow: pressures must come from both work and family; self-identification with roles is necessary; role salience moderates relationships and is positively related to conflict

level. Conflict is strongest when there are negatives associated with non-compliance; directionality is based on conflict source; conflict is related to career success and stage; external support is related to conflict.

The fundamental premise of the inter-role model posits that the demands associated with one role can lead to diminished performance and reduced satisfaction in another role. This process of cross-domain interference is independent of individuals' perceptions regarding the work-family dynamic. For instance, regardless of whether individuals are from the United States or China, the necessity to care for ill children compels them to accelerate their work efforts to achieve professional objectives. Consequently, this situation may contribute to heightened levels of stress related to their work responsibilities. Therefore, we assert that the model is applicable across diverse populations. In essence, the cross-domain model possesses a universal quality, allowing for the replication of its findings across various cultural contexts.

Research on work-family conflict predominantly draws from role theory (Byron, 2005). Kahn and colleagues (1964) assert that roles are shaped by the expectations of others regarding appropriate conduct within specific positions. Role demands emerge from the expectations set forth by both work and family role senders, such as employers, spouses, and children, as well as from the intrinsic values that individuals hold concerning their own work and family responsibilities (Kahn & Quinn, 1970; Katz & Kahn, 1978). The stress associated with role conflict arises when individuals attempt to fulfill multiple, incompatible roles, leading to psychological strain (Katz & Kahn, 1978). Consistent with role theory, as it is suggested that the relationship between work-family conflict and individual outcomes is influenced by the expectations of both the self and other role senders.

The competing demands arising from involvement in various roles can profoundly influence an individual's decision-making regarding career pursuits versus family establishment. The onus of managing the complexities linked to career progression, familial

responsibilities, or a blend of both largely falls upon the individual (Hussain, 2021). This idea of personal accountability is aligned with the prevailing cultural value of individualism. Nevertheless, it is crucial to acknowledge that numerous individuals engage in employment primarily due to financial necessity to support their families, often despite the potential conflicts that may ensue (Soomro et al., 2018). The obligations tied to family life do not only dissipate for working women, who generally bear the brunt of household and childcare obligation (Zhu, 2021; Li et al., 2021).

The issue of work-family balance has gained significant attention over the past century, particularly with the rise in women's involvement in the labor market. It was anticipated that this shift would be accompanied by a corresponding increase in men's engagement in household and childcare responsibilities (Akram, 2020). The prevailing assumption was that as women dedicated more time to paid employment, men would likewise enhance their domestic contributions. However, analyses derived from time-use studies indicate that, contrary to expectations of improved gender equity, women continue to bear the majority of domestic responsibilities (Zhu, 2021; Li et al., 2021). Research focusing on time allocation patterns reveals that the distribution of domestic tasks remains disproportionately skewed. These studies consistently show that when both paid and unpaid labor are considered, the overall workloads of men and women appear similar (Akram, 2020). This suggests that while women are tasked with both unpaid and paid work, they do not necessarily work longer hours than their male counterparts (Li et al., 2021).

The delineation between professional and familial responsibilities is characterized by the concept of boundary permeability. This term describes the degree to which an individual can be physically engaged in one role while simultaneously being mentally involved in another (Zhu, 2021; Li et al., 2021). Empirical studies have shown that the demands associated with

various roles can exert influence in a directional manner, leading to detrimental consequences across different domains as a result of role permeability (Li et al., 2021).

Ashforth et al. (2000) propose a boundary theory that emphasizes the importance of role integration, which facilitates a flexible and permeable distinction between professional and personal domains. The blurring of this boundary simplifies the transitions between different roles (Ashforth et al., 2000). For teleworkers with the autonomy to schedule their work, it is common to find themselves engaging in work-related tasks within their personal spaces. These individuals may choose to physically embody one role while simultaneously adopting the psychological or behavioral aspects of another. This level of freedom enables them to navigate between roles as they deem appropriate. An illustrative example of this is the decision to pause a personal activity in order to address a work obligation (Ashforth et al., 2000).

According to role theory, participation in multiple roles is structured within a hierarchy, where roles are actively constructed rather than passively performed. At the top of this hierarchy are the most critical, prominent, and salient roles. While most individuals possess various identities, the significance of these identities can vary (Junça-Silva & Freire, 2022). The salience of a specific role is influenced by two primary factors: the extent of an individual's engagement with that identity and the strength of their connections with others who share the same identity (Junça-Silva & Freire, 2022). Role salience reflects an individual's emotional investment in a particular role, as well as the time and effort they commit to excelling in that role. An individual's connection to a specific role entails a profound psychological focus on the activities associated with it (Junça-Silva & Freire, 2022). Although most individuals embody multiple identities due to their social roles, these identities can vary in significance or salience (Li et al., 2021), with work and family roles often being the most salient for working individuals (Zhu, 2021; Li et al., 2021)

Roles primarily guide behavior, and an individual's internalization of a role enhances its significance (Junça-Silva & Freire, 2022). While identity represents the internal aspect of role identity, the role itself embodies the external dimension. Roles are interconnected and are best comprehended in relation to counter-roles, similar to identities (Lim et al., 2021). As noted by Lim et al. (2021), "The role identity husband does not stand in isolation but presupposes and relates to the role identity wife." Consequently, it is essential to evaluate the concept of "self-in-role" as an object of self when analyzing role identity. This study aims to determine whether employees with children identify more strongly with the role of mother compared to that of employee. Although it is vital to acknowledge the unique attributes of working mothers, a comprehensive understanding of their assumed identity is imperative. Parents in the workforce frequently struggle to balance their professional responsibilities with personal life, influenced by the demands from their jobs, partners, or children (Akram, 2020).

The more prominent the maternal role is in a woman's self-concept, the greater the time and energy she will invest in it, as it reflects her identity (Akram, 2020). Working mothers are often labeled as "super-women" or "super-mothers" by family and friends, whose expectations and actions reinforce the social roles of both mother and employee (Zhu, 2021; Li et al., 2021).

. The theoretical foundations of work-family conflict, having previously examined its significance for individuals, families, and organizations. Although role theory is primarily credited with establishing the theoretical framework for this conflict, other perspectives such as conservation of resources, demands and resources, and life-course theories have also contributed to its understanding. Role theory emphasizes the subjective nature of conflicting demands arising from work and family roles, whereas conservation of resources theory centers on individual strategies for safeguarding against resource depletion.

The demands-and-resources framework typically concentrates on job-related factors, highlighting the interplay between job demands and available resources, although it

occasionally incorporates family resources. In contrast, conservation of resources theory underscores the proactive measures individuals take to maintain their resources, while the demands-resources approach focuses on how perceptions of the work environment influence conflict. Lastly, the life-course perspective enriches the study of work-family conflict by incorporating historical, social, and familial contexts.

Conservation of resource Theory

The Conservation of Resources theory posits that a person's behavior is significantly affected by the processes of resource acquisition and depletion (Hobfoll, 1989; Hobfoll et al., 2018). According to this framework, individuals are motivated to obtain, maintain, cultivate, and protect the resources they deem valuable (Mehmood et al., 2021). In situations where there is a perceived threat of resource loss, individuals actively seek to acquire, retain, and safeguard their cherished resources (Hobfoll, 1989). The experience of stress becomes inevitable when critical resources are at risk of being lost, have already been lost, or have not been successfully acquired (Hobfoll et al., 2018). Individuals who possess a greater abundance of resources tend to be less vulnerable to the adverse effects of resource loss and are more adept at resource acquisition. Conversely, those with limited resources often find themselves in a detrimental cycle of resource depletion when faced with demands for resource utilization, which exacerbates their consumption of available resources (Buchwald and Hobfoll, 2004; Halbesleben et al., 2014; Hobfoll, 1989).

Work-family conflict is often understood as a form of stress within the framework of conservation of resources theory (Hobfoll, 1989). Individuals striving to manage the competing demands of their professional and familial responsibilities may face the potential loss of vital resources, such as time and energy, which can result in stress, a key aspect of work-family conflict (Grandey & Cropanzano, 1999). The conservation of resources theory posits that (1) individuals aim to acquire and safeguard valuable resources or conditions, and (2) stress arises

when there is a threat of resource loss, particularly when the investment of resources fails to yield additional gains (Hobfoll, 1989). This theory underscores the importance of protecting resources, including a healthy marriage, leisure time, personal well-being, self-control, financial stability, and practical family support in managing work-related tasks (Hobfoll, 1989). Furthermore, individuals can accumulate resources by excelling in their roles, which may lead to promotions, increased compensation, or enhanced self-esteem. Nevertheless, the adverse effects of resource loss are generally more significant than the benefits derived from resource acquisition (Hobfoll, 2001).

In the context of conservation of resources theory, various coping strategies for work-family conflict have been identified. One such strategy involves the cross-domain allocation of resources to mitigate potential losses. For instance, when individuals encounter challenges at work (e.g., subpar performance) or at home (e.g., caring for an ill child), they may feel compelled to allocate additional resources to address these issues, which can heighten stress in one area and potentially affect the other (Grandey & Cropanzano, 1999) or deplete resources available for the alternative domain (Halbesleben, Harvey, & Bolino, 2009). Another coping mechanism arises when individuals devote substantial resources to their work or endure ongoing, minor losses without any compensatory resource gains, leading to personal burnout (Hobfoll, 2001). A third mechanism involves proactive coping, where individuals take measures to safeguard against future resource depletion, characterized by anticipatory efforts.

Resource Drain Theory

Morris and Madsen (2007) posited that the transfer of resources from one domain to other results in a diminished availability of those resources within the original domain, a phenomenon attributable to the finite nature of resources such as money, time, or attention. Bakker et al. (2009) contended that this observation underscores a negative correlation between the spheres of work and family. The rationale behind this assertion is that the allocation of

resources to one domain inherently reduces the resources that can be devoted to another, thereby leading to decreased engagement in the latter. Additionally, Edwards and Rothbard (2000) noted that resources may also be allocated to other areas, such as personal interests or community activities, which are not directly associated with either family or work. Resource drain theory refers to the transfer of resources from one domain to another; because resources are limited (time, money, and attention), available resources in the original domain are reduced (Junça-Silva & Freire, 2022). Resources can also be shifted to other domains that are not work and family related, such as community or personal pursuits (Jung, & Yoon, 2015).

Compensation Theory

Compensation theory refers to the efforts intended at countering negative experiences in one domain through increased efforts for positive experiences in another domain. An example would be a dissatisfied worker focusing more on family than work, thus reallocating human resources (Li et al., 2021). According to Mahesar et al. (2020), compensation can be viewed in two broad categories: supplemental and reactive. Supplemental compensation happens when positive experiences are insufficient at work and are therefore pursued at home. Reactive compensation occurs when negative work experiences are made up for in positive home experiences (Jung, & Yoon, 2015). In other words, according to compensation theory, there is an inverse relationship between work and life, so workers attempt to satisfy voids from one domain with satisfactions from the other (Zhu, 2021; Li et al., 2021). Mahesar et al. (2020), also found a compensatory relationship between work and life roles for employed. Whereas Hussain (2021), avert that women who experienced negative affect from family were more engaged with their work, consistent with a compensation story.

The volume of research focused on the mechanisms linking work and family has notably increased, primarily due to transformations in conventional family structures (Junça-Silva & Freire, 2022). The literature surrounding work and family consistently emphasizes how

individuals' behaviors, attitudes, and experiences can permeate and affect both work and family spheres. Linking mechanisms refer to the connections that exist between work and family constructs, which are only meaningful when work and family are understood as conceptually separate entities (Al-Alawi et al., 2021). The advent of modern technology has served as a significant linking mechanism, enhancing interpersonal communication. These technological advancements have empowered individuals to engage in conversations regardless of time and location, functioning as a spillover mechanism from work to family (Akram, 2020). As a result, such innovations have increasingly blurred the lines between designated work and family time, thereby heightening the likelihood of spillover between these domains (Zhu, 2021; Li et al., 2021).

Enrichment Theory

Enrichment theory refers to the degree to which experiences from instrumental sources (skills, abilities, values) or affective sources (mood, satisfaction) improves the quality of the other domain (Al-Alawi et al., 2021). Yang et al. (2018), defined enrichment as "the extent to which experiences in one role improve the quality of life in the other role", and reported that employees perceive that their work and life roles enrich each other. Mangadu Paramasivam (2015), used the term instrumental to characterize this notion, which states that good work outcomes lead to good life outcomes and vice versa.

The concept of work-family enrichment is increasingly gaining attention within the realm of work-family research (Akram, 2020). Research by Yang et al. (2018) indicates a positive relationship between work-family enrichment and an individual's satisfaction across various domains, including marriage, life, family, and employment. The role accumulation theory proposed by Yang et al. (2018) and the expansionist theory articulated by Hussain (2021) offer valuable perspectives on the enrichment process. According to role accumulation theory, individuals opt to engage in multiple roles, which in turn provides them with diverse

rewards. These rewards may encompass privileges associated with roles, reduced stress, and enhanced status (Li et al., 2021).

Work-family conflict represents a specific type of inter-role conflict that arises when the demands related to one's work responsibilities clash with those associated with family obligations (Greenhaus & Beutell, 1985). A fundamental premise of work-family conflict is that the expectations and requirements of professional life—such as extended working hours or travel commitments—often stand in opposition to familial responsibilities, which may include tasks like picking up a child from school to facilitate their participation in extracurricular activities or assisting a sick parent who is unable to drive. When the various roles an individual occupies, such as those in the workplace and at home, become misaligned, it leads to role conflict (Kahn et al., 1964). Work-life conflict broadens the concept of work-family conflict by acknowledging that professional obligations can disrupt other personal roles and interests beyond family. These additional roles may encompass social interactions, physical fitness, military commitments, educational pursuits, personal time for rest and recuperation (Kossek, 2016), community service, or involvement in religious activities. Although work-family conflict continues to be a significant concern for numerous employees, a notable issue in contemporary research is the tendency of scholars to conflate various forms of non-work-related conflict within the work-family framework (Wilson & Baumann, 2015). As a result, some researchers, including Siegel, Post, Brockner, Fishman, and Garden (2005), have adopted the term "work-life conflict" to capture the broader spectrum of non-work demands that individuals face, which extend beyond familial obligations. In this discussion, we will use the terms work-family conflict and work-life conflict interchangeably, unless specified otherwise.

The expansionist viewpoint contends that participation in various roles can yield the resources that capture energy, which is then allocated to other roles (Jung & Yoon, 2015). In

light of both role accumulation theory and the expansionist paradigm, Lim et al. (2021) have recently proposed a detailed theoretical model of work-family enrichment. This model asserts that enrichment takes place when resource gains, such as rewards and energy from one role (notably, the work role), improve performance in another role (the family role). A variety of resources—including interpersonal skills, emotional and physical characteristics such as confidence and resilience, a flexible work schedule, and tangible benefits like financial assistance and gifts—are essential to the work-family enrichment process (Al-Alawi et al., 2021).

The conflict arising between professional and familial responsibilities has been consistently associated with negative outcomes, including diminished job satisfaction and increased burnout (Hussain, 2021). Conversely, an emerging body of research highlights the positive effects of reciprocal enrichment between work and family spheres, leading to enhanced organizational commitment and overall well-being (Jung & Yoon, 2015). These findings imply that the roles of work and family can mutually benefit one another through the transfer of positive experiences from one domain to the other (Zhu, 2021; Li et al., 2021). Work-family enrichment, or facilitation, is defined as the extent to which experiences in one role positively influence and improve the quality of life in another role (Akram, 2020).

The work-family enrichment theory emphasizes not only the beneficial aspects of engaging in multiple roles, as noted by Li et al. (2021), but also recognizes the conditions that may lead to distress rather than satisfaction in these roles. Nevertheless, further exploration is necessary to comprehend the fundamental motivations behind individuals' involvement in various roles that could result in enrichment or satisfaction. Given the scarcity of research focusing on the positive dimensions of integrating work and family responsibilities, it is essential to pursue additional studies informed by alternative theoretical frameworks. An increasing body of literature is emerging on topics such as social support and job

characteristics, including workload and flexibility, which may shed light on whether holding multiple roles is advantageous for individuals (Al-Alawi et al., 2021).

There exists a limited research focusing on the internal factors within individuals that could enhance the comprehension of the advantages associated with participation in multiple roles (Jung & Yoon, 2015). These unexamined factors represent internal mechanisms that influence the degree to which individuals experience positive spillover rather than negative spillover. For instance, one potential reason for the beneficial aspects of engaging in various roles may lie in the extent to which such participation fulfills an individual's essential psychological needs for autonomy, competence, and social connection (Akram, 2020). The theory of needs serves as the foundation for self-determination theory.

Integration Theory

Integration theory refers to the holistic view that a healthy system of flexible and permeable boundaries can better facilitate and encourage work-life and community-life domains (Zhu, 2021; Li et al., 2021). Hussain (2021), acknowledged that integration theory best portrays the incorporation of additional contextual elements, such as community, into the body of knowledge concerning work and life. Integration calls for contemporary understandings that retool traditional work-life paradigms, making all stakeholders (employers, workers, and communities) active partners with equal voices in the formation of a holistic model of work-life balance (Al-Alawi et al., 2021). Mahesar et al. (2020), believed that an approach to work and family that includes all parties and shared responsibility will yield better results in both domains than solutions shaped in isolation.

Life-Course Perspective

The life-course perspective, as articulated by Li et al. (2021), offers a distinctive framework that incorporates concepts such as historical time, transitions, and linked lives to analyze work-family conflict. The notion of historical time, along with social context, reflects

the evolution of workforce dynamics and career trends over the years. Modern employees are increasingly unlikely to remain with a single organization for their entire careers, and they experience less job security compared to their counterparts from earlier decades. However, they tend to have greater flexibility in determining their retirement timing, opting for adaptable work arrangements like reduced hours and telecommuting, while actively seeking a balance between work and family responsibilities (Soomro et al., 2018). In light of these historical and life-course transformations, it is reasonable to anticipate shifts in the processes related to work-life conflict.

Various factors can influence the dynamics of family-work or work-family conflict. Elements such as working hours, workload, marital status, and the number of children can contribute to an uneven distribution of responsibilities between family and professional roles (Zhu, 2021; Li et al., 2021). For example, the number of children is linked to increased time demands and stress within family settings, whereas work experience tends to correlate negatively with work-family conflict. The commitment to familial relationships and the number of children play significant roles in shaping family-work conflict, while factors such as work commitment, salary, and professional experience influence work-family dynamics. These variables collectively impact an individual's overall life satisfaction (Li et al., 2021). Additionally, personal characteristics, individual traits, stressors, spousal support, and the nature of work-family or family-work conflict further affect job satisfaction and personal health metrics (Jung & Yoon, 2015). Research indicates that the adverse effects of family-work conflict are becoming increasingly common, to the extent that they can significantly disrupt an individual's overall life (Hussain, 2021). Individuals experiencing dissatisfaction in their family lives often struggle to maintain focus at work, leading to diminished success, which in turn adversely affects their family life (Al-Alawi et al., 2021).

The life-course perspective, as articulated by Elder (1998), offers a distinctive framework for analyzing work-family conflict through concepts such as historical time, transitions, and linked lives. The notion of historical time and social context highlights the evolution of workforce dynamics and career expectations over the years. Modern employees are increasingly unlikely to remain with a single organization for their entire careers, and they often experience less job security compared to their predecessors. However, they tend to have greater flexibility in determining their retirement timing, opting for arrangements like reduced hours and telecommuting, all while striving for a balance between work and family responsibilities (Greenhaus & Kossek, 2014). In light of these historical and life-course transformations, it is reasonable to anticipate shifts in the dynamics of work-life conflict. Research by Blair-Loy (2003) indicates that younger female executives report lower levels of work-family conflict than their older counterparts, a trend attributed in part to their greater likelihood of outsourcing domestic tasks. Additionally, the concept of transition sheds light on how evolving family responsibilities can influence work-life conflict. For instance, the childcare needs of a newborn differ significantly from those of an adolescent, necessitating varied resources. Moreover, as the elderly population increases, many individuals find themselves providing informal care for aging relatives. Such elder care obligations may postpone retirement to secure financial and healthcare benefits, potentially leading to decreased job satisfaction and heightened conflict (Dentinger & Clarkberg, 2002). Lastly, the concept of linked lives enables researchers to explore the ripple effects of work-family conflict among family members (Westman, 2001). For instance, a husband's work-related stress can adversely affect his wife's perception of work-family balance (Fagan & Press, 2008). Conversely, positive crossover effects may arise when support from a partner alleviates an individual's work-family conflict (Becker & Moen, 1999; van Daalen, Willemsen, & Sanders, 2006; Thorstad).

Job Demand Resource Theory

The Job Demands-Resources Theory, introduced by Demerouti and colleagues in 2001, posits that the various elements of a job can be classified into two primary categories: job demands and job resources (Bakker & Demerouti, 2007). Job demands encompass factors such as role conflict, uncertainty in job responsibilities, and performance pressures that can deplete an individual's energy. Conversely, job resources are beneficial aspects that promote professional growth, including supportive family dynamics, physical health, leadership encouragement, and autonomy in the workplace. The COVID-19 pandemic has profoundly disrupted the work-life balance of educators, a profession characterized by high demands that can exhaust available resources and result in conflicts between work and family life. Teachers who engaged in remote instruction, the workload during high-stress periods, such as examination times, necessitates greater personal resource allocation, which is perceived as a significant burden (Delanoeije et al., 2019; Rasoolet et al., 2021; Syrek et al., 2022). This strain is particularly evident in the substantial time commitment required for teaching tasks that demand concentration beyond regular class hours. However, the flexibility afforded by remote work environments can provide valuable job resources to employees.

The issue of work family conflict is increasingly becoming an important concern in contemporary society, with a substantial number of both men and women indicating that their work obligations disrupt their family responsibilities (Glavin & Schieman, 2012). This conflict is on the rise due to evolving demographic trends in work family structures in the United States and globally. Factors contributing to this trend include a higher participation rate of mothers with children under 18 in the workforce, escalating elder care responsibilities stemming from an aging population, and a growing involvement of men in family caregiving, particularly in developed Western nations (Kossek & Distelberg, 2009; Kossek & Ollier-Malaterre, 2013).

Additionally, the proliferation of technology has blurred the boundaries between work and personal life, as personal electronic devices enable constant connectivity to both work and family matters around the clock (Kossek, 2016). Work-family conflict impacts a significant portion of the global population, affecting not only those with children but also single individuals and those without dependents, as everyone has familial ties or relationships that can be influenced by work demands (Casper, Weltman, & Kwesiga, 2007). Furthermore, the repercussions of work-family conflict extend beyond the individual, as research indicates that such conflicts can affect colleagues at work (O'Neill et al., 2009) and family dynamics (Westman, 2001).

Outcomes of Work-Family Conflict

Every organization and business wants to be successful and have desire to get constant progress. The current era is highly competitive, organizations regardless of its size, technology and market focus are facing employee retention challenges, and among them, another challenge that is faced by the organizations is work family conflict. Work family conflict is considered to be an important issue of today business world (Zhu, 2021; Li et al., 2021).A huge portion of literature on work and family highlights the antecedents and consequences of work-family conflict (Akram, 2020). The phenomenon of work-family conflict is associated with numerous significant outcomes in both professional and personal domains. These outcomes encompass various work-related factors such as job satisfaction, commitment to the organization, and employee turnover. Additionally, family-related outcomes include levels of marital and family satisfaction. Furthermore, work-family conflict can impact physical health, manifesting in physical symptoms and influencing eating and exercise habits. Psychological health is also affected, with implications for stress levels and depressive symptoms, ultimately influencing overall life satisfaction (Al-Alawi et al., 2021).

Work family conflict significantly impacts various aspects of an employee's work life. For instance, it can lead to decreased job satisfaction, where employees feel less fulfilled and engaged in their roles. This dissatisfaction often translates into intentions to leave a position, as individuals may seek employment that better accommodates their family responsibilities or offers a more supportive work environment. Research indicates that when employees experience high levels of WFC, they are more likely to contemplate resignation, which can create a cycle of turnover that disrupts organizational stability and increases recruitment and training costs (Allen and Armstrong 2006).

Research has shown that work–family conflict is among the top ten stressors, resulting in a significant decline in both individual and organizational performance. This stress often leads to withdrawal from work and the profession as a whole. While the relationship between work–family conflict and turnover intention is well-documented in hospitality literature, there has been a lack of studies examining the simultaneous effects of WFC on both the physical and psychological aspects of work withdrawal behavior. Work withdrawal behavior encompasses psychological withdrawal, such as low job involvement, and physical withdrawal, which includes lateness, absenteeism, and turnover intention. The progression of work withdrawal is notable, with lateness representing a less severe form and turnover being a more critical issue. It is essential to analyze all forms of work withdrawal behavior, as minor instances can escalate into more serious issues over time. For example, tardiness and absenteeism for personal reasons may indicate that employees are overwhelmed by other responsibilities that they prioritize over their work. Work–family interferences often exemplify such scenarios. Lateness not only increases the workload for colleagues but also adversely affects employee morale, yet it remains underexplored despite its significant consequences. Additionally, some employees may feel compelled to attend work even when dealing with personal challenges, such as caring for a sick child. In such cases, they may struggle to concentrate fully, leading to psychological

distancing and low job involvement, which can reduce productivity by over one-third. Therefore, it is posited that employees may respond to WFC with a range of behaviors rather than a singular response, such as turnover. Early interventions can assist organizations in recognizing initial signs of withdrawal, such as lateness, before these behaviors escalate to turnover, which represents the final stage of withdrawal.

The initial focus of academic research on work-family conflict primarily centered on the tensions that arise between employees' professional responsibilities and their personal lives. This area of study emerged in response to the growing recognition that the demands of work and family can often be at odds, leading to significant stress and dissatisfaction in both domains. Greenhaus and Beutell (1985) were among the pioneers in this field, defining "work-family conflict" as a phenomenon resulting from a misalignment between an employee's obligations in the work and family spheres. They posited that when the demands of one domain interfere with the ability to fulfill responsibilities in the other, it creates a cycle of stress that can adversely affect both personal and professional life. This foundational definition has served as a cornerstone for subsequent studies exploring the complexities of work-family dynamics. Building on this initial framework, Frone et al. (1992) further categorized work-family conflict into two distinct dimensions: work interference with family and family interference with work. This bifurcation allowed researchers to better understand the specific ways in which work and family obligations can clash, providing a more nuanced perspective on the issue (Frone et al., 1992).

However, contemporary scholars have expanded this framework, arguing that the conflicts individuals face extend beyond the traditional dichotomy of work and family to encompass a broader range of life domains, including personal relationships, social commitments, and self-care activities. This methodological evolution has gained traction among international researchers, reflecting a growing recognition of the multifaceted nature of

work-life interactions. For instance, Palumbo (2020) conducted research that highlighted the unique challenges faced by women engaged in telecommuting, revealing that they often experience heightened difficulties in managing the work-life interface. The study found that educational attainment negatively impacted work-life balance, suggesting that higher levels of education may lead to increased work demands or expectations that complicate the ability to juggle multiple roles effectively. Additionally, the research indicated that age and health were positively correlated with individuals' capacity to navigate the complexities of work and life interactions, suggesting that as individual's age and maintain better health, they may develop more effective strategies for managing these competing demands. Further contributing to this body of knowledge, Matthews (2010) explored the perceptions of individuals aged 29-45 regarding work-family conflict. The findings indicated that this age group tends to perceive work as more intrusive to family life, highlighting a significant concern for those in the midst of career development and family formation. Notably, the study revealed that family interference in work was particularly pronounced in this demographic compared to other age groups, underscoring the unique challenges

Work family benefits play a crucial role in shaping organizational dynamics and outcomes, as they are closely associated with positive organizational results. These benefits serve as a vital mechanism for alleviating work-family conflict, which can arise when the tasks of work and family life clash, leading to distress and dissatisfaction among employees. By providing support in this area, organizations can enhance overall job satisfaction, which is essential for maintaining a motivated and productive workforce.

Despite the recognized importance of work family benefits, the specific ways in which these benefits influence employee experiences and organizational performance are not entirely clear. This ambiguity suggests that further exploration is needed to fully understand the underlying mechanisms at play. Work family benefits are often viewed as contextual factors

that provide essential resources for employees, enabling them to better manage their responsibilities and commitments both at work and at home. Moreover, these benefits are frequently seen as a positive outcome of family-friendly policies implemented by organizations. Such policies are designed to create a supportive work environment that acknowledges the importance of family life and the diverse needs of employees. By fostering a culture that values work-life balance, organizations can significantly enhance employee job satisfaction, which in turn can lead to improved retention rates, higher levels of engagement, and increased productivity. To effectively address the competing demands that employees face in balancing their family, work, and personal lives, organizations often adopt flexible working arrangements. These arrangements can take various forms, including telecommuting, flexible hours, and job-sharing, among others. By implementing family-friendly initiatives, organizations can create a more adaptable work environment that allows employees to tailor their work conditions to better suit their individual needs and circumstances. Flexibility, in this context, is typically understood as either a formal policy established by the organization or as an outcome resulting from the family-friendly strategies developed by human resources departments (Matthews, 2010).

This flexibility is essential for enabling employees to navigate their responsibilities effectively, thereby reducing stress and enhancing overall job satisfaction. As highlighted by Tran et al. (2023), the integration of flexible working arrangements into organizational practices is a key component of fostering a supportive workplace culture that prioritizes the well-being of employees while simultaneously driving organizational success. Work-family balance is integral to promoting a healthy work-life balance, enhancing job satisfaction, and contributing to favorable organizational outcomes. By understanding and leveraging these benefits, organizations can create a more supportive and productive work environment that meets the diverse needs of their employees.

Beyond the workplace, work-family conflict also affects personal life and relationships. Employees grappling with work-family conflict may experience strained marital relationships, diminished familial bonds, and overall life dissatisfaction. The stress of balancing work and family obligations can lead to feelings of inadequacy in both domains, resulting in a negative impact on personal well-being. This strain can manifest in various ways, including reduced quality time with family, increased conflicts at home, and a general sense of unhappiness in life outside of work (Allen & Armstrong, 2006).

The challenges posed by work-family conflict often culminate in significant stress-related outcomes. Employees may find themselves juggling multiple responsibilities, leading to psychological strain and burnout. The constant pressure to meet both work and family demands can result in adverse health effects, such as anxiety, depression, and physical health issues. This stress not only affects the individual but can also have ripple effects on their families and workplaces, contributing to a toxic cycle of low morale and productivity (Allen & Armstrong, 2006).

Addressing work-family conflict issues effectively has proven crucial in enhancing employees' emotional commitment and productivity while simultaneously reducing turnover rates. Organizations that implement supportive policies, such as flexible work arrangements and family-friendly benefits, can foster a more engaged workforce. Research by Wood and de Menezes (2008) and Daverth et al. (2016) underscores the importance of these interventions, demonstrating that when employees feel supported in managing their work and family lives, they are more likely to exhibit higher levels of commitment and lower turnover intentions. Global research has established a positive correlation between work family conflict and turnover intentions, as well as between family-work conflict and turnover intentions.

The phenomenon of work-family conflict significantly influences various outcomes, including dissatisfaction with both professional and personal life (Kossek & Ozeki, 1998). It is

associated with reduced organizational engagement, diminished resources allocated to work, increased interpersonal conflicts, role ambiguity, and higher rates of absenteeism and tardiness (Allen et al., 2000; Frone, 2003; Kossek & Ozeki, 1998). Additionally, it contributes to dissatisfaction within family life and deterioration of familial roles (Frone, 2003), as well as a decline in marital relationships (Matthews, Conger & Wickrama, 1996). The implications extend to psychological stress, a decline in physical health, and the emergence of chronic health issues (Frone, 2003). Furthermore, work-family conflict adversely affects sleep quality and disrupts eating habits (Devine et al., 2006).

The research conducted by Pleck and colleagues (1980) highlights a significant relationship between the demands associated with both physical and mental work and the various manifestations of work-family conflict. This correlation suggests that as the intensity and complexity of work increase, so too does the likelihood of individuals experiencing conflicts between their professional responsibilities and family obligations. Goode (1960) further elaborated on this concept by introducing the idea of role conflict, which he argued is a pervasive issue affecting all facets of life. He framed role conflict as a challenge related to the allocation of energy and skills, emphasizing the importance of managing these resources effectively to prevent burnout and mitigate stress. In addition to the intrinsic demands of work, external factors also contribute to workplace stress. Burke et al. (1980b) identified several significant stressors, including fluctuations in the work environment, involvement in territorial activities, communication-related stress, and the intellectual demands placed on employees. These stressors can exacerbate the challenges individuals face in balancing their work and family lives, further complicating the dynamics of work-family conflict. The influence of societal norms and expectations, particularly regarding gender roles, has been a focal point in understanding work-family dynamics.

Ferree (1990) argued that these societal constructs serve as predictors of individuals' perspectives on gender roles, shaping how responsibilities are divided within households and workplaces. Huber and Spitz (1983) contributed to this discourse by examining how resources such as income, education, and occupational status impact the prestige and status dynamics between spouses. Their findings suggest that when couples possess higher levels of these resources, there is a tendency to reduce the prevalence of passive and monotonous household tasks, thereby promoting a more equitable distribution of responsibilities. Despite the fact that the standard workweek is not rigidly enforced, it remains a common practice in many workplaces (Harriman, 1982). The increasing participation of women in the workforce has prompted organizations to adapt by offering flexible work arrangements that cater to family needs (Wiatrowski, 1990). This shift is significant, as it acknowledges the dual roles many women play as both employees and caregivers. Silver and Frances (1994) posited that the growing availability of flexible job options allows women to better integrate their work and family responsibilities, potentially alleviating the conflict that arises from competing obligations. Moreover, the demands of modern businesses have led to the creation of numerous flexible employment opportunities designed to reduce operational costs and adapt to evolving labor requirements (Silver and Frances, 1994)

It can be argued that work and family constitute the two most significant aspects of life, with individuals assuming distinct roles within each domain. The traditional family structure, characterized by male breadwinners and female caretakers responsible for child-rearing and household duties, is undergoing transformation, leading to changes in individual responsibilities (Akram, 2020). Consequently, the roles individuals occupy in both professional and domestic settings may experience conflicts (Soomro et al., 2018). At times, the demands of work can hinder family roles, while in other instances, family obligations may impede professional responsibilities (Li et al., 2021). These dynamics are often framed within the

concept of "work-family conflict." A survey by the American Psychological Association (The Harris Poll, 2022) reveals that two-thirds of adults in the United States consider the economy and work to be major sources of stress. Furthermore, nearly half (41%) voiced specific worries regarding job security, and a significant majority (55%) reported experiencing stress related to their family obligations.

The phenomenon of work-family conflict significantly influences various outcomes, including dissatisfaction with both professional and personal life (Kossek & Ozeki, 1998). It is associated with reduced organizational engagement, diminished resources allocated to work, increased interpersonal conflicts, role ambiguity, and higher rates of absenteeism (Allen et al., 2000; Frone, 2003; Kossek & Ozeki, 1998). Additionally, it contributes to dissatisfaction within family life and deterioration of familial roles (Frone, 2003), as well as a decline in marital relationships (Matthews, Conger, & Wickrama, 1996). The implications extend to psychological stress, a decline in physical health, and the emergence of chronic health issues (Frone, 2003). Furthermore, work-family conflict adversely affects sleep quality (Williams et al., 2006) and disrupts eating habits (Devine et al., 2006).

The phenomenon of work-family conflict is intricately linked to a variety of significant outcomes in both professional and personal domains. These outcomes encompass various work-related factors such as job satisfaction, organizational commitment, and employee turnover. Additionally, family-related outcomes include marital satisfaction and overall family contentment. Furthermore, work-family conflict can impact physical health, manifesting in physical symptoms and influencing eating and exercise habits. Psychological well-being is also affected, with implications for stress levels and depressive symptoms, ultimately influencing overall life satisfaction (Allen & Armstrong, 2006; Allen et al., 2000; Grandey & Cropanzano,

1999; Kossek, Lautsch, & Eaton, 2006; Kossek & Ozeki, 1998; Netemeyer, Boles, & McMurrian, 1996).

Conflicts between occupational work and private life have a high societal importance because they are associated with negative subjective outcomes, including physical and mental health. The work family conflict appears, even based on the collaborative initial assumption between spouses in the family, when managing major family decisions (e.g., the decision as to whether one partner should accept a job or promotion that would require family relocation) or simple daily decisions (e.g., the decision as to who has to leave work to pick up the child from school)

Studies explored the antecedents and outcomes of inter-role conflict. Generally, conflict outcomes can be grouped together in two categories: job-related outcomes and person-related outcomes. Research findings are consistent that work-family conflict is strongly associated with dissatisfaction at work and home, along with reduced feelings of well-being (Zhu, 2021; Li et al., 2021)

Previous studies viewed the phenomenon of work-family conflict as a static construct. Few studies were done in past to see the longevity of the effects produced by work-family and family-to-work conflict. A panel study was conducted based on 20 years 20-year-long-term relationship between work-family conflict and four well-being variables i.e. perceived health, self-esteem, income and family support and the mediating effect of change in perceived control. Results of the study revealed that family-to-work conflict change, but not work-to-family conflict. (Al-Alawi et al., 2021).

The issue of work-family conflict is increasingly significant in contemporary society due to its profound implications for various domains, including professional, familial, and individual well-being. This conflict affects essential outcomes related to employment, family dynamics, and personal life. Specifically, it influences work-related factors such as job

satisfaction, commitment to the organization, and employee turnover. Additionally, it impacts family-related outcomes, including marital and family satisfaction, as well as personal health outcomes that encompass both physical health indicators, such as symptoms and lifestyle behaviors, and psychological well-being (Williams et al., 2006).

A study conducted in Southern Brazil revealed that the application of positive conflict resolution strategies serves as a predictor of high-quality marital relationships. This finding is particularly relevant in the context of issues related to financial matters, household responsibilities, and the amount of time couples spend together (Wagner et al., 2019). Additionally, intrinsic motivations and interpersonal relationships play a significant role in these dynamics (Ramzan et al., 2023). The influence of online work environments and media on both motivation and performance has also been noted (Chen & Ramzan, 2024). Furthermore, workplace stress has been shown to negatively impact overall quality of life (Javaid et al., 2023).

Conflictual situations can lead to feelings of bitterness, which may be alleviated through the practice of expressive writing (Javaid & Mahmood, 2023). The research conducted by the authors examined the relationship between work–family conflict and the quality of couple relationships. Utilizing a meta-analytic approach, the findings indicated a significant negative correlation between work–family conflict and the quality of couple relationships. Further analysis considered various factors, including gender, geographical region, parental status, dual-earner status, and the methodologies employed to assess work–family conflict and marital quality (Fellows et al., 2016). The diverse backgrounds and skills of working individuals contribute positively to the work environment (Khan & Javaid, 2023).

Health related Outcomes

Work-family conflict has captured increasing interest in the realm of workplace stress, often taking a toll on employee health. Maintaining a balance between work and family has

become a challenging task in today's industrialized societies, where demands from both spheres are on the rise. People are expected to juggle multiple responsibilities, dividing their time and energy between family and work (Fotiadis et al., 2019).

Mental health is a multifaceted concept that encompasses a wide range of emotional, psychological, and social dimensions that contribute to an individual's overall well-being. It is not merely the absence of mental illness but rather a state of flourishing that allows individuals to cope with the stresses of life, work productively, and contribute to their communities. Various factors influence mental health, including stress levels, genetic predispositions, lifestyle choices, and environmental conditions. For instance, chronic stress can lead to anxiety and depression, while a supportive social network can enhance resilience and coping mechanisms.

Genetic factors may predispose individuals to certain mental health conditions, while lifestyle choices such as diet, exercise, and sleep patterns can significantly impact mental well-being. Additionally, environmental conditions, including socioeconomic status, access to healthcare, and exposure to trauma, play a critical role in shaping mental health outcomes (Cullen et al., 2020). The importance of mental health extends beyond individual well-being; it is integral to overall health and functioning. Good mental health enables individuals to manage their emotions, maintain healthy relationships, and make sound decisions. It is essential for effective communication, problem-solving, and the ability to adapt to change. Conversely, poor mental health can lead to a range of negative outcomes, including decreased productivity, impaired social interactions, and an increased risk of physical health problems.

In the last ten years, the physical and mental wellbeing of employees has emerged as a significant concern for many nations (Schaufeli, 2017). This focus stems from the direct association of wellbeing with considerable societal costs, including medical expenses, disability payments, and early retirement (OECD, 2021). Recently, this interest has grown,

particularly due to a spike in resignations across the U.S. and Europe, indicating that employees are seeking to enhance their wellbeing in the workplace (Cook, 2021). Therefore, understanding which work-related psychological factors can either support or hinder wellbeing, along with the potential mechanisms linking them, has become a critical global priority. The global Omicron/COVID-19 crisis has further underscored this need (e.g., Tamin et al., 2021)

Previous research has primarily concentrated on mitigating the effects of work-family conflict on several variables, including organizational support (Keoboualapheth et al., 2017), job satisfaction (Ford et al., 2007), leadership (Hil & Bartol, 2016; T. Matthews et al., 2013), exhaustion (Y.-S. Chen & Huang, 2016), and the relationship between work-family conflict, work-family dynamics, and work stress (Lu et al., 2017; Smith et al., 2018), job control (Golden, 2013), burnout (Montgomery et al., 2003), and turnover intention (Lu et al., 2017). Despite the progress made in this field, researchers studying work-family issues still lack a thorough understanding of how components of psychological well-being and psychological safety relate to employee job performance.

Decades of research documents that experiences at work and at home intersect with short- and long-term repercussions for employee health. Work-family conflict can impair mental health and psychological well-being; it has been associated with more burnout, depression, and anxiety, as well as lower life satisfaction. Work-family conflict can also have significant effects on physical health, including poorer sleep and perceived health, as well as higher cardio metabolic risk (Al-Alawi et al., 2021).

The ongoing mental health crisis within higher education remains a pressing concern. The onset of the COVID-19 pandemic in 2020 initiated rapid and unprecedented transformations in both teaching methodologies and student support services, which, during

the peak of lockdown measures, transitioned entirely to online formats. This shift imposed additional pressures on a workforce already vulnerable to declining mental health, with numerous higher education professionals reporting significantly extended working hours and facing expectations from management to uphold "business as usual" (Wray & Kinman, 2021). Emerging research indicates that the pandemic has exacerbated the prevalence of chronic stress and burnout among staff, while also revealing deep-seated inequalities; women, individuals with caregiving responsibilities, ethnic minority staff, and those employed under precarious contracts particularly BAME (Black, Asian, and Minority Ethnic) academics are at an elevated risk for adverse mental health outcomes (Dougall et al., 2021).

These findings resonate with Heffernan's (2021) international review of student evaluations of higher education courses and teaching (SETs), which demonstrates that these widely accepted metrics exhibit bias against women and ethnic minorities. Discrimination has also been identified concerning academics' age, disability, sexual orientation, and physical appearance (Cramer & Alexitch, 2000; Worthington, 2002). Heffernan's research underscores not only the initial stress and anxiety that these SETs can provoke among marginalized academics but also the long-term implications for their mental health and wellbeing, as such evaluations are often utilized to assess performance and influence decisions regarding hiring, promotion, and termination. The challenges of experiencing poor mental health are further intensified for staff from BAME communities, who encounter obstacles in accessing culturally relevant psychological support and face a shortage of healthcare professionals from diverse backgrounds (Arday, 2022).

Workers with high levels of work-family conflict, experience increased physical and mental health risk, decreased job performance, easy distraction at work, and more incidents of work withdrawal behaviors (e.g., tardiness, absenteeism, and turnover), which may lead to

lower satisfaction with life due to emotional exhaustion, reduced personal accomplishment and depersonalization. The more the conflict among work roles, the greater the chances that stress will spill over and cause negative behaviors. 'Negative affectivity' is an individual's tendency to experience high levels of subjective distress, depression, nervousness, anxiety, and feelings of anger, contempt, disgust, and fear.(Akram,2020)

Well-being acts as a protective factor against social isolation and depression (Fernandez-Abascal et al., 2021). One dimension of well-being is its occupational aspect, defined by the absence of negative experiences such as anxiety, psychological stress, and job burnout in working individuals (Nouri Kaab et al., 2016). Furthermore, research has shown that opportunities for advancement in one's job are another significant factor in enhancing occupational well-being. Limited opportunities for growth and advancement in the workplace lead to dissatisfaction and decreased wellbeing, as individuals' efforts and attitudes towards their progress in the organization play a role in their perception of occupational well-being (Homayouni et al., 2019). Another occupational function related to occupational well-being is the quality of work life (Farokhbakhsh et al., 2019). In other words, quality of work life is defined as the balance between work and personal life, satisfaction with the physical work environment, job satisfaction, a sense of control in workplace decision making, absence of stress, and having overall well-being and comfort at work (Fontinha et al., 2019).

A study conducted on traditionally employed and two types of self-employed workers found that work family conflict could result in sleep disturbances, sleep hours and physical health complaints among employees (Al-Alawi et al., 2021). Work-family conflict was found to be one of a significant predictor of burnout along with work pressure, work stress (Jung, & Yoon, 2015).

Research conducted on primary and secondary school teachers investigated the role of work-family and family to work conflict that teachers went through. Results indicated that

teachers who were experiencing mental and physical fatigue due to work related responsibilities found it difficult to do well at home. As well as a continuous, trouble at home effects the work life of the teachers (Li et al., 2021). In another study family and work satisfaction among teachers working in higher education institutions in south India was investigated. Results shows the mediating role of work family balance on work family conflict and satisfaction at work (Al-Alawi et al., 2021)

Work-family balance is hard to sustain in organizations due to increasing demands at work and in family settings. Individuals are asked to manage multiple roles simultaneously, allocating their resources between work and family (Soomro et al., 2018). Work-family conflict is a psychological phenomenon of imbalance between work and home life (Hussain, 2021). The most common stressors conducive to occurrence of work-family conflict are job burnout, dissatisfaction, work stress, long working hours, and role conflict (Zhu, 2021; Li et al., 2021). Work overload and stressful events caused by the work environment (Zhu, 2021; Li et al., 2021) may physically and emotionally exhaust an employee in a way that it gives rise to work-family conflict (Al-Alawi et al., 2021)

The current study aimed to investigate the health related outcomes of work-family conflict among teachers of higher education institutions. Health of an employee's plays a major role in determining the efficiency and performance of the employees in any organization. Strain from work and family related conflict may lead to poorer physical and psychological health issues. Few studies have investigated the impacts of work-family conflict on the physical and mental health of the employees and that too on western cultures.

Higher and stricter standards are being implemented for faculty performance evaluations across the world. To boost research output, many universities have established substantial research awards. This quantitative evaluation approach, driven by administrative authority, has compelled faculty members into an "academic tournament" (Ren & Liu, 2021).

In the short term, this skewed academic competition may effectively motivate faculty to publish more papers and obtain additional funding. However, in the long run, it significantly increases stress related to evaluations and promotions, which could undermine their intrinsic motivation for teaching and research, posing a risk to the quality of talent development and academic investigation. Moreover, heightened organizational demands often necessitate that faculty devote considerable time to their work, resulting in a spillover effect that can adversely affect their personal lives and overall well-being.

Due to the changing nature of the globalized economy organizations operate by work intensification as reported in Australia (Mahesar et al., 2020), Europe (Li et al., 2021), Malaysia (Ismail & Teck-Hong, 2011), and other parts of the world. The globalized economy is characterized by changing technology, job designs, and cost-cutting measures leading to intensification of work. Organizations tend to have a lean staff who need to work more hours. The long working hours have an adverse effect on the health and overall efficiency of the teachers. Many studies have focused the impacts of work-family conflict and its outcomes but there is a gap in literature on the supportive role of organizations and families in minimizing the outcomes of work-family conflict. In the increasingly competitive academic circumstance, faculty's well-being may be declining (Xin et al., 2021). To sum up, it is more and more important to explore the possible factors that can contribute to enhance the faculty's well-being in higher education institutions.

Role of Organizational Factors

Organizational support is crucial for individuals striving to balance their work and family responsibilities effectively (Zhu, 2021; Li et al., 2021). Within this framework, three forms of organizational support are particularly relevant: supervisor support, organizational policies, and flexibility concerning time and job demands. Support from spouses and supervisors can be categorized into two distinct types: instrumental and emotional support

(Akram, 2020). Instrumental supervisory support involves the provision of direct assistance and guidance aimed at helping employees navigate their family responsibilities (Li et al., 2021). Supportive supervisors play a vital role in shaping the organization's work-family policies (Hussain, 2021). Conversely, emotional supervisory support encompasses empathetic listening, sensitivity to work-family challenges, and genuine concern for the well-being of employees and their families (Akram, 2020).

Another important organizational factor that can contribute to reduce the possible outcomes of work family conflict is organizational structure. Organizations can be mechanical with more formalization and centralization or they can be organic with decentralized structure offering more autonomy to the employees. In centralized organizational structures, most decisions and control take place within the highest levels of an organization—for example, senior leaders or governing bodies. Centralizing decision making, ensuring coherence and coordination across several units or departments. On the other hand, it can also result in bureaucratic inertia, slow decision-making process and limited discretion for some sub-units (Clark 2015). Decentralized organizational structures, on the other hand — meaning that decision-making authority and autonomy are spread out across many different parts of an organization—create greater flexibility as well innovation because more people have been endowed with problem-solving power.

At the organizational level, the management of work family conflict (Workplace Flexibility and Culture) encompasses both structural and cultural dimensions, which are critical for fostering a supportive and productive work environment. The structural dimension refers to the formal human resource policies and initiatives that an organization implements to create a conducive workplace. This includes practices such as offering employees workplace flexibility, which allows them to balance their professional responsibilities with personal commitments. Such policies are designed to enhance job satisfaction and improve overall

employee well-being, thereby contributing to higher levels of engagement and productivity. On the other hand, the cultural dimension involves the informal aspects of the workplace, particularly the support that employees receive from their managers and colleagues. This support can manifest in various ways, such as mentorship, encouragement, and recognition of employees' efforts.

A positive organizational culture that emphasizes collaboration and mutual respect can significantly enhance employee morale and foster a sense of belonging within the organization. The strategies that address these structural and cultural dimensions are grounded in the resource-based view and strategic human resource management practices. This theoretical framework posits that an organization's human resources are a vital source of competitive advantage. By investing in the development of employees through targeted training, career development opportunities, and supportive policies, organizations can ensure their long-term prosperity and adaptability in a dynamic business environment. In this context, genuine organizational support is essential for protecting employees and promoting their well-being. Research has shown that when employees perceive that their organization genuinely cares about their welfare, they are more likely to exhibit higher levels of commitment and loyalty. This support can take various forms, including flexible work arrangements, mental health resources, and open lines of communication between staff and management. Such initiatives not only enhance employee satisfaction but also contribute to a more resilient workforce.

Moreover, clearly articulated human resource policies and practices, along with robust organizational support, play a crucial role in fostering organizational commitment among employees. When employees understand the expectations and resources available to them, they are more likely to feel valued and engaged in their work. This sense of commitment can significantly mitigate turnover intentions, as employees are less likely to seek opportunities elsewhere when they feel supported and appreciated in their current roles. In summary, the

effective management of both structural and cultural dimensions within work family conflict is vital for creating a thriving organizational environment. By prioritizing genuine support and clear policies, organizations can cultivate a committed workforce that is not only dedicated to their roles but also aligned with the long-term goals of the organization. This holistic approach to human resource management ultimately leads to enhanced employee satisfaction, reduced turnover, and sustained organizational success.

At the organizational level, the management of work family conflict encompasses both structural and cultural dimensions. The structural dimension pertains to formal human resource policies and initiatives, such as providing employees with workplace flexibility, while the cultural dimension involves informal aspects, including support from managers and colleagues (Daverth et al., 2016; Feeney & Stritch, 2019). Grounded in the resource-based view and strategic human resource management practices, strategies that address these dimensions are designed to develop employees for the long-term prosperity of the organization (Mescher et al., 2010). In this context, genuine organizational support is essential for protecting employees (Kossek et al., 2011; Moideenkutty et al., 2011; McCarthy et al., 2013; Braun & Peus 2018; Kulik, 2019). Clearly articulated human resource policies, practices, and organizational support foster organizational commitment and mitigate turnover intentions (Nichols et al., 2016; Yu, 2019).

The second element of organizational support encompasses policies aimed at alleviating the conflict between work and family responsibilities for employees. Family-friendly policies encompass a range of services, such as flexible work schedules, job sharing opportunities, and childcare facilities. These policies are intended to aid individuals in organizing their commitments to both work and family (Jung & Yoon, 2015). The third aspect of organizational support focuses on the challenges posed by time constraints and the rigidity

of job roles. Organizational time demands pertain to the quantity and adaptability of working hours.(Zhu, 2021; Li et al., 2021). A consequence of heavy organizational time demands is work overload which, coupled with long work hours, leads to an increase in work-family conflict (Hussain, 2021).

A significant category of social support pertains to childcare. Childcare assistance is a crucial element of this support, particularly for dual-career couples with young children and single mothers. One of the main reasons women exit the workforce is the inability to secure appropriate childcare options (Al-Alawi et al., 2021). Research indicates that satisfaction with childcare support correlates with lower levels of work-family conflict among women (Zhu, 2021; Li et al., 2021).

Environments that support family needs within the workplace play a crucial role in alleviating work-to-family conflict (Lim et al., 2021). The prevalence of various work-family policies, such as flexible work arrangements, family leave, and assistance for dependent care, has often been used as primary indicators of such supportive environments. Nevertheless, the effectiveness of these policies may be undermined by the prevailing work-family culture within organizations, which can deter employees from utilizing these benefits due to concerns about potential negative impacts on their career progression (Soomro et al., 2018). Consequently, some researchers contend that a more accurate measure of a family-supportive environment is the perceived accessibility of work-family policies, rather than merely the quantity of policies offered (Li et al., 2021).

Cross-cultural research on the work–family interface suggests that cultural values underpin the experience of work–family conflict and its impact on employees’ job attitudes (Mahesar et al., 2020). Studies shows that performance is usually affected by work-family conflict (Yang et al., 2018). The work-family conflict occurred when one of the roles in a job

demands or need more attention than a role in a family. However, not all of them can align roles in a job and family, which ends in a work family conflict (Akram, 2020)

Numerous studies have investigated the relationship between work schedules and work-family conflict. Research by Lim et al. (2021) focused on various work arrangements that effectively alleviated the workload of employees. The findings revealed that individuals who adopted flexible schedules and flextime reported higher job satisfaction and experienced reduced work-family conflict, leading to enhanced quality time and relationships with their children. Key factors influencing work-family conflict include work-related demands and resources, such as the total hours worked, the meaningfulness of the work, and time constraints. Consequently, it is crucial for organizations to not only advocate for flexible working hours and schedules but also to incorporate additional forms of employee autonomy that can help employees navigate their work-family conflict (Al-Alawi et al., 2021).

Various studies have explored the antecedents, mediators/moderators, and outcomes associated with work-family conflict; however, scholars face challenges in establishing causal relationships due to the predominance of cross-sectional designs. While certain longitudinal investigations have substantiated some causal links among antecedents, work-family conflict, and its consequences (Li et al., 2021), other research has indicated the presence of reciprocal or inverse relationships. For instance, a one-year longitudinal study conducted by Lim et al. (2021) revealed that work-family conflict and well-being indicators (including job satisfaction, family satisfaction, and physical health) at the initial time point influenced each other at the subsequent time point. Additionally, another study demonstrated that general distress was a predictor of work-to-family interference six months later, whereas work-to-family interference did not serve as a predictor of general distress over time (Zhu, 2021; Li et al., 2021). There is a pressing need for further longitudinal research to elucidate the causal mechanisms underlying work-family conflict.

Evidence has pointed out the importance of the individual, work, family, and organizational factors in explaining why conflict occurs work and family roles. Individual variables known to contribute WFC to an employee included the age, education, gender, race, job role, and work location (Yang et al., 2018). Irregular shift work, unpaid leave, work overload, longer shifts length, high job pressure, and job insecurity were some of the work attributes previously reported in the literature which explains the propagation of WFC (Akram, 2020).

Burgeoning evidence indicated that unreasonable work duration and work schedule during weekends was strongly linked to higher incidence of clash between work and family roles, while unreasonable workloads were noted to affect the time required to fulfill job role, thus reducing time to accommodate family-related responsibilities (Li et al., 2021).

Conversely, flexible work arrangements, job sharing, reasonable salary, quality co-workers/physician relationship, adequate career growth and development opportunities, adequate resources to complete the job, job appreciation, and adequate autonomy in patient care significantly reduced the prevalence of WFC (Al-Alawi et al., 2021).

Occupational health psychology promotes labor risk prevention, intervening both on the organization and on the person, but also on the work-family interface. It seeks the goodness-of-fit among these dimensions to reduce psychosocial risks on occupational health and concurrently to improve organizational efficacy. The effect of psychosocial stressors at work does not remain within the working sphere, as it also extends to personal life. This permeability between family and work scopes has produced work-family conflict (WFC) to be one of the psychosocial risks receiving more attention during the past years (Zhu, 2021; Li et al., 2021).

Individuals may experience conflict between their work and home roles due to limited time, high levels of stress, and competing behavioral expectations (Yang et al., 2018). Although most of the work-home research has focused on how work variables affect home from the point

of view of the conflict between the two spheres (Akram, 2020), organizational psychology also begins to study how family variables affect job performance and satisfaction.

High levels of overload mean that an individual has too many role demands and obligations, but is unable to perform them all effectively (Yang et al., 2018). Individuals who perceive their workload to be high and to vary on a day-to-day basis would often complain of fatigue, tension, and depression. Such mental symptoms produce emotional strain, which then leads to higher levels of work-family conflict. Research evidence indicates that role overload has a positive relationship to work distress. Hussain (2021), found that work overload was significantly and positively related to work-life conflict, but significantly and negatively related to work performance. Researchers have confirmed the relationship between women's self-efficacy in work and parental roles and work-family conflict and role overload (Al-Alawi et al., 2021).

Second, Akram, (2020) evaluated an intervention targeting supervisors' support for family and personal life in 12 grocery store sites. The training described how supervisors could demonstrate support for employees' family and personal lives, with a self-monitoring activity to help supervisors practice supportive behaviors. Work family conflict was investigated as a moderator of the intervention effects, rather than as a primary outcome. Yang et al. (2018), found that employees with high family-to-work conflict at baseline who worked in stores that received training reported higher levels of job satisfaction and physical health and lower turnover intentions than did similar employees in control stores, whereas employees who began with low levels of family-to-work conflict reported lower job satisfaction and physical health and higher turnover intentions than did similar employees in control stores. The intervention may have created a negative backlash among workers who did not feel company resources were used to benefit them, and supervisors' attention to workers with high family-to-work conflict may have frustrated other employees (Akram, 2020).

Some research suggests there is a looping effect, namely, an exhausted supervisor may engage in abusive behaviors toward his subordinates by either bullying them or withholding essential resources from them, making a working environment hostile and thus diminishing psychological safety (Zhu, 2021; Li et al., 2021). Consequently, resource losses in some individuals may trigger resource losses in others, and this depletion of psychological capital induces general distress.

Previous studies showed moderate or high levels of manager support among teachers (Jung, & Yoon, 2015). Although the perceived manager support is generally important for teachers in many aspects, it appears to be even more so during the pandemic. Similarly, an Indonesian study during the pandemic indicated the need for adequate manager support among teachers (Li et al., 2021). The current study is intended to explore the extent to which organizational support may buffer the outcomes of work-family conflict. The exploration of the phenomenon on teachers sample will provide the importance of institutional factors as well as the research avenues for new dimensions of managing WFC and ultimately improve individual's lives.

Role of Family Factors

Characteristics of familial roles that necessitate significant time investment in family-related activities can lead to work-family conflict. Research by Yang et al. (2018) indicated that married individuals reported elevated levels of work-family conflict compared to their unmarried counterparts. Additionally, Al-Alawi et al. (2021) found that parents experience greater work-family conflict than non-parents. The demands associated with child-rearing are particularly pronounced for many working mothers and fathers. Hussain (2021) corroborated this finding, noting that parents face heightened work-family conflict relative to non-parents. The prevailing notion that parents should dedicate time to their children aligns with an idealized vision of family unity, compelling many parents to feel a duty to achieve this standard (Zhu,

2021; Li et al., 2021). In their efforts to maximize time with their children, many parents undertake considerable measures. Nevertheless, a growing number of employed parents encounter challenges in allocating adequate time for their children due to various factors. Often, time spent with children is intertwined with household responsibilities or social engagements, allowing parents to manage multiple obligations simultaneously (Akram, 2020). Ultimately, despite the accelerated pace of family life, many parents perceive a deficiency in the time available for their children due to work obligations, thereby exacerbating work-family conflict.

The domestic environment can significantly impact the workplace atmosphere. Research indicates that conflicts between family and work can adversely affect the health and overall well-being of employees (Beauregard, 2006; Peeters et al., 2005). Such conflicts may arise from various factors, including discord between personal and familial obligations, insufficient support from partners, an overwhelming number of household responsibilities, the presence of infants, and a high child count. These issues can lead to detrimental outcomes in the professional setting (Greenhaus & Beutell, 1985). The most prominent consequences include job dissatisfaction, tardiness, absenteeism, and diminished job performance (Kirchmeyer & Cohen, 1999).

The rise in work-family conflict can be primarily attributed to the growing involvement of women in the workforce, particularly among those who are parents (Hussain, 2021). The existing literature presents mixed findings regarding the differential experiences of work-family conflict between genders. While Duxbury and Higgins (1992b) reported no significant differences in the levels of work-family conflict faced by men and women, Hussain (2021) indicated that women tend to experience greater work-family conflict compared to their male counterparts. The question of whether women endure higher levels of work-family conflict in terms of both intensity and frequency remains a topic of debate. Additionally, positive

crossover effects may arise, as support from a partner can mitigate individuals' work-family conflict (Al-Alawi et al., 2021).

In contemporary society, the distinction between professional responsibilities and family life is increasingly blurred, particularly evident in the contexts of dual-income households and single-parent families (Van der Lippe, 2007). Consequently, the significance of work–family issues has escalated. This situation underscores the necessity for practices and behaviors that support family commitments, enabling employees to balance their obligations in both work and personal spheres (Hammer et al., 2013; Kelliher & Anderson, 2010). Recent studies have highlighted the rise of a novel leadership approach characterized by family-supportive supervisor behaviors. The existing body of literature predominantly examines the outcomes and implications of such behaviors (Qing et al., 2021; Rofcanin et al., 2018, 2020). Nevertheless, there remains a substantial gap in understanding the relational factors that precede these behaviors and the mechanisms that prompt supervisors to adjust the frequency and intensity of their family-supportive actions in a dynamic context.

Family functioning encompasses the effective emotional connections among family members, the application of family rules, communication practices, and the management of external events (Fang et al., 2004). Consequently, it reflects the dynamic intelligence within a family unit and the manner in which a family fulfills its roles (Chui & Wong, 2017). This concept pertains to the interactions and collaborations among family members aimed at achieving shared objectives and outcomes (Morris & Blanton, 1998; Yuan et al., 2019). Various factors can influence family functioning, including family structure, socioeconomic status, life events, familial relationships, and the evaluative phases of the family (Morris & Blanton, 1998; Schnettler et al., 2020; Shek & Liu, 2014).

As noted by Ryan et al. (2005), family functioning is dynamic and primarily relates to the quality of family life, which encompasses the well-being, competencies, strengths, and

weaknesses of its members (Shek, 2002). Education represents a fundamental aspect of human societies, with teachers playing a pivotal role in this essential endeavor. Educators strive to establish a foundation for individual and societal development through education and talent cultivation. Understanding the factors that influence the quality of teachers' work is crucial for achieving these objectives (Abbasi Hajari & Neissi, 2021). The teaching profession is among the most significant and sensitive roles within society, profoundly affecting both the present and future societal landscape. Numerous studies across various nations have focused on enhancing the quality of life for educators. The critical role that teachers play in guiding and shaping the future leaders of society is widely acknowledged. Nevertheless, there has been a notable increase in the number of individuals transitioning from teaching positions to other careers or opting for early retirement each year (Bardel et al., 2019).

The number and ages of children significantly impact the work-family conflict experienced by working parents. An increase in the number of children typically correlates with heightened pressure, responsibilities, and demands placed on parents. Specifically, the presence of young children in the household may contribute to increased work-family conflict, as these children necessitate substantial time and commitment from their parents (Yang et al., 2018). Nevertheless, empirical research has not consistently validated a direct relationship between the ages of children and work-family conflict (Akram, 2020).

Hussain (2021), indicated the social support of spouses and families is able to moderate work-family conflicts with job stress negatively and significantly. The results of the study show that high family support from spouse and family can reduce job stress. Dahm et al. (2013), study also shows family support that is able to moderate work-family conflicts with job stress negatively and significantly. The importance of family support from spouse and family is also explained by Junça-Silva and Freire (2022) research, which explains that to female executives, support from spouses significantly results in the progress and balance of career and family for

the women. Research review by Hussain (2021), also mentioned that the support of the husband is very important for women who have a career as an entrepreneur. The existence of family support becomes an effective means for career women to be successful in performing their roles both in the career and in the household (Li et al., 2021). Among the family factors, the focus of current study is on family system, marital status, and number of dependents in the family.

Blair-Loy (2003) found that younger cohorts of female executives reported less work-family conflict than older cohorts, partly because they are more likely to hire someone to do domestic chores. Second, the concept of transition also helps us to understand how changing family demands over time may affect work-life conflict processes. For example, the childcare demands for a newborn baby are quantitatively and qualitatively different from those of an adolescent and may require different types of resources. Furthermore, with the growing elderly population, more people provide informal care to elder family members. These elder care responsibilities may delay retirement to ensure financial and health care coverage, which in turn decrease job satisfaction and increase conflict (Li et al., 2021). Third, the concept of linked lives allows researchers to examine the crossover effect of family member strain from work-family conflict (Yang et al., 2018). For example, husbands' work stress can decrease the sense of work-family balance in wives (Akram, 2020).

Family-role strain is often equated with the challenges of balancing employment responsibilities with child-rearing duties. Parenthood is identified as a significant factor within the family domain that can lead to conflicts with professional obligations (Jung & Yoon, 2015). The dynamics of marital status, the work-related stress experienced by a partner or spouse, and the care of dependent elderly relatives and children have increasingly emerged as critical concerns for working individuals (Al-Alawi et al., 2021). Consequently, many working adults

find themselves managing eldercare responsibilities during the peak periods of their own child-rearing phases.

One of the human motivations is the feeling of belongingness to a group. During the course of life human beings are tied to their families and work (Greenhaus & Powell, 2016). Maintaining these social roles is challenging and leads to work-family conflict. Previous studies revealed that teachers are largely struggling to maintain work-work balance as they are required to manage the complex and competing demands of the institutions. However, while maintaining the balance between work life and family life, teachers are vulnerable to experience work-family conflict. However, it is important to study work-family conflict and family-work conflict separately as both have their own antecedents and outcomes (Babic et al , 2020)

Over the years, the extended family has provided the needed support with regard to childcare and housework, with domestic workers primarily drawn from the informal networks supplementing it. However, the extended family support is shrinking (Li et al., 2021). Moreover, domestic workers have become increasingly unreliable (Akram, 2020). However, few researchers have attempted to identify stressors with regard to gender, young children, working in a highly stressful occupation such as teaching, and urban settings where extended family support is dwindling. In this study, we explored the role of family factors along with organizational factors that can contribute to affect the relationship between work-family conflict and its outcomes. Family factors are found to be another important indicator of the employee's life. Family support can act as a cushion in reducing the impacts of work-family conflict and the outcomes related to the overall health of an individual.

A significant number of adults are postponing parenthood to focus on their professional development (Mahesar et al., 2020). However, research by Yang et al. (2018) indicates that older, more experienced parents tend to encounter less work-family conflict compared to their

younger counterparts. This phenomenon may be attributed to the greater resources that older parents typically possess, enabling them to manage the dual demands of work and family more effectively. Additionally, older parents often find themselves in more stable life circumstances and enjoy greater financial independence than younger parents.

Consequently, the trend of increasing parental age may contribute to a reduction in work-family conflict (Li et al., 2021). The marital status of individuals is a critical factor to examine when assessing family role strain. For instance, a spouse who provides a reliable income enhances the financial stability of the household, whereas an unemployed partner may impose a financial strain, leading to heightened conflict (Yang et al., 2018). Furthermore, the extent to which a spouse participates in household responsibilities can significantly influence the level of strain experienced between work and family obligations (Elliott, 2003).

Work-Family Conflict among Teachers/Faculty of Higher Education Institutions

The teaching profession is widely regarded as high-risk due to its inherent complexities and challenges, which encompass factors such as competition among colleagues, standardized performance metrics, heightened accountability, and immediate evaluations (Acton & Glasgow, 2015; Capone & Petrillo, 2020). Historically, it has been assumed that teachers, as professionals, possess the capacity to manage their own well-being, resulting in a significant neglect of teacher well-being in both research and practical applications (Tarrasch et al., 2020; Viac & Fraser, 2020). As demands for accountability and academic rigor have intensified, researchers and stakeholders have increasingly focused on the priorities teachers must address in their roles, such as enhancing the quality of instruction and improving student outcomes, often at the expense of recognizing the importance of teacher's wellbeing. (Dreer & Gouasé, 2021; Hascher & Waber, 2021).

Individuals employed in the education sector are evidently not exempt from the detrimental impacts on mental health and wellbeing that the pandemic has inflicted on the

broader population. Evidence from the COVID-19 Mental Health and Wellbeing Surveillance: Report (GOV.UK, 2022), which compiles data from the UK Household Longitudinal Study (UKHLS), indicates that key workers—those in essential roles such as healthcare and education—were more likely to experience negative effects. The report highlighted that from March 2020 to February 2021, key workers consistently reported elevated levels of depressive and anxiety symptoms compared to their non-key worker counterparts. Furthermore, a survey conducted by the UK's teachers' union, NASUWT (2022), found that 81% of teacher respondents had faced work-related stress in the previous year, with nearly half (48%) indicating that their job had impacted their physical health.

The effectiveness of higher education is fundamentally dependent on the presence of skilled and dedicated instructors, whose expertise and commitment play a crucial role in shaping the educational experience of students. The level of job satisfaction among these educators significantly influences their commitment to their roles, the quality of instruction they provide, and their overall dedication to fostering a positive learning environment. When instructors are satisfied with their jobs, they are more likely to engage deeply with their students, innovate in their teaching methods, and contribute positively to the academic community. Conversely, dissatisfaction can lead to disengagement, reduced effectiveness in the classroom, and a decline in the overall educational experience for students. In recent years, academics have found themselves increasingly compelled to prioritize their professional responsibilities due to the rapid growth and expansion of educational institutions. This pressure often results in a neglect of familial duties, as educators struggle to balance the demands of their careers with their responsibilities at home (Adebola, 2005).

The tension between work and family life can create significant stress for faculty members, impacting their well-being and, consequently, their performance in the classroom. The ongoing transformations within the workplace, driven by technological advancements,

changing student demographics, and evolving educational paradigms, introduce new challenges for occupational health. One of the most pressing issues arising from these changes is work-family conflict (WFC), which has emerged as a critical and researchable factor in understanding the experiences of educators. WFC stems from the competing demands of family and professional obligations, leading to stress and burnout among faculty members (Byron, 2005).

This conflict not only affects the personal lives of educators but also has implications for their professional effectiveness and the quality of education they provide. Faculty members serve as essential conduits for imparting knowledge and skills to learners, and their well-being is directly linked to the success of their students. The dynamic nature of the educational landscape has notably reshaped the roles, responsibilities, and activities of teaching professionals within educational institutions. As educators navigate these changes, they are required to adapt to new teaching methodologies, engage with diverse student populations, and incorporate technology into their instruction. This evolution necessitates ongoing professional development and support for faculty members to ensure they can meet the demands of their roles while maintaining a healthy work-life balance. In conclusion, the effectiveness of higher education hinges on the presence of skilled and dedicated instructors who are satisfied with their jobs. The challenges posed by work-family conflict and the evolving educational landscape underscore the need for institutions to prioritize the well-being of their faculty.

Research conducted in Canada by Mountz et al. (2015) underscores the detrimental impact of the working conditions prevalent in neoliberal universities. The study contends that the demands placed on academics are often excessive, resulting in a psychological and physical burden that is both unreasonable and unsustainable. Additionally, the pervasive "counting culture" has fostered "intense, insidious forms of institutional shaming, subject-making, and self-surveillance" (Mountz et al., 2015, p. 1243). This environment ultimately undermines

collegiality and detracts from academics' ability to engage in more meaningful and valuable pursuits.

The wellbeing of university staff is profoundly influenced by various factors within the workplace, which in turn can lead to an increased prevalence of mental health issues among this demographic. Internal stressors, such as excessive workloads, a lack of autonomy, and a culture that prioritizes performance above all else, have become more pronounced in the wake of the COVID-19 pandemic. The transition to new operational methods necessitated by the pandemic has exacerbated these internal pressures, making it increasingly difficult for staff to manage their responsibilities effectively. Moreover, these internal challenges are compounded by external demands, including rigorous audits and performance evaluations that place additional strain on university staff. This combination of internal and external pressures is largely indicative of a misaligned and dysfunctional consumerist framework that pervades the higher education sector. The emphasis on market-driven principles often leads to a focus on metrics and outputs rather than the holistic development of both staff and students (Williams et al., 2006).

Kinman (2014) articulates the ongoing struggle faced by higher education professionals, who are often caught in a cycle of "doing more with less." This phrase encapsulates the reality that many staff members are expected to increase their productivity and output without a corresponding increase in resources or support. This scenario, while recognized as unsustainable, has become a defining characteristic of the higher education landscape, driven by the sector's market-oriented nature. As universities continue to navigate the complexities of a post-pandemic world, it is crucial to address these factors that contribute to staff wellbeing. Failure to do so not only jeopardize the mental health of university staff but also undermines the overall effectiveness and quality of education provided to students. Therefore, a reevaluation of the operational frameworks and cultural norms within higher

education institutions is essential to foster a healthier, more sustainable work environment for all staff members.

Over the past few decades, significant economic and social changes have led to a profound transformation in family structures. These changes have seen a shift from large, extended families to smaller, nuclear families, and from consanguineous relationships—where family ties are based on blood relations—to marital relationships that emphasize partnership and companionship (Lee et al., 2022).

Additionally, there has been a notable transition from patriarchal family systems, where power and authority are predominantly held by male figures, to more egalitarian structures that promote shared responsibilities and decision-making between partners. In this evolving landscape, conflict can be defined as the tension or struggle that arises between opposing forces, issues, responsibilities, values, and ideas (De Dreu et al., 2004). This definition is particularly relevant in the context of modern family dynamics, where individuals often find themselves juggling multiple roles. When individuals are required to fulfill the roles of parent, spouse, and employee simultaneously, conflicts between work and family frequently emerge. The effective execution of each of these roles necessitates considerable time and effort, which can lead to feelings of being overwhelmed. As a result, disruptions between work and family life can occur, creating a cycle of stress and dissatisfaction (Seneca, 2001).

The struggle to balance these competing demands is a common experience for many individuals. Conflicts frequently arise between work and family domains as individuals continuously attempt to balance and satisfy their personal needs and objectives. The pressure to excel in the workplace while also being present and engaged at home can create significant strain. An increase in responsibilities—whether due to career advancement, the addition of family members, or other life changes—can sometimes give rise to new challenges and complications regarding family roles. Work-family conflict, commonly referred to as the clash

between various responsibilities such as work and family, is often instigated by employees themselves (De Janasz et al., 2013).

This conflict can manifest in various ways, including emotional exhaustion, decreased job satisfaction, and strained family relationships. As individuals strive to meet the expectations of their employers while also fulfilling their obligations to their families, the potential for conflict increases. These dynamics highlight the need for effective strategies and support systems that can help individuals navigate the complexities of modern life, ensuring that both work and family needs are met without compromising personal well-being. In conclusion, the transformation of family structures and the increasing demands of modern life have created a complex interplay between work and family responsibilities. Understanding the nature of these conflicts and their implications is crucial for developing effective solutions that promote a healthier balance (De Janasz et al., 2013).

Teachers' well-being should be a priority for educational institutions. Identifying the needs of teachers, provision of support and motivation, building trust, and giving hope for the future will certainly provide positive contributions. In addition to economic and societal impacts, this long-lasting pandemic is also associated with psychological effects, and platforms for providing psychological support to teachers are required. In this regard, more widespread availability of family counseling may be of significant help (Anderson et al., 2017).

The nineteenth and twentieth centuries witnessed the emergence of centralized bureaucratic structures within universities, influenced by the rise of scientific management principles, industrialization, and state intervention in higher education. This era saw the professionalization of academic management, the establishment of administrative hierarchies, and the codification of rules and regulations governing institutional operations. The post-World War II period marked a shift towards more complex and decentralized

management structures within higher education, driven by factors such as democratization, and the expansion of knowledge economies (Anderson et al., 2017).

The rise of industrialization and the emergence of the modern nation-state brought significant changes to higher education management structures. Universities became increasingly bureaucratic and centralized, adopting hierarchical organizational models inspired by principles of scientific management. Administrative offices were established to oversee functions such as admissions, registration, finance, and human resources. Academic management became professionalized, with the creation of specialized administrative roles, such as deans, department chairs, and registrars (Anderson et al., 2017). However, faculty governance and academic autonomy were often curtailed, as universities embraced a more top-down approach to decision-making and resource allocation.

Work-family conflict experienced by teachers should never be overlooked, particularly when one considers the facts that societal advances occur mainly through education and that teachers represent the main element of education. Furthermore, since the input and output of educational institutions consist of humans, it is very likely that work-family conflict of teachers may also affect their students. Although the literature search revealed many studies examining the work-family conflict among teachers (Akram, 2020) but little work is being done on teachers of higher education institutions.

Executives are challenged by the full-time work and at the end of each workday in a private Educational Institution; they carry more of the responsibilities and commitments to home as viewed by Yang et al. (2018). Their study highlighted the issues connected with work life balance of women in an educational institution and the factors that determine work life balance. Management of educational institutions needs to be conscious of this status of working women and periodically review the status.

As it has been seen, universities present themselves more as becoming members of a formal organizational actor which are an instance of generic global processes affecting both the public as well as the private business sectors (Ramirez, 2006). Turning to the components of formalization, it can be presumed that all of them are gradually rising in different types of universities in various countries. In other words, it is assumed that the rationalization of the university as an organizational actor with a more formal structure is a trend that takes place in connection with the globalization of education with universal principles and cross-national rankings. These expectations exert pressure on institutions to adhere to standard generic institutional ‘best practice(s), pressures that result in a comparatively high degree of institutional isomorphism (c.f. DiMaggio & Powell, 1983).

Stress and pressures, along with organizational change in universities have led to the increased importance of research in to the impact of perceived job stress, work-life balance and work-life conflict amongst academics yet, very few studies have examined academics’ ability to balance work and personal life, and overcome work-life conflict as viewed (Lim et al., 2021). Due to the well-documented relationship between stress and health, the influence of job stress on wellbeing was also investigated wherein perceived job stress (threat and pressure-type stressors) was found associated with poorer work-life balance, and increased conflict between academics’ work and personal lives. Perceived job threat-type stress made a stronger contribution and was a significant predictor of work-life balance and work-life conflict scores, than perceived job pressure-type stress. Perceived job threat-type stress among academics was also a significant predictor, associated with poorer wellbeing, and increased ill-being, but perceived job pressure-type stress was not related to academics’ wellbeing or ill-being

Female and male teachers may be differentially affected by the work-family conflicts. Females (Li et al., 2021) more frequently prefer teaching as a profession. On the other hand, as compared with their male counterparts, female teachers take significantly more

responsibility with respect to home labor and childcare. Several studies have reported that female employees assume more responsibilities in family life, resulting in a higher occurrence of work-family conflict (Zhu, 2021; Li et al., 2021). Particularly female teachers who are also mothers may experience more pronounced work-family conflict due to stress and uncertainty related to their responsibilities (Yang et al., 2018). Conversely, some authors have proposed that gender is either not associated or associated only with little effects on work-family conflict (Al-Alawi et al., 2021)

Many women opt for teaching, due to the supposedly less workload, in order to combine the two roles, with fewer conflicts. However, in reality, work family conflicts can occur in all, including teachers. Existing literature suggests that most of the research on work-family conflict ignores those in teaching profession.

A change in governance and management of the university sector driven by demography and political forces (Jung & Yoon, 2015), the work situations of academics have changed (Jaggwe, 2014). These changes seem to result in increased role overload, role conflicts, working hours and perceived stress (Yang et al., 2018), factors that may force employees into workaholic and work-family conflicts. Although Norwegian academics report higher job satisfaction than academics in most other countries (Akram, 2020), professors in Norway are less satisfied with research funding and assistance than their colleagues elsewhere, and they claim more often that their working conditions have worsened in recent years (Jung, & Yoon, 2015).

Research conducted during the pandemic has indicated that parents are subjected to cumulative stress as a result of COVID-19 (Jaggwe, 2014). Additionally, a study from China highlighted elevated anxiety levels among teachers, particularly noting that female educators exhibited even greater anxiety (Junça-Silva & Freire, 2022). However, recent pandemics reveal certain distinctions. Notably, women with children who are required to work from home often

struggle to achieve a satisfactory work-life balance (Jaggwe, 2014). Given that at least one parent must remain at home to care for children due to the closure of schools and kindergartens, the considerable burden placed on women is significant (Jung & Yoon, 2015). In this context, societal gender roles contribute to the work-family conflict faced by women.

On the other hand, organizational climate plays an important role in promoting employees' wellbeing. Higher level expectations from employees ultimately lead to workaholic behavior (Jaggwe, 2014). Based on descriptions of the changes in the university sector in recent decades and the consequences these changes have had on the organizational culture and working environment (Li et al., 2021), universities seem to have many conditions associated with both workaholic behavior, work-family conflict and poor mental health (Li et al., 2021).

Studies indicate that high role overload and role conflict affect workaholic and work-family conflict, whereas job resources contribute hardly anything when controlled for the effects of demands. This is confirmed by many other studies showing that workaholic is positively correlated with high demands (Akram, 2020) and that role overload and role conflict are the strongest contributors. Nasurden and O'Driscoll (2012), highlight the organizational culture's role in developing workaholic and expressed special concern about "overtime culture" in enterprises. Claiming that universities have an established culture for overtime work seems reasonable, and this culture has probably not been weakened during decades of diversification and uncertainty within the university sector (Li et al., 2021).

Work-life balance is vital to teacher effectiveness and satisfaction in the context of student learning. Researches have proved that a good quality work life balance results in the wellness of the faculty and improved student behavior. Moreover, good work life balance gives a feel of job satisfaction and helps to achieve higher retention rates in the institution (Yang et al., 2018). Over the course of the career, every teacher faces some difficulties in attaining

balance between professional and personal life due to lack of clear boundary between work and life because of flexibility of schedules. Moreover, during the previous decades the work pressures in academia have been constantly nationally and globally thereby creating many stressors. It has been argued that rising stressors in academia are ‘eroding’ the operating capabilities of universities (Jaggwe, 2014)

Very few studies have examined academics’ ability to balance work and personal life, and overcome work-life conflicts (Al-Alawi et al., 2021). Junça-Silva and Freire (2022) hypothesized that high levels of perceived job pressure stress and job threat stress would predict increased levels of work-life conflict, and decreased levels of work-life balance. Yang et al. (2018) found that in the education sector collaboration strategy is used in majority dimensions of organizational role stress that signifies that in the sector people wish to remain conflict and stress free as it is directly linked with the teacher performance in and outside the classroom that are part and parcel of their organizational environment.

Nasurdin and O'Driscoll (2012), highlighted the necessity of adopting work life balance policies for teachers teaching at different levels. Based upon the different elements especially with reference to government and private institution teachers, the study proposed a proper policy for work life balance. Since Quality of work, life has direct correlates with cost incurred on employees whether by inflow or outflow.

Universities must consider the importance of its employees and their overall life satisfaction by applying family friendly policies. If an employee with knowledge leave a company, the consequences for the company go far beyond the substantial costs of recruiting and integrating replacements and there is a significant economic impact when an organization loses any of its critical employees, especially given the knowledge that is lost with the employees’ departure. Yang et al. (2018), viewed that the cost of replacing workers can be considerable, and the specific workplace acquired skills and knowledge people walk away with

can take years to replace, therefore, quality of work life is essential component to retain the talent (Yang et al., 2018).

In normal times, the boundaries between work and non-work roles represent sites of potential tension that many people encounter in their everyday lives (Li et al., 2021). However, during pandemic, employees began working at home because of government dictates for social distancing, the abrupt shift in the nature of work-non-work boundaries generated potential shocks to role conflict. Although research on role conflict typically identifies the family as the primary domain of the “non-work sphere” (Li et al., 2021), some have encouraged broadening the scope to make it more inclusive for those without children (Akram, 2020). People who experience high levels of work-life conflict report that their work role prevents them from concentrating on important things in their family or personal lives, they have insufficient time or energy for the important people in their lives because of their job, and they feel like their work roles undercut their capacity to perform home-related roles

Work-Family Conflict during Covid-19 Pandemic

Amidst the COVID-19 pandemic, conflict between work and family roles has magnified in individuals’ private lives and in public discourse; perhaps a silver lining of the pandemic is that it put a spotlight on how incompatible work and family roles can be. Before the COVID-19 pandemic, work-family conflict (i.e., time-, strain-, and behavior-based inter-role conflict among US working adults had been increasing since the 1980s, with concomitant employment and family demographic changes. Manufacturing jobs declined while jobs in education, health care, professional services, and service industries grew. Today, fewer companies operate on a standard, daytime schedule, and the contract between employers and employees has become tenuous. (Al-Alawi et al., 2021)

The COVID-19 pandemic is first and foremost a health crisis and then quickly expanded to the economic, social life, and education sector of the global world (Yang et al.,

2018). In the education sector, China closed down pre-schools, schools, and universities and the Ministry of Education carried out the initiative of “suspension of classes without suspension” during the COVID-19 (Ministry of Education, 2020).

This initiative means that children and teachers are forced to stay at home, changing the way they learn and teach. When the educational place is transferred to the home, work and family processes are in the same space, which blurs the boundary between the work and family field, and ultimately leads to work-family conflict more easily. It has long been a challenge for women in the workplace, such as female teachers, especially those with children. A large number of studies have shown that female teachers face the challenge of work-family conflict (Akram, 2020). The pandemic is associated with increased workload of working women due to increased housework (Yang et al., 2018). This practice was followed by the rest of the world as well resulted in conflict between work and family roles.

Additionally, a higher prevalence of work-family conflict has been observed among female teachers in comparison to their male colleagues (Yang et al., 2018). According to a report from the United Nations Population Fund (UNFPA), the impacts of pandemics are experienced differently by men and women. Prior to the pandemic, female teachers already faced greater challenges related to work-family conflicts, suggesting that the potential for these conflicts to intensify within this demographic should not be overlooked.

Teachers hold a distinctive position in terms of work-family conflict. They should pursue continuing professional education and be continuous learners. Teaching as a profession with has impacts both in and out of the classroom. Such factors may lead to an imbalance between family and work life among teachers. Based on the results of a previous study by Yang et al. (2018), work-family conflicts are generally more intense among teachers as compared to family-work conflicts. Since this may be exaggerated during, the pandemic necessitating distance education.

Literature published before the pandemic on problems associated with distance education has identified difficulties in teacher-student communication and technological drawbacks (Akram, 2020). Again, research on distance education during the pandemic has reported similar issues (Li et al., 2021). Major determinants of the success of online education were the pedagogic as well as technological competence of the teachers (Al-Alawi et al., 2021).

Online education has become a vital weapon to fight against the COVID-19 epidemic in the world. A current study examined the associations among work overload, parenting stress, work-family conflict, and job satisfaction during the COVID-19. Seven hundred eighteen female pre-school teachers with children who worked online at home participated in the study. Female pre-school teachers reported that the COVID-19 has increased work overload and parenting stress. Moreover, work overload was negatively associated with job satisfaction via its positive association with work-to-family conflict. Parenting stress was negatively associated with job satisfaction via both family-to-work conflict and work-to-family conflict. The study contributes to a better understanding of the association among female pre-school teachers' work overload, parenting stress, work-family conflict, and job satisfaction. Our findings highlighted potential avenues for interventions aimed at balancing female pre-school teachers' work and family and improving their job satisfaction during the COVID-19 (Akram, 2020).

During the COVID-19, however, pre-school teachers do most of their work online, which is unfamiliar to pre-school teachers. Studies in other cultures have also found that teachers face difficulties with the use of online education technologies (Zhu, 2021; Li et al., 2021). In addition to the working platform, the unfamiliarity and increased work content are also challenging for the teaching profession. Although these are not the routine work content before the COVID-19 outbreak, pre-school teachers have to do these to check the health status of their students during the COVID-19.

Imer and colleagues (2014) identify several challenges faced by teachers engaged in remote work, including the lack of direct interaction with peers, insufficient prior experience in home-based work, diminished social interactions, difficulties in maintaining a work-life balance, challenges in concentrating on tasks, ergonomic concerns within the home environment, and inadequate or missing technological resources necessary for effective job performance. These negative impacts may be exacerbated by insufficient planning or motivation, unforeseen work demands, and a lack of comparable experiences.

Notably, the work-life balance highlighted by Brown et al. (2015) can pose a significant challenge, particularly in relation to traditional gender roles, leading to conflicts between work and family responsibilities. During the pandemic, teachers have expressed a need for information and support related to their educational and training activities. UNESCO has advocated for similar assistance for educators navigating the challenges posed by the COVID-19 pandemic, recognizing the essential role teachers play in maintaining educational continuity. Despite their critical position, teachers have reported experiencing pressure associated with the implementation of various distance education methods and tools. Such pressures may further exacerbate work-family conflicts, prompting school administrators to enhance support for teachers, potentially through the utilization of collaborative platforms, including live video conferencing.

Nasurdin and O'Driscoll (2012) suggested various platforms and resources aimed at enhancing educational activities during the outbreak for parents, educators, school administrators, and students, while also offering psychosocial support. In this context, the establishment of digital learning platforms and the provision of training in information technology for teachers could be beneficial. This technical assistance for educators may yield several advantages, including the enhancement of educational content and the alleviation of conflicts between family responsibilities and work obligations.

Academic Leaders (Deans, Department Chairs and Program Managers) they manage academic programs, faculty recruiting, course development and learning outcomes of student. Their responsibilities include academic leadership and the provision of faculty support, teaching/learning strategies that promote excellence in research as well as scholarship and service, as well academic integrity within their units.

The well-being of educators must be prioritized by educational institutions. Recognizing the needs of teachers, offering support and motivation, fostering trust, and instilling hope for the future will undoubtedly yield beneficial outcomes. Beyond the economic and societal repercussions, this prolonged pandemic has also led to psychological challenges, necessitating the establishment of platforms to deliver psychological support to teachers. (Soomro et al., 2018).

In a modern working environment characterized by new technology and work assignments extended to personal time, employees are expected to balance multiple roles while maintaining maximum productivity. Past studies analyzed work-family conflict and its connection to job performance, without adequate integration of psychological factors into the research model. This study aims to fill the gap and explain the impact of work-family conflict and psychological factors on job performance. To explore the association between work-family conflict and job performance and measure the effects on psychological safety and psychological well-being, an empirical study was conducted on a sample of 277 company employees in Bahrain (Al-Alawi et al., 2021).

Teaching as on date is one the most challenging and stress full profession and the stress among teachers is a contributor to illness as well as a cause for physical and mental health problems. It is the teacher in the classroom who inspires, cultivates and motivate for learning. A healthy work life balance is very essential for a teaching professional to be productive and

successful. Work-family conflict for teaching professionals has become one of the greatest challenges in today's world (Al-Alawi et al., 2021).

Teachers workload not only demand their time in the institution but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. When one starts, a new career versus when one is nearing retirement brings changes in work-life balance (Mac Farlane, 2021). However, the core role of the teaching often not much valued by the universities (Bennett et al., 2018).

A study conducted on Brazilian teachers indicated that decline in the working conditions can be traced back to the 1990s, a pivotal decade characterized by the forces of globalization and the rise of neoliberal reforms. These reforms fundamentally altered the landscape of education and labor, leading to the implementation of policies that increasingly blurred the distinctions between public and private sectors. In this shifting environment, Brazilian workers, including educators, faced an alarming escalation of privatization, which not only transformed the nature of educational institutions but also intensified the exploitation of teachers. The influence of labor unions, which traditionally played a crucial role in advocating for workers' rights and better working conditions, began to diminish significantly during this period. As the 2000s unfolded, the situation for teachers continued to deteriorate. The establishment of contracts that offered limited employment protections became more prevalent, creating a precarious work environment for many educators (Bennett et al., 2018).

These contracts often included both temporary and permanent positions that lacked essential career advancement opportunities, leaving teachers with little hope for professional growth or stability. Furthermore, remuneration for teachers became increasingly tied to the number of teaching hours, rather than reflecting their qualifications, experience, or the quality

of their work. This shift not only undermined the value of teaching as a profession but also contributed to a culture of competition among educators, as they were incentivized to maximize their teaching hours rather than engage in collaborative or innovative practices. In addition to these challenges, it has become increasingly common for educational institutions to utilize research grants and financial resources intended for extension activities as a means to compensate teachers for their instructional hours (Bennett et al., 2018).

This practice has significant implications for the academic and professional development of educators, as it diminishes the time allocated for essential research and extension endeavors. Teachers, who are often expected to contribute to the broader academic community through research and outreach, find themselves stretched thin, forced to prioritize immediate instructional responsibilities over long-term professional growth and engagement in meaningful scholarly activities. Overall, the cumulative effects of these trends have created a challenging landscape for teachers, characterized by declining working conditions, limited professional opportunities, and a growing disconnect between their roles as educators and their potential contributions to the academic and social fabric of society. As the education system grapples with these issues, it becomes increasingly important to advocate for policies that prioritize the well-being and professional development of teachers, recognizing their vital role in shaping the future of education and society as a whole (Bennett et al., 2018).

The health of teachers is characterized by a tripartite nature encompassing biological, psychological, and social dimensions, which are interrelated yet often contradictory. This health is significantly influenced by their work environment, which can lead to diverse outcomes such as consumption patterns, levels of satisfaction, and instances of illness or even mortality. Consequently, work can serve as a platform for affirming self-worth, enhancing skills, and expressing emotions, thereby contributing to the construction of personal narratives and social identities. Conversely, the work setting may also precipitate occupational health

issues, adversely impacting both the physical and mental well-being of educators. Research conducted by Delcor and colleagues revealed that 32.5% of teachers reported experiencing health-related issues. The findings indicated that the most prevalent physical ailments included back pain, leg pain, and vocal strain, while the most frequently reported psycho-emotional challenges were anxiety and mental fatigue. Lima and Lima-Filho emphasize that, despite the heightened vulnerability of university educators to health complications, there is a notable lack of attention from governmental bodies and higher education institutions regarding this issue, leading to an increase in physical, emotional, and social distress among teachers.

Additionally, the length of employment within an organization represents another positional characteristic that merits examination concerning job insecurity. Employees with longer tenures may have a different perception of job security compared to their newer counterparts. This difference in perception can be attributed to several factors, including familiarity with the organizational culture, established relationships with colleagues and management, and a deeper understanding of the company's operations and future direction. Employees who have been with an organization for an extended period often feel a stronger sense of loyalty and commitment, which can influence their views on job stability (Bennett et al., 2018).

Moreover, long-tenured employees may have accumulated a wealth of experience and skills that make them more valuable to the organization, potentially leading to a greater sense of job security. In contrast, newer employees may experience heightened anxiety regarding their job status, as they are still in the process of integrating into the company and may not yet have established a solid footing within the organizational structure. Analyzing the impact of tenure on job insecurity can yield valuable insights into the psychological contract that exists between employees and employers. This psychological contract encompasses the unwritten expectations and obligations that both parties hold regarding job security, career development,

and organizational support. Understanding how tenure influences this contract can help organizations identify areas for improvement in employee engagement and retention strategies, particularly for newer employees who may feel more vulnerable in their positions (Bennett et al., 2018).

The emergence of new technologies has revolutionized working patterns, enabling work from anywhere for many employees. The concept of telework has existed since the 1970s but in a more limited scope than is currently possible. The extensive availability of technology has enabled location and timing of work to be undertaken with significant flexibility, offering benefits to employers and employees. However, to date there is no universally accepted definition of telework. The International Labor Organization (ILO) defines telework as the use of information and communications technologies (ICTs) including smartphones, tablets, laptops or desktop computers for work that is performed outside the employer's premises. Ranges of positive benefits are associated with teleworking, including improved family and work integration, reductions in fatigue and improved productivity. However, the blurring of physical and organizational boundaries between work and home can also negatively influence an individual's mental and physical health due to extended hours, lack of or unclear delineation between work and home, and limited support from organizations. The mandatory work at home situation is complex and requires a systematic examination to identify the impact of organizational, physical, environmental and psychosocial factors on individuals' mental and physical health (Akram, 2020).

The teaching profession is marked by a notable incidence of absenteeism and early retirement. This phenomenon may be linked to a general decline in well-being, which is often attributed to elevated stress levels and poor physical health associated with the demands of teaching. Investigations into the experiences of educators have revealed that the mental challenges faced in this profession are primarily connected to excessive workloads and

negative interactions with students and parents. Furthermore, research indicates that the mental health of teachers tends to be poorer among female educators and appears to decline with advancing age. Musculoskeletal issues, particularly in the back, neck, and upper limbs, are prevalent among teachers. Significant risk factors for the onset of neck pain include being female, extended tenure in the teaching profession, prolonged standing, and maintaining a head-down posture. Additionally, some studies have identified body weight and waist-hip ratio as contributing factors to musculoskeletal problems and diminished work capacity. Overall, research among school teachers has established that work-related elements such as high perceived stress, substantial workloads, lack of collegial support, and low job satisfaction are significantly correlated with poorer mental and physical health outcomes (Akram, 2020).

Keeping in view the importance of the outcomes of work-family conflict and its impacts on work, family and wellbeing (physical and mental health) and the strength of the performance of teachers of Higher education institutions, the current study is designed to investigate the study variable through direct and indirect pathways. The strain caused by the work family conflict results into various adverse outcomes related to health and performance at work. The study also aimed to investigate the role of organizational factors (supervisory support, organizational structure, salary satisfaction, career satisfaction) and family factors (Marital status, No of dependents, family system) (Akram, 2020).

A number of variables may have an impact on family-work or work-family conflict. Working hours, workload, marital status, and number of children may lead to an imbalanced participation between family and work roles (Li et al., 2021). For instance, number of children is correlated with the time requirements and tension within families, while work experience is negatively correlated with work-family conflict. While commitment to family bonds and number of children affect the family-work conflict, the commitment to work, salary, and work experience (Li et al., 2021).

The issue of work-family conflict among teachers warrants significant attention, especially given that societal progress is largely driven by educational advancements and that teachers are pivotal to this process. Additionally, considering that both the inputs and outputs of educational institutions are human beings, it is plausible that the work-family conflicts faced by teachers could have repercussions on their students. A review of existing literature indicates numerous studies addressing work-family conflict in the teaching profession (Yang et al., 2018); however, there appears to be a lack of research specifically targeting female teachers. This study thus represents a pioneering effort that may yield valuable insights into the implications for both psychological and physical well-being have an impact on work-family impact (Akram, 2020).

Rising percentages of working women and dual-earning couples are putting work-family conflict on the agenda. Studies based on data from US and European working adults have already proven a link between work-family conflict and certain health-related outcomes. Also, to date, no comprehensive overview of the existing evidence regarding the impact of work-family conflict on health among Asian working adults exist. An overview of the literature was conducted to identify the knowledge gaps regarding health and family related outcomes of work-family conflict. It was evident from the literature that work-family conflict is mostly investigated with job and performance-related outcomes. In addition, studies on health-related outcomes also found to be based on self-rated mental and physical health. The literature supported that work-family conflict and health are linked, although few studies were found and these shows robust causal interrelations. The findings from the literature reveals heterogeneous results regarding the outcomes of work-family conflict and high-risk groups are a matter of discussion. It is crucial to understand that many factors contribute to work-family conflict in Pakistani employees. Cultural expectations, traditional gender roles, work place environment,

long working hours, economic pressures, and limited social support can increase the burden of responsibilities on individuals trying to manage work and family life.

Research indicates that married educators experience lower levels of professional burnout in comparison to their single, divorced, or widowed counterparts. This suggests that social support may play a significant role in mitigating this phenomenon (Carlotto, 2002). In a study involving Portuguese teachers, Carlotto (2002) found that single teachers exhibited notably higher levels of depersonalization than those who were married. Numerous studies have consistently shown that married teachers report reduced levels of burnout (Carlotto, 2002; Maslach & Jackson, 1981; Maslach & Jackson, 1985).

The presence of a stable emotional relationship appears to serve as a protective factor against burnout-inducing situations. Additionally, teachers who are parents often face increased work demands and perceive themselves as having exceeded their responsibilities, which correlates with lower levels of personal achievement and a lack of engagement in their work (Carlotto, 2002). Some research identifies parenthood as a risk factor for burnout syndrome (Muñoz, Campaña & Campaña, 2018). Conversely, Merino-Plaza et al. (2018) argue that family involvement enhances individuals' capacity to manage emotional conflicts and challenges. Limited studies have explored the influence of geographic factors on burnout, revealing that educators in more economically developed countries tend to exhibit higher stress levels than those in less developed regions (Moriana Elvira & Herruzo Cabrera, 2004; Garcia Arroyo, 2017).

Work-family conflict among teachers of higher education institutions is a rising issue, given the challenging nature of their profession. Teachers frequently experience extended working hours beyond regular working hours because of administrative tasks, meetings, trainings, dealing with students' issues, planning activities within the institution, which can affect family time. Higher education institutions sometimes expect teachers to go above and

beyond their role which may cost time and involvement at different levels, which ultimately results into time constraints when it comes to family (Zhu, 2021; Li et al., 2021).

Teachers of higher education institutions are expected to perform well in teaching as well as there is an administrative pressure regarding research publications, projects and annual performance evaluation which can be a stressful situation leading to work-family conflict. In addition to that lack of institutional support such as rigid working arrangements, lack of childcare facilities, annual leaves policies can exacerbate conflict between their work life and family life (Li et al., 2021).

Many different theoretical perspectives are used to understand work-life conflict: starting with role theory, and more recently conservation of resources, job demands and resources, and life course theories. Many methodological challenges are holding back the advancement of work-family conflict research. These include (1) construct overlap between work-family conflict and work-life conflict, and work-life balance measures; (2) measurement issues related to directionality and operationalization; and (3) a lack of multilevel studies (Zhu, 2021; Li et al., 2021)..

During the past few years, there is a blurred boundary between work and life, and increased job insecurity (Yang et al., 2018) causes employees in various occupations to experience stress from work and non-work sources (Zhu, 2021; Li et al., 2021). However, in many parts of the world, high levels of stress at work are associated with negative consequences such as job dissatisfaction, high turnover, burnout, marital dissatisfaction, ill health, etc. (Akram, 2020). The current study is focusing on the impacts of the conflict on turnover intentions, family functioning and overall wellbeing of the teachers and the role of organizations that how they support their staff in order to get effective efficiency from their employees. In essence, stress or a stressor is any environmental, social, or internal demand which requires the individual to adjust his/her usual behavior patterns (Zhu, 2021; Li et al.,

2021). It follows that some professions, such as teaching, are considered more stressful than others (Akram, 2020).

In the analysis of work-family conflict relationships across various cultural contexts, it is essential to take into account the distinct cultural and societal differences that exist between nations when applying theories developed in Western contexts (Lu & Cooper, 2015). This perspective is reinforced by the findings of Shaffer et al. (2011), who, after reviewing 219 work-family studies conducted beyond the United States, concluded that while many Western work-family findings can be somewhat applicable in diverse cultural environments, the construct of work family conflict itself may manifest differently across these settings.

The current study aimed to investigate the outcomes of work-family conflict among university teachers. It is important to note that previous research studies explore the relationship between how work-family conflict affects life of individuals working in different organizations. More focus was given to the organization-related outcomes rather than the individual's well-being (mental and physical health). In the current study, there are two important factors to be observed. First, how work-family conflict puts its impact on employee's physical (somatic complaints) and mental health (anxiety & insomnia, social dysfunction, depression). Second, how organizational and family factors moderates work-family conflict.

Rationale of the Study

The present study aimed to investigate the outcomes of work family conflict among teachers of higher education institutions in Pakistan. The study investigates the family related, health and work-related outcomes. The study also aimed to investigate the moderating role of organizational and family factors. The working lives of university teachers have turned out to be highly intensified and performance driven with marketization of academic institutes around the world (MacFarlane, 2021). University teachers are working in a system that holds the legitimization of professional competition, accountability oriented measures, more than ever

before. (Griffin, 2022). The increasingly high demands at work is becoming a potential source of work-family conflict in lives of the teachers working in academic institutions, however a handful of studies are found on western sample particularly with reference to academics. In this way, the current research will add to the literature on work-family conflict in Pakistani population and will provide comparable data for research in Asian sample.

Recent studies on work-family conflict highlighted the importance of understanding the phenomenon of work family conflict with cultural variability. Studies conducted within specific contexts and geographical settings may not be generalized to other settings. Work family conflict literature was found to be explored more prominently in individualistic cultures where work is preferred over family however these findings created room for exploring the phenomenon in collectivistic cultures.

Despite the advancement of research on work family conflict more focus on particular job type and industry may not capture the diversity across different sectors. Non-inclusion of personal factors such as gender, marital status, and care giving responsibilities is another limitation of research findings from the past. This can lead to a one- size fits all approach that may not address the unique experience of work family conflict across diverse groups.

During the last few years organizations expose workers to increased occupational stress. The research findings from the past does not account for the variation in organizational policies and support system available across different sectors which can affect the generalizability of the findings to how support from organizations can impact work family conflict.

Additionally, the interplay between work family conflict and individual's psychological factors are not fully explored. Research findings from the past were more focused on conflict but not adequately address the impacts on broad aspects of wellbeing including mental and physical health. In a recent study conducted in UK, Wray and Kinman (2022) reported that due to the increasing job demands, lack of supervisory support, competitive environment within

the universities is one of the leading issues for teacher's wellbeing. Limited studies are found on teaching profession and there is a huge gap between pervasive accountability requirements within the universities and its impact on teachers' wellbeing was explored. A recent scoping review conducted by Turner and Garvis (2023) reported that only thirteen studies were conducted on university teachers wellbeing between 2016 and 2022 globally. Report also indicated that most of the studies were from United States (Thompson, 2016. Sharp et al., 2018; Coyle et al., 2020) and few studies were conducted in Australia and Canada. However, no studies were found to be conducted on Asian culture more specifically no studies were found with reference to Pakistani University teachers.

The present research brings into consideration a fresh and much needed perspective to work-family conflict research in South Asia by moving beyond conventional outcomes like job satisfaction and marital satisfaction to a broader spectrum such as mental health challenges, career satisfaction and post pandemic effects on work and family often overlooked in the existing literature. Moreover, the adaptation of western framework to culturally specific setting with joint families, social roles and expectations offers a deeper regionally attuned analysis. The present research's multilevel approach reframes work-family conflict not only as a personal issue but also a structural and organizational concern.

During the past few years there is a rapid shift towards remote work and increased use of technology that has changed the landscape of work family conflict, but research from the past lag in addressing these new dynamics comprehensively, specifically with reference to academics where extensive involvement with administration and students is required. However, the impact of technology on work family conflict is alleviating the issue in the emerging era that requires more investigation.

During the past few years, the academic's professionals growth, and career opportunities are greatly determined by the measurable outputs, with certain number of top-

tier publications, funded projects, higher degree research supervisions are counted as proof of worth of their contribution to their university. Studies from the past may not be fully captured in existing demands of institutions and its impacts on teachers of higher education institutions (Sharp et al., 2018).

The present research aimed to investigate the outcomes of work-family conflict and role of family and organizational factors that can contribute to minimize the outcomes of work-family conflict among university teachers. Thus, the study will provide a comprehensive review of the study variables in academic setting. Keeping in view the objectives of the study it will add to the practical and theoretical implications of the study variables which will be effective in developing strategies to overcome the outcomes of work-family conflict. It will also contribute to devise institutional policies within the academic institutions that can facilitate the teachers of higher education institutions to maintain a healthy work-life balance, maintain a state of wellbeing and to become a productive resource for the institutions (Turner & Garvis, 2023).

The conceptual framework integrates organizational and family factors as moderators of WFC, a novel contribution that bridges individual-level experiences with structural influences. By examining how external factors like supervisory support, organizational structure, and family dynamics interact with personal role conflicts, this framework enriches the existing literature on WFC by considering both organizational and family-level moderators (Thompson, 2016).

However, it is acknowledged that deeper engagement with indigenous psychological frameworks could have strengthened the cultural specificity of the theoretical model. In particular, the role of patriarchal norms and the prevalence of joint family systems in Pakistan may play a significant role in shaping the experiences of WFC. Patriarchal norms often influence gender roles within families, where women, for example, bear a disproportionate

responsibility for caregiving roles, exacerbating the strain between work and family roles. Furthermore, the joint family system, a prominent feature in Pakistan, can add another layer of complexity to WFC, as the extended family structure may either offer support or create additional pressure depending on the family dynamics. Incorporating these indigenous psychological frameworks would provide a more culturally nuanced understanding of WFC and strengthen the contextual relevance of the theoretical model presented in this thesis.

In future revisions, further exploration of how these cultural factors, patriarchal norms and joint family systems interact with organizational and individual-level experiences of WFC could provide a more comprehensive understanding of the dynamics at play in Pakistan's unique socio-cultural environment.

The resulting conceptual model, after a detailed review of existing literature has been developed as follow:

Conceptual Framework

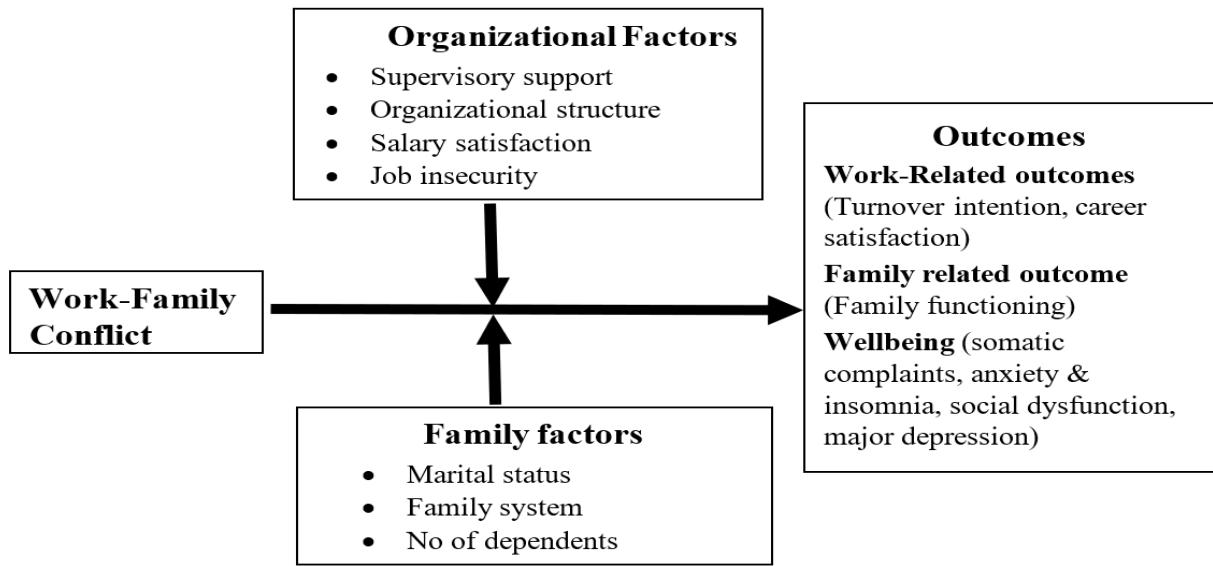


Figure 1 Conceptual Framework of the Study

Chapter 2

METHOD

The current research aimed to investigate Work-family conflict (WFC) and its outcomes among teachers in higher education institutions. The study also examined the moderating role of organizational and family factors. The research design is as follows:

Research Design

The present research was a cross-sectional survey, which was conducted in two studies to achieve the research objectives. Study I comprised three phases, where selection of the study constructs and their respective instruments, adaptation of instruments according to the local context, and their empirical evaluation were aimed to be investigated. Study II, titled the main study, was conducted for hypothesis testing. Details of the study and their respective phases are as follows:

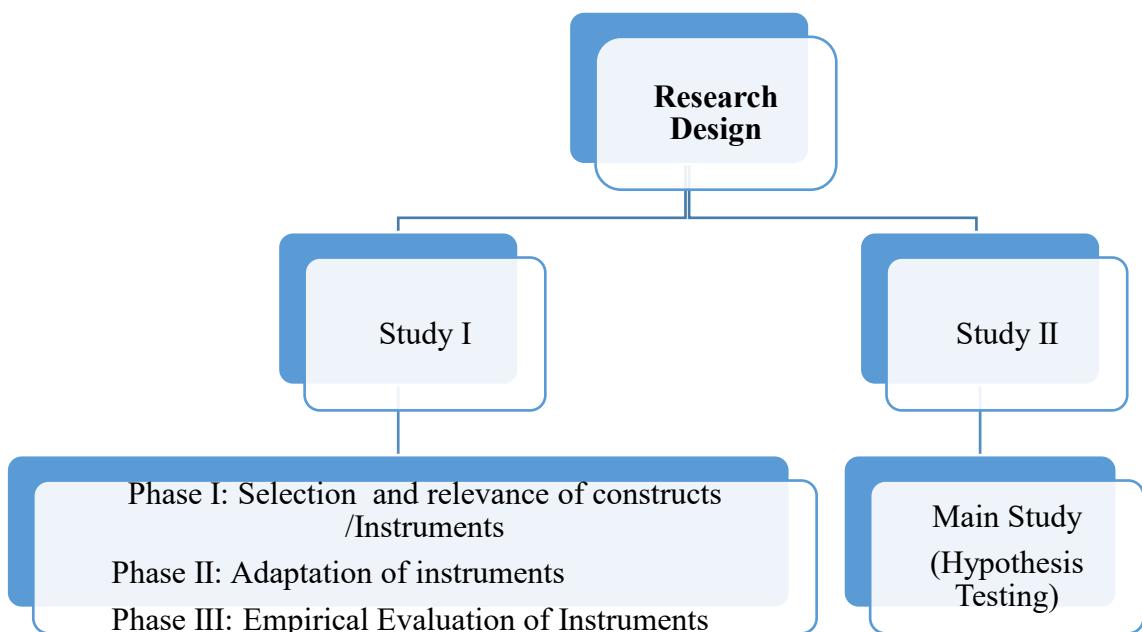


Figure 2 Research Design of the Study

Study-I

Study I was designed to address the initial planning of the research which included the evaluation and relevance of the constructs/Instruments in the local context and their adaptation of the instruments. Study I was carried out in following phases:

Phase I: This phase aimed to identify the relevance of the constructs with reference to Pakistani higher education institutions and their teachers. Another objective was to select the theory driven relevant instruments. In order to meet the objectives brain storming sessions were conducted with teachers of higher education institutions in two different universities.

Phase II: The key objective of this phase of study was to adapt the selected instruments. The decision was made after the brain storming sessions with the university teachers and experts from the field of industrial/organizational psychology. This phase of research included try out of the instrument, expert opinion regarding the scales used and committee approach to adapt the scales used in this research to make them compatible with the indigenous sample of teachers of higher education institutions in Pakistan

Phase III: This phase comprised empirical evaluation of the instruments and to determination the psychometric properties of the scales, as well as the confirmation of the measurement models with reference to Pakistan. Past researches were consulted to confirm the measurement models of the instruments, and confirmatory factor analysis was done to meet the objectives of this phase of the study. The instruments used in this research were adapted according to the cultural and organizational background of Pakistani university teachers. The current research provides insight regarding the psychometric properties of instruments.

Study II

The objective of Study II of this research was hypothesis testing. It aimed to investigate the work-family conflict relationship with work-related outcomes, family-related outcomes, and well-being among teachers of higher education institutions. It also aimed to investigate the moderating role of organizational factors and family factors. Moreover, the study also investigates the relationship of demographic variables such as gender, working experience, type of organization, with study variables (work-family conflict, supervisory support, turnover intention,

family functioning, organizational structure, salary satisfaction, career satisfaction, wellbeing.

The findings of the study have been discussed with relevant literature.

Study I

Phase- I: Selection and relevance of constructs and instruments in local context

The first phase of the study was to investigate the relevance of the study constructs with reference to Pakistani Universities as well as selection of the most suitable instruments. In order to achieve this objective, a qualitative approach was used to get the knowledge and clarity and applicability of the constructs in the local context

Objectives

Following were the objectives of this phase

1. To find out the relevance of the variables in the local context (Pakistani higher education institutions).
2. Selection of the most suitable instruments for measuring work-family conflict, supervisory support, turnover intention, career satisfaction, salary satisfaction, organizational structure, job insecurity, family functioning and wellbeing at workplace.

Brainstorming sessions for investigating the relevance of variables.

In order to meet the first objective of the current phase of study, four brainstorming sessions were conducted with professionals who had a vast experience of working in different universities in Pakistan. The brainstorming sessions were mainly focused on understanding the dimensionality and relevance of study variables with reference to Pakistani higher education institutions.

Sample.

A conveniently drawn sample of 5 university teachers was involved in brainstorming sessions. To get the understanding and relevance of constructs such as work-family conflict, turnover intention, job insecurity, career satisfaction, organizational structure, family functioning, salary satisfaction, wellbeing and supervisory support

Details of Sessions.

Participants were encouraged to share their personal experiences of working with Pakistani higher education institutions. They were encouraged by the researcher to highlight key areas of concern and issues which they think are important and to share their experiences of working with higher education institutions. Participants were also encouraged to share the impact of their work environment on their family lives and how their work routines were effecting their personal, professional and family life. In the final session the researcher along with two experts in the field of organizational psychology finalized the themes generated during the brainstorming sessions. Following are the themes which are generated after brainstorming and discussion and are finalized for constructs identification.

Table 1: *Themes of study Constructs Identified through Brainstorming Sessions*

Constructs and their Dimensions	Indicators Identified
Work-family conflicts	<ol style="list-style-type: none"> 1. Job demands at work 2. Blurring of boundaries at work and home 3. Home-based commitments (looking after children or older adults at home) 4. Use of mobile phone for work related activities outside office hours 5. Conflict leading to job dissatisfaction, family dissatisfaction
Supervisory support	<ol style="list-style-type: none"> 1. Support at work-place 2. Relationship with head of department/senior 3. Mutual respect and understanding with head or senior
Career Satisfaction	<ol style="list-style-type: none"> 1. Growth at work place 2. Opportunities of advancement 3. Internal and external factors
Salary Satisfaction	<ol style="list-style-type: none"> 1. Package of employee 2. Increments and bonuses 3. Other benefits at work (medical allowance, housing, old age benefits)
Job Insecurity	<ol style="list-style-type: none"> 1. Contractual and visiting nature of job 2. Annual report of employee/teacher for continuation of job 3. Lack of trust with institutional policies
Organizational structure	<ol style="list-style-type: none"> 1. Institutional culture 2. Formal policies 3. Task allocation, supervision and workload 4. Difference in Public and private sector HEI's (Higher education institutions) 5. Decision latitude at individual level
Family functioning	<ol style="list-style-type: none"> 1. Communication between family members related to their personal concerns

	<ol style="list-style-type: none"> 2. Increased working hours and less family time 3. Taking tasks at home
Turnover Intention	<ol style="list-style-type: none"> 1. Frequent ideas about job switching specially in visiting and contractual teachers 2. Promotional opportunities in other universities 3. Better opportunities and suitable working environment
Physical and Mental Health	<ol style="list-style-type: none"> 1. Complaints regarding overall health 2. Physical health issues including muscular pains, stress 3. Fatigue 4. Sleep disturbances due to longer working hours

Table presents the indicators of the study constructs which were highlighted during brain storming sessions. On the basis of these indicators, phase II of the study was carried out

Selection of Instruments

The objective of this section was to select the most appropriated instruments on the following criteria

1. Relevance of the scale with the work setting of Higher Education Institutions
2. Valid and reliable psychometric properties
3. Administration time (short time duration for instrument administration)

Selected Instruments

All the indicators identified in the previous section were taken into account to select the theory driven scales. Keeping in view all the requirements of the research the most suitable scales were selected. It includes Work-Family conflict Questionnaire (by Haslem, 2015), supervisory support scale (Caplan et al., 1975) Career Satisfaction Scale (by Greenhaus et al., 1990). Job Insecurity scale by (De Witte 2000), Pay satisfaction questionnaire (by Heneman & Schwab, 1985), Turnover Intension questionnaire (by Roodt, 2004), General Health Questionnaire-28 (by

Goldberg & Hillier 1979), Family Functioning scale (by McMaster, 2000), Organizational structure questionnaire (by Gudergen & Bucic, 2004). Details of all these scales is as follows:

Work-Family Conflict Questionnaire.

Work-family conflict is a 5-item scale developed by Haslam and colleagues in 2015. The original version of the scale comprised of 10 item with 2 subscales (work to family conflict and family to work conflict, Item 1-5 are measuring work-family conflict and item 6-10 are measuring Family-work conflict.).However, in the present research work to family subscale was used to collect data. Responses are measured on five point rating options. Higher scores indicate higher level of conflict. ”. The scale has two subscales: work-to-family conflict and family-to-work conflict. Higher scores indicate higher levels of conflict.

General Health Questionnaire (GHQ).

General Health Questionnaire developed by Goldberg & Hillier (1979). It comprised of 28 items. Responses measured on five point response options. It has four dimensions namely somatic symptoms (items no 1, 2, 3, 4, 5, 6, 7), anxiety and insomnia (8, 9, 10, 11, 12, 13, 14), social dysfunction (15, 16, 17, 18, 19 20, 21) and severe depression (22, 23, 24, 25, 26, 27 28). Total score can be calculated by summing up all dimensions that is, $A+B+C+D=Total$.

Family Functioning Questionnaire.

The McMaster Family functioning questionnaire (2000) developed by McMaster, is based on Family Functioning Model is a self-report measure of family functioning. The 12-item version of the family functioning is a shorter version of the original Family functioning questionnaire with 60 items and 7 subscales. It has been associated with psychological well-being and physical health. The 12-item McMaster Family questionnaire is a uni- dimensional scale has been widely used to assess individuals' overall level of family functioning. All odd items are reverse scored. Once the odd items have been reversing scored the participant's family functioning score is simply the sum of the 12 items.

Career Satisfaction Questionnaire.

The career satisfaction scale originally developed by Greenhaus et al, in 1990. Each of the preceding items is scored on a category rating scale with the following labels: “strongly disagree”, “disagree to some extent”, “uncertain”, “agree to some extent”, and “strongly agree”. All items are considered indicators of one underlying factor, i.e. subjective career success.

Pay Satisfaction Questionnaire.

Heneman and Schwab (1985) developed the Pay Satisfaction Questionnaire. The short version used in the present research consist of 4 items. It consists of 4 components including satisfaction with pay level, amount of last raise, benefits, and pay structure/administration. The overall score measures for overall pay satisfaction. Heneman and Schwab initially hypothesized five dimensions of pay satisfaction: pay level, pay raises, benefits, structure, and administration. Higher scores on this scale indicative of higher satisfaction with salary or pay

Job Insecurity Questionnaire.

Job Insecurity Scale (JIS), a four-item scale developed by De Witte (2000).The JIS is a global job insecurity measure that corresponds to our conceptualization of job insecurity: It includes items that refer to the threat or the chances to lose the job, as well as an item that refers to the worries of job loss.

Turnover Intention Questionnaire.

The TIS-6 is comprised of six different items that have been proven to measure turnover intentions (Bothma & Roodt, 2013). Turnover intention is a widely used tool to measure the intention of employees to leave their current job. The scale initially consisted of 15 items, but a shortened version of the scale, TIS-6, was later validated and found to be reliable and valid for measuring turnover intentions and predicting actual turnover. Examples of items included in the TIS-6 are “How often have you considered leaving your job?” and “How often do you look forward to

another day at work? Higher scores on this scale are indicative of employee's higher level of intention to leave the organization

Supervisory Support Questionnaire.

Supervisory support questionnaire is taken from social support scale developed by Caplan, Cobb and colleagues in 1975. The original version developed by Caplan consisted of 5 subscales with perception of social support from five sources (supervisor, coworker, family friends and administration) with five point Likert scale is a six item tool measuring the extent of supervisory support within the organization. Higher scores indicate the higher level of support.

Organizational Structure Questionnaire.

Organizational structure scale was developed by Gudergen and Bucic (2004). It is comprised of 9 items. The scale. It is comprised of two main components i.e formalization and centralization that defines the continuum of mechanistic versus organic organization (Burns & Stalker 1961). Formalization is concerned with rules and procedures while centralization refers to the levels of decision-making latitude.

Expert Opinion on Scales

Scales selected were presented to experts, who were currently working in university on regular basis (two of them holds PhD in psychology and one hold PhD in English literature) for their opinion on the contents of the questionnaires. Experts were asked to identify phrases, words or sentences that were difficult to understand, ambiguous or maybe irrelevant with reference to the indigenous context of the university setting.

Finalization of the Instruments

All the instruments were thoroughly evaluated and were found to be relevant with reference to the identified constructs however some adaptations were suggested to make the instruments compatible to the indigenous population of university teachers.

Phase II: Adaptation of Instruments

The purpose of the phase II was adaptation of the instruments in local context to make them compatible to the indigenous population of university teachers. Scales were analyzed to see item difficulty, cultural relevance or in case any modification required related to test items, response options and instructions. Objectives of this phase were achieved through qualitative method.

Objectives

1. Tryout of the scales on a small sample to see the relevance of instruments related to indigenous sample of university teachers
2. Adaptation of all the mentioned instruments.

The following systematic steps were taken to achieve the proposed objectives of phase II.

Step I. Try out for all the instruments on the university teachers' sample to get an overview of the relevance of instruments related to the indigenous sample of teachers of higher education institutions.

Step II. Committee approach, to adapt the scales with reference to the indigenous university environment

Step I. Tryout of the instrument on University Teachers

In this part of the research, a small sample ($n=7$) of university teachers was selected for trying out the test instruments. The purpose of this step was to see if the tools are comprehensive and relevant in the indigenous university setting. The participants provided the most relevant information related to the instruments and accuracy of the tools with reference to teachers in the university. Participants Also identified the items that are either unclear or difficult to understand with reference to the indigenous job context. Details of this step of research are discussed below:

Participants

Conveniently drawn sample of the study comprised of seven full time university teachers from English Literature (3 lecturers) and Psychology (2 assistant professors), departments of National University of Modern Languages, Islamabad, and International Relations (2 lecturers) department of Federal Urdu University Islamabad. An inclusion criterion for the sample was decided to be a regular university teacher from Higher Education Commission, recognized universities with a minimum of 3 years of work experience.

Instrument

Self-report measures were used in the present research developed in English language .As English language is used as a medium of instruction for graduate and post graduate levels in Pakistani University settings, keeping in view the convenience scales used in the study were not translated into Urdu language for the teachers. Participants were provided with the selected instruments for the tryout stage. The detailed description of the scales in mentioned below.

Procedure

Participants were selected for tryout based on their willingness to participate .Purpose of the study and nature of their participation was communicated to them. Participants were informed that their information will be kept confidential and the information provided by them will be used for study purpose only. Participants were asked to identify phrases, words or sentences that were difficult to understand, ambiguous or maybe irrelevant with reference to indigenous context of Universities setting.

Step-II. Committee Approach to adapt the scales.

Committee approach was done to modify the instruments by making changes in anchors, sentence structure, terms used, and some of the items. Changes were made keeping in view the local sample of teachers. Experts from the field of organizational psychology were consulted for their expert opinion about the face and content validity of the scales of the study. After the

approval of the scales from the experts they were also requested to identify any difficult words, items, terms or sentence structure to make the scales more understandable and relevant. The suggested changes in the items of the scales were incorporated and necessary changes were made in such a way that they seem to be more relevant to the indigenous sample of university teachers. Experts feedback helped in making the scales ready to use for the sample of university teachers with the indigenous job context.

Method

Instruments used in the current study were previously developed for general organizational setting. In order to use those tools on the sample of university teachers there was a need to modify all the test items with relevance to university teachers. Another objective of this stage was to make the instruments more comprehensive and easier by replacing words, sentences and terms.

Participants

This study involved 3 teachers and 2 PhD scholars as experts, from the Department of Psychology, NUML. Two participants held a doctorate in organizational psychology, (one professor & one assistant prof) and remaining three were lecturers and PhD scholars as well. All the experts who participated at this stage were having extensive research experience and thorough knowledge about psychometrics.

Instruments

All the instruments mentioned in the previous section were handed over to the committee members. Details of the instruments is already provided in the first part of part of the pilot study.

Procedure

Committee members were briefed about the purpose and objectives of the research. Participants were provided with the booklet containing all the instruments and were requested to provide their feedback. They took almost two week time to review the instruments. Suggestions

from the tryout phase of the study were also provided to them to have a better understanding regarding the issues related to the measurement scales. Scales with problematic items and rating included General Health Questionnaire (GHQ-28) (Goldberg & Hillier 1979), organizational structure questionnaire (Bucic & Gudergan, 2004) supervisory support questionnaire (Caplan et al., 1975) Family functioning (McMaster, 2000). All instruments were used in English language.

After review by the committee members a discussion session was arranged to finalize the recommended changes suggested by all the committee members. Changes were incorporated into the instruments after the approval from all the members.

Results

Expert opinion serves as a major valuable contribution and helped the researcher in refining the instruments with relevant changes. Experts suggested some of the modification in certain items structure, anchors in the scales and few additions in demographic information.

Experts agreed on the content validity of the instruments and their understanding and difficulty level for university teacher's sample. It was also suggested to replace the term "organization" with university or institution. Another suggestion by the experts was to modify the term supervisor with Head of Department (HOD). They also suggested to modify the anchors of some of the scales to make them easier and more understandable and relevant with other instruments.

As recommended by the committee changes were made in the instruments of the study. In supervisory support scale (SS) term "supervisor" was replaced by "Head of Department" in items 1, 2, 3, 4, 5, 6. Anchors of WFC scale by Haslem et al., (2015) were changed from 7-point to 5 point Likert scale. In organizational structure scale the term "Organization" was replaced with "university" in items 1, 2, 4, 6, 7,8 and 10 also in 5 the term "management" is replaced with "Faculty/administration", in item 8 the term employee was replaced with" faculty/staff". In the instruction part of GHQ 28 (Goldberg & Hillier, 1979) the pronoun "I" instead of "You".

Adaptation of the scales of the study was carried out in phase II of the study. The objectives of this phase of study were achieved in two steps. Tryout provided the researcher with some valuable inputs from the experts related to the item difficulty, irrelevant words or phrases. Participants also identified the items where modification was required with relevance of indigenous population of university teachers. No further recommendations were made and scales were considered appropriate for university teachers' sample. After making all the recommended changes, the questionnaire booklets were ready for empirical evaluation of the adapted versions of the instruments in the next phase.

Phase-III: Empirical Evaluation of Instruments

This phase of research was undertaken to fulfil the objectives of the research i.e. to address the applicability of the instruments in the local context (Ghiselli, 2012). The following are the objectives of phase III

1. To determine the psychometric properties of the scales.
2. To examine the factor structure of all the scales through confirmatory factor Analysis.

Instruments

All the instruments mentioned in the previous section of the study were used in this phase.

Sample

A sample of teachers ($N=200$) from private and public sector universities in Pakistan was selected for the current research. The inclusion criteria was made to be at least 25 years of age with a minimum MPhil level degree (18 years of education). The sample included both male and female teachers. The age range of sample was between 25- 65 years. Participants were contacted by the researcher directly and the purpose of the study was communicated to them. Participants who have less than one year working experience were not included in the study. All the participants were currently working in the universities with minimum 6 months of working experience in their current

institution were included. Majority of the sample reported being married ($N=135$) while remaining were unmarried ($N=65$). Participants who have their dependents at home ($N=119$) were more than those with no dependents ($N= 81$).

Procedure

Participants of the research were contacted after taking permission from their respective institutions. For pilot study data was collected from private and public sector universities in Rawalpindi Islamabad. Purpose of the research was communicated to them. Verbal and written consent was taken from every participant prior to data collection. Respondents were asked to ask any questions in case they feel any difficulty in understanding any question. Confidentiality of the data was assured to all the participants and their right to withdraw from the research was also communicated to them. Questionnaires were later collected and screening of the data was done for missing data.

Results

The analysis of the current phase was carried out to determine the validity and reliability of the scales so it can provide basis for the main study analysis. Scales included Work-Family conflict Questionnaire (by Haslem, 2015), supervisory support scale (Caplan et al., 1975) Career Satisfaction Scale (by Greenhaus et al., 1990). Job Insecurity scale by (De Witte, 2000), Pay satisfaction questionnaire (by Heneman and Schwab, 1985), Turnover Intension questionnaire (by Roodt, 2004), General Health Questionnaire-28 (by Goldberg & Hillier 1979), Family Functioning scale (by McMaster, 2000), Organizational structure questionnaire (Gudergen & Bucic, 2004).

Descriptive statistics

Initially, the reliability estimates were determined through Cronbach's alpha coefficients. Sekaran & Bougie (2011) think that if the alpha coefficient is closer to 1.0, then it is good and dependable. George and Mallery (2003) give the following meter or range of the reliability

coefficient worth, if the value is greater than 0.9 then it is excellent, greater than 0.8 is good, $>.7$ is acceptable, $>.6$ is questionable, and $>.5$ is poor. But if it is less than .5, then it cannot be acceptable. Additionally, skewness and kurtosis for each variable were estimated to determine the normality of the data.

Table 2 Descriptive statistics and Alpha Reliability Estimate of all the Scales and their Respective Subscales (N=200)

Variable	k	α	M	SD	Skew	Kurt	Range	
							Actual	Potential
SS	6	.85	22.15	4.73	-.27	-.25	8-30	8-30
JI	4	.72	9.69	3.39	.19	-.41	4-19	4-20
FF	12	.71	37.54	7.00	.62	.75	24-60	24-60
ORG	9	.54	28.77	3.77	-.28	.54	17-39	17-45
WFC	5	.81	14.51	4.25	-.20	-.86	5-25	5-25
SC	7	.79	20.76	5.41	-.14	-1.10	7-34	7-35
AI	7	.90	18.04	6.31	-.36	-1.01	7-29	7-35
SD	7	.84	19.23	3.95	.52	-.203	12-30	12-35
MD	7	.93	16.37	7.33	.70	-.18	7-35	7-35
CS	4	.90	15.66	4.87	-.60	.28	5-25	5-25
PS	5	.93	10.33	4.44	-.03	-1.27	4-18	4-20
TI	6	.71	15.66	4.69	-.69	-.40	7-29	7-30

Note. SS=Supervisory Support, JI=Job Insecurity, FF= Family Functioning, ORG= Organizational Structure, WFC= Work Family conflict, SO= Somatic Complaints, AI= Anxiety & Insomnia, SD= Social Dysfunction, MD= Major depression, PS= Pay satisfaction, CAS= Career Satisfaction, TOI= Turnover Intension

The table provides an overview of descriptive statistics and reliability estimates for various scales and their respective subscales based on a sample size of 200. Notably, Supervisory Support demonstrates good internal consistency ($\alpha = .85$) with scores ranging from 8 to 30. Job Insecurity reveals moderate reliability ($\alpha = .72$) and a moderate level of variability ($M = 9.69$, $SD = 3.39$). Family Functioning, with an α of .71, exhibits a relatively wide range of scores (24-60) indicating diverse responses. The Organizational Structure scale shows lower reliability ($\alpha = .54$) with a moderate range (17-39). Work-family-conflict and Depression, demonstrate high internal consistency ($\alpha = .88$ and .93, respectively) and exhibit notable score variations. The Pay Satisfaction has a high α of .93, while Turnover Intention has a moderate reliability ($\alpha = .71$).

Overall, the table presents a comprehensive snapshot of the data's central tendencies, variability, and internal consistency across various workplace-related dimensions.

Validity Estimates

The next step in validation of the instruments is to determine the construct validity of the scales. For this purpose the corrected item total correlation was calculated. Another objective of this phase of the study was to evaluate the measurement models of the scales used in the study, for this purpose confirmatory factor analysis was conducted on all study instruments. According to Hair et al. (2006), the three-fold works of confirmatory factor analysis are to comprehend the fundamental structure in the data matrix, to identify most displaying set of factors and to establish the goodness of measures for testing the hypothesis. Factor analysis was done to evaluate the factor structure of the scale in the local context of university teachers.

While conducting confirmatory factor analysis, the appropriate sample size for conducting the analysis is important as well as to determine the parameters of the indices of confirmatory factor analysis for extracting inferences is important (Cohen's 2013). Additionally for parameters estimation Chi Square, Tucker-Lewis Index (TLI), Goodness of Fit Index (GFI) and Root Mean Square Error of Approximation (RMSEA) were used. A good fit of the model would be considered where the values of GFI would be $> .09$ and RMSEA $< .06$ (Pearl, 2012). Both criteria were used in order to validate the fit of the measurement models of all the scales RMSEA was seen in order to determine the model fit. As per suggested by Hoyle and Isherwood (2013) as well as Dattalo (2013) the RMSEA values, used to evaluate the model fit in social sciences most of the times are categorized as good fit (.00-.05), moderate (.05-.08) and poor fit if the values of RMSEA exceed from .10. Results of the corrected item total and factor analysis are as follows:

Supervisory Support Questionnaire

The supervisory support questionnaire is a unidimensional instrument, and the total score indicates the level of support by the supervisor. However, the corrected item totals were calculated on the overall scale items.

Table 3 *Item Total Correlation and Corrected item total Correlation of Supervisory Support Scale (N= 200)*

<i>Sr. No</i>	<i>Item No</i>	<i>Item Total Correlation</i>	<i>Corrected Item Total Correlation</i>
1	1	.62**	.55
2	2	.72**	.70
3	3	.92**	.90
4	4	.69**	.64
5	5	.82**	.78
6	6	.82**	.76

** $p < .01$

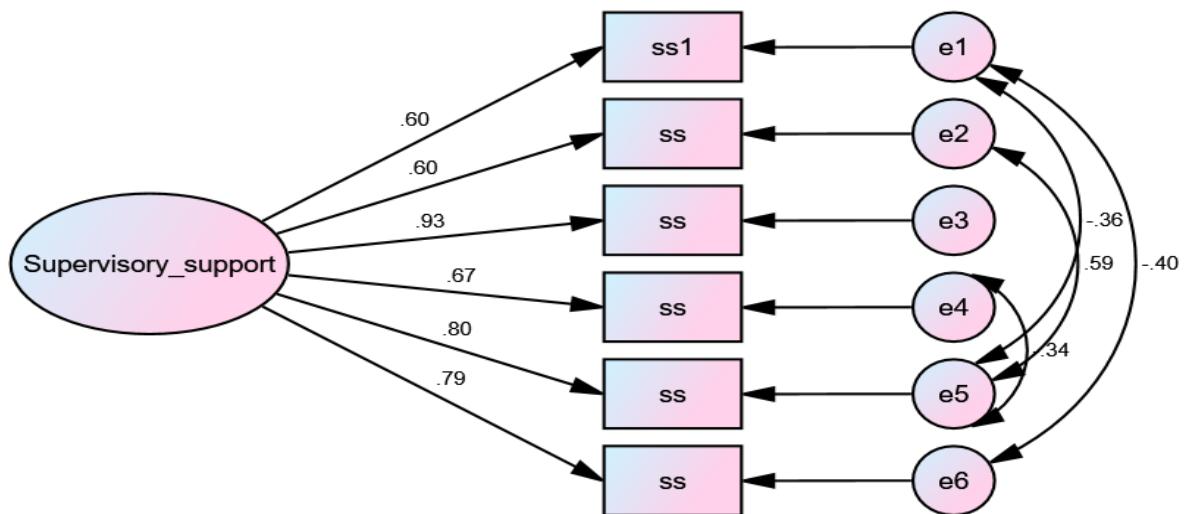
Table represents item total and corrected item correlations, which account for the shared variance between each item and the total scale score, reveal further nuances. Item 3 retains the highest corrected correlation at .90, emphasizing its profound and unique contribution to the overall supervisory support construct. Items 5 and 6 also maintain strong corrected correlations of .78 and .76, respectively, affirming their substantial independent associations with supervisory support.

The questionnaire is comprised of 6 items; however, the present research also used a unidimensional solution for the questionnaire. CFA was conducted to further explore the factor structure however the item loadings for one factor solution of Supervisory-Support Questionnaire are as follows.

Table 4 Item Loadings for Supervisory Support Questionnaire (N=200)

Scale/subscales	Item No.	Item Loadings
Supervisory Support	1	.60
	2	.60
	3	.93
	4	.67
	5	.80
	6	.77

The table indicates the results of the CFA of the Supervisory Support Questionnaire. The item loadings of the scale range between .60 to .93. All of the item loading values fulfill the minimum criteria of 0.30 and thus all of the items of the scale are considered appropriate to use in the main study. In order to achieve the acceptable values of GFI, TLI, and RMSEA, six error covariances were added between items. The adjusted model demonstrated enhanced goodness-of-fit indices, indicating improved model simplicity and overall fit ($\chi^2/df=4.9$, RMSEA = .07, GFI = .950, TLI = .92, CFI = .92). The resulting model and its model fit indices are as follows:

**Figure 3** Confirmatory Factor Model of Supervisory Support Questionnaire

Job Insecurity Questionnaire.

Job insecurity scale is a unidimensional 4 item scale, thus corrected item total is calculated on the items taking as a uni-dimensional construct. The results are as follows:

Table 5 *Item Total Correlation and Corrected item Total correlation for Job Insecurity scale (N = 200)*

<i>Sr. No</i>	<i>Item No</i>	<i>Item Total Correlation</i>	<i>Corrected Item Total Correlation</i>
1	1	.64**	.49
2	2	.81**	.69
3	3	.49**	.22
4	4	.86**	.68

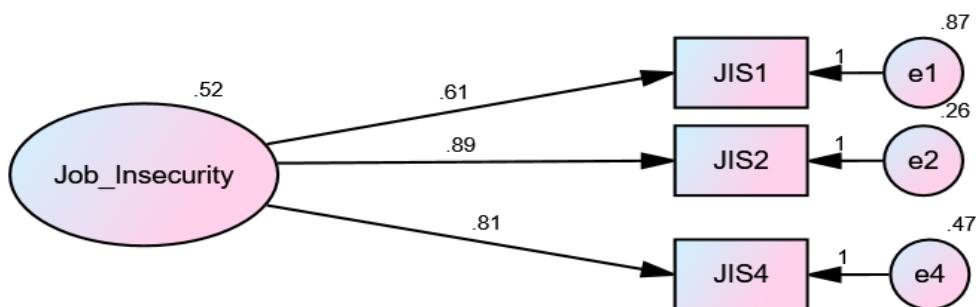
** $P < .01$

Table is showing the corrected item total correlations provide insights by removing the shared variance between the specific item and the total scale score. Item 2 retains the highest corrected correlation at .69, reaffirming its robust positive association with the broader job insecurity construct after accounting for shared variance. Similarly, item 4 maintains a strong corrected correlation of .68, indicating a notable unique contribution to the overall job insecurity scale. Item 1, while still maintaining a positive correlation of .49, reflects a somewhat diminished association with job insecurity after correction. However item 3 exhibits a notably lower corrected correlation at .22, underscoring a weaker specific relationship with job insecurity when accounting for shared variance. Results of the confirmatory factor analysis are as follows :

Table 6 Item Loadings for Job Insecurity Questionnaire (N=200)

Scale/subscales	Item No.	Item Loadings
Job Insecurity	1	.61
	2	.88
	3	.25
	4	.83

Table indicates the item loading of Job Insecurity Questionnaire. Item 4 with a loading of .84, indicating a robust positive association with the job insecurity construct. All the items except item 3, showed acceptable loadings, offer insights into the strength and direction of relationships between observed variables and the underlying construct, crucial for understanding and evaluating job insecurity Item 3 exhibited a factor loading below the acceptable threshold, indicating a weak relationship with the latent construct, . Subsequently item with poor factor loading (item3) was evaluated and removed. The modifications resulted in improvements to the overall model fit. The acceptable values of GFI, TLI and RMSEA were achieved including 3 items. The model demonstrated goodness-of-fit indices, indicating improved overall fit. Factor loadings for the retained items were well above the recommended threshold, supporting the validity of the refined model. The modified model fit indices ($\chi^2/df=7.5$, RMSEA = .06, GFI = .98, TLI = .92, CFI = .92) and the refined model of the scale is as follows:

**Figure 4** Confirmatory Factor Model of Job Insecurity Questionnaire

Family Functioning Questionnaire.

Family functioning scale is a unidimensional scale consist of 12 items and the results of corrected item total correlation are as follows:

Table 7 *Item Total Correlation and Corrected item Total correlation for Family Functioning Scale (N = 200)*

Sr.No	Item No	Item Total Correlation	Corrected Item Total Correlation
1	1	.45**	.22
2	2	.46**	.31
3	3	.66**	.38
4	4	.65**	.52
5	5	.57**	.39
6	6	.69**	.57
7	7	.45**	.33
8	8	.54**	.34
9	9	.48**	.33
10	10	.47**	.36
11	11	.45**	.27
12	12	.55**	.31

** $p < .01$

The table indicates item total correlation and corrected item total correlation for the Family Functioning Scale, consisting of 12 items. Moving to the corrected item correlations, which account for shared variance between each item and the total scale score, item 6 maintains the highest corrected item correlation at .57, underscoring its substantial and unique contribution to the overall family functioning construct. Items 3, 4, 5, 7, 8, and 10 exhibit moderate corrected correlations, ranging from .33 to .520, signifying their considerable unique contributions. In contrast, items 1, 2, 7, 11, and 12 display relatively lower corrected correlations, suggesting diminished associations with family functioning after accounting for shared variance. The Family Functioning Questionnaire is a unidimensional scale with 12 items (McMaster, 2000). Thus, a unidimensional model was tested in the present research.

Table 8 *Item Loadings for Family Functioning Questionnaire (N=200)*

Scale/Subscales	Item No.	Item Loadings
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Family Functioning	1	.20
	2	.33
	3	.27
	4	.66
	5	.16
	6	.87
	7	.07
	8	.58
	9	.05
	10	.51
	11	.18
	12	.49

Table 8 shows the degrees of contribution from individual items to the overall construct of family functioning. Items 4, 6, 8, and 12 show relatively higher positive loadings (.70, .87, .58, and .61, respectively) and item 2 with relatively moderate factor loading, indicating a strong association with the family functioning construct. On the other hand, items 1, 3, 5, 7, 9, 10, and 11 exhibit lower loadings, suggesting a comparatively weaker relationship with the overarching family functioning measure. Items with poor factor loadings were evaluated, and a decision was made to eliminate those items, both statistically and theoretically. After deleting the six items from the scale, a modified, improved model fit was achieved. The acceptable values of GFI, TLI, and RMSEA were achieved ($\chi^2/df=13.2$, RMSEA = .06, GFI = .98, TLI = .94, CFI = .91). The resultant model demonstrated goodness-of-fit indices, indicating improved model simplicity and overall fit.

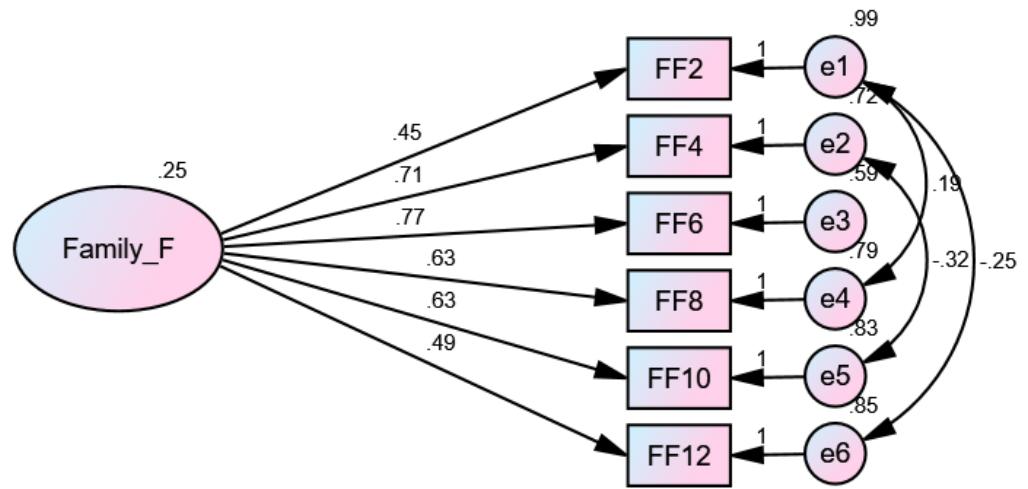


Figure 5 .Confirmatory Factor Model of Family Functioning Questionnaire

Organizational Structure Questionnaire.

Organizational structure scale comprised of 9 items with two components of centralization (items no 3, 6 & 9) and formalization (items 1, 2, 4, 5, 7, 8). However, the overall score represents the organizational structure (High score on centralization and formalization more mechanistic organizational structure & vice versa), organic and mechanistic organization. The results of the item total correlations are as follows:

Table 9 Item total correlation and corrected item total correlation for *Organizational Structure Questionnaire (N = 200)*

Sr. No	Item No	Item Total Correlation	Corrected Total Correlation
1	1	.38**	.38
2	2	.74**	.30
3	3	.72**	.41
4	4	.67**	.05
5	5	.41**	-.12
6	6	.35**	.43
7	7	.21**	.30
8	8	.45**	-.07
9	9	.35**	.30

** $p < .01$

The table represents the item total correlation and corrected item total correlation of the Organizational Structure Questionnaire with its components of formalization and centralization, which indicates that items 1,2, 3, 6,7, and 9 are significantly and positively correlated with the total score of the scale. However, items 4, 5, and 8 display low corrected item total correlation values: .05, .12 & .07, respectively. The values of these items fall below the accepted threshold of 0.3, indicating poor association of these items with the construct under study.

Table 10 *Item Loadings for Organizational Structure Questionnaire (N=200)*

Scale/subscales	Item No.	Item Loadings
Organizational Structure	1	.61
	2	.70
	3	.69
	4	.29
	5	.26
	6	.32
	7	.35
	8	.17
	9	.26

** $p < .01$

The item loadings for the Organizational Structure represent the strength of association between each item and the organizational structure construct. Items 1, 2, and 3, -exhibit moderate to strong positive loadings, indicating a significant relationship with the construct. In contrast, Items 6 and 7 and 9 display average loadings. Item 4, 5 and 8 exhibit poor factor loadings. These items are same whose corrected item total was also below the acceptable range showing poor association with the construct. These items were analyzed to see if there is any ambiguity or these loadings provide insights into the distinct contributions of each item to the overall measurement of organizational structure within the questionnaire. However, item 1, 2, 3, 6, 7, 9 have acceptable factor loadings and were considered appropriate to use in the main study. . Subsequently item 4, 5 and 8 with low factor loadings were removed from the model resulting in a modified measurement model ($\chi^2/df = 3$, RMSEA = .08, GFI = .95, TLI = .90, CFI = .98).

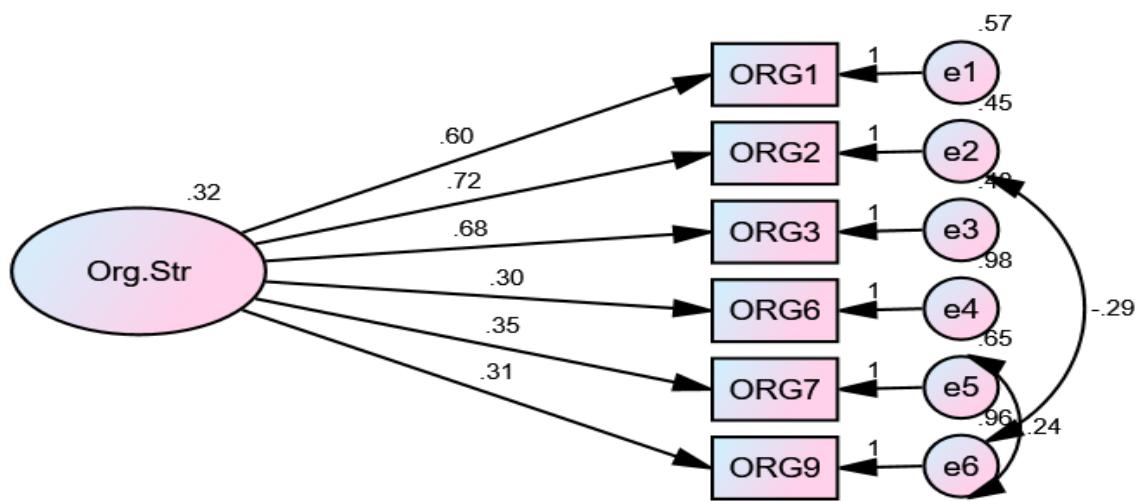


Figure 6 Confirmatory Factor Model of Organizational Structure Questionnaire

Work-Family Conflict Questionnaire. Work- family conflict is a 5 item scale originally derived from work-family conflict scale with two subscales (work to family conflict,5 items, family to work 5 items) originally comprised of 10 items by Haslem and colleagues in 2015

Table 11 Item Total Correlation and Corrected Item total correlation for Work Family Conflict scale (N=200)

Sr. No	Item No	Item Total Correlation	Corrected Item Total Correlation
1	1	.71**	.50
2	2	.89**	.79
3	3	.84**	.72
4	4	.78**	.64
5	5	.63**	.40

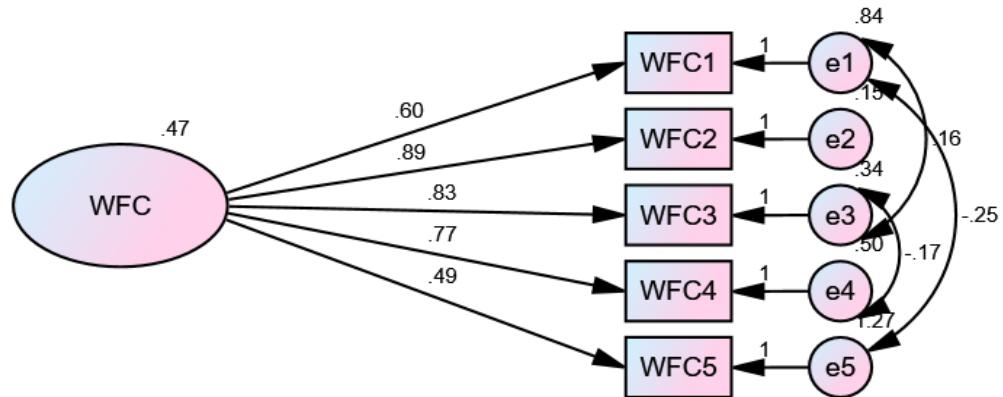
** $p < .01$

Table showing item total correlation and corrected item total correlation of work-family conflict scale. The results indicated moderate to high corrected item total correlation for all the items which points towards the measurement of the same construct.

Table 12 Item Loadings for Work-Family Conflict Questionnaire (N=200)

Scale/subscales	Item No.	Item Loadings
Work-Family Conflict	1	.60
	2	.89
	3	.83
	4	.77
	5	.49

The Work-Family Conflict Questionnaire item loadings illustrate the strength of association between each item and the work-family conflict construct. Notably, Item 2 demonstrates a substantial loading of .89, indicating a robust relationship. These loadings provide valuable insights into the unique contributions of each item to the overall measurement of work-family conflict within the questionnaire. Model fit indices of work-family conflict scale indicated all item loadings in an acceptable range however the value of RMSEA indicated poor fit, yet error covariances were added in order to attain a good model fit. After adding 3 error covariances, a good fit has been achieved for the model ($\chi^2/df = .76$, RMSEA = .02, GFI = .99, TLI = .96, CFI = .99)

**Figure 7** Confirmatory Factor Model of Work-Family Conflict Questionnaire

General Health Questionnaire-28. General health questionnaire is a multi-dimensional scale with four subscales comprised of 28 items (somatic complaints, anxiety & insomnia, social dysfunction and major depression) 7 items in each subscale, thus the tables represent the corrected item total correlations of the four subscales below:

Table 13 *Item Total Correlation and Corrected Item total correlation for General Health Questionnaire subscales (N=200)*

Scale/Subscale	Item No	Item Total Correlation	Corrected Item Total Correlation
Somatic Complaints			
1	1	.34**	.08
2	2	.46**	.35
3	3	.89**	.74
4	4	.75**	.61
5	5	.79**	.61
6	6	.88**	.73
7	7	.86**	.73
Anxiety & Insomnia			
8	8	.75**	.56
9	9	.65**	.34
10	10	.78**	.43
11	11	.89**	.54
12	12	.84**	.60
13	13	.81**	.63
14	14	.86**	.51
Social Dysfunction			
15	15	.11**	.17
16	16	.81**	.16
17	17	.38**	.20
18	18	.75**	.28
19	19	.89**	.45
20	20	.85**	.50
21	21	.65**	.11
Major Depression			
22	22	.55**	.32
23	23	.93**	.69
24	24	.92**	.74
25	25	.81**	.62
26	26	.94**	.77

27	27	.90**	.75
28	28	.89**	.71

** $p < .01$

Table shows the item total and corrected item total correlation of 4 dimensions of the General Health Questionnaire with their respective items. The results indicated moderate to high corrected item total correlation values on the somatic complaints subscale, except item 1 whose value is below the accepted threshold of 0.3, indicating poor association with the construct. It can be seen from the table that all the items of the Anxiety and Insomnia subscale exhibit moderate to high corrected item-total correlation values. Yet, indicating a strong association of all the items with this construct. Items from Social Dysfunction subscales indicate moderate to high corrected item total correlation except item 15, 16 and 17, indicating poor association with the construct. Results indicated that all the items of the Depression subscale indicated acceptable values of corrected item total correlation.

Furthermore, confirmatory factor analysis was done to investigate the four-factor model of the General Health Questionnaire. Most of the research on GHQ has been conducted in various cultural groups, age and gender groups, reveals diverse results related to the four-factor model. Some research focuses on the multidimensional structure, while others suggest a unidimensional model. Previous researches are centered on whether the instrument measures psychological distress or distinct dimensions of mental health issues (Li, 2016). The following are the results of four factor solution of GHQ-28.

Table 14 Item Loadings for General Health Questionnaire with subscales (N=200)

<i>Sr. No</i>	<i>Item No</i>	<i>Item Loadings</i>
Somatic Complaints		
1	1	.26
2	2	.39
3	3	.82
4	4	.79
5	5	.87
6	6	.91
7	7	.87
Anxiety & Insomnia		
8	8	.75
9	9	.64
10	10	.78
11	11	.87
12	12	.85
13	13	.80
14	14	.86
Social Dysfunction		
15	15	.01
16	16	.05
17	17	.22
18	18	.76
19	19	.95
20	20	.90
21	21	.53
Major Depression		
22	22	.48
23	23	.91
24	24	.92
25	25	.82
26	26	.92
27	27	.90
28	28	.90

Table indicates the results of confirmatory factor analysis of General Health Questionnaire in which four factor solution is used. The item loadings are ranging from .01 to .95. Results shows that item 1 in somatic complaints indicate poor factor loading

with the value of .26, however rest of the item loading are satisfactory. The item loading of Anxiety and Insomnia subscale are ranging from moderate to high and are in the acceptable range. For Social dysfunction subscale the item loadings for item 15, 16 and 17 are below the acceptable threshold of 0.3. It is evident that same item were found to have poor corrected item total correlation values. Item loading on rest of the social dysfunction scale are in acceptable range. For depression subscale all the items indicate moderate to good item loadings.

The items with loadings lower than the defined criteria of 0.3, includes item 1 from Somatic complaints subscale, item 15,16 and 17 from Anxiety & Insomnia. These items were analyzed both theoretically and statistically and decided to be removed for main study

The results indicated that the proposed measurement model for GHQ-28 did not fit adequately. Fit indices were below the recommended thresholds for good fit ($\chi^2/df = 6.7$, RMSEA = .14, GFI = .74, TLI = .72, CFI = .76). Modification indices suggested potential improvement to the model however did not yield a fair fit .Previous studies confirm the four dimensional model in clinical sample (Perez et al., 2010; Hjelle et al., 2019). However studies within the university and college sample are difficult to find despite the widespread use of GHQ-28 for empirical research (Garrido & Delgado, 2017).

Overall, these results support a four-factor solution as proposed by Goldberg and Hillier. However, the results from CFA of subscales of GHQ indicate that the content of the factors does not fully support the original scale structure. This finding makes it difficult to confirm the original factor composition by examining the result.

Pay Satisfaction Questionnaire. Pay satisfaction is a uni-dimensional questionnaire with 4 items. In order to determine the construct validity of a uni-dimensional scale, the item total correlation needs to be significantly higher.

Table 15 Item Total Correlation and Corrected item total correlation for Pay satisfaction scale (N= 200)

Sr. No	Item No	Item Total Correlation	Corrected Item Total Correlation
1	1	.82**	.69
2	2	.89**	.81
3	3	.91**	.83
4	4	.89**	.81

**p< .01

Table indicates the results of item total correlation and corrected item total correlation of Pay satisfaction Questionnaire. Results indicate that all the items of the scales are strongly correlated which indicate that all the items belong to their respective dimension thus measuring the same construct. CFA was done to further confirm the unidimensional factor structure of the Pay satisfaction Questionnaire. Results of this confirmatory factor analysis are as follows

Table 16 Item Loadings for Pay Satisfaction Questionnaire (N=200)

Scale/subscales	Item No.	Item Loadings
Pay Satisfaction	1	.67
	2	.79
	3	.94
	4	.89

Table indicates the results of CFA of Pay satisfaction questionnaire. The item loadings for all four items range from .78 to .90, emphasizing towards the measurement of the same construct. These findings underscore the validity of the questionnaire in assessing satisfaction with salary among the study participants. Model fit indices of pay satisfaction scale items an acceptable range. The value of RMSEA IS .06 which indicate a good model fit for the scale with unidimensional solution ($\chi^2/df = 1.9$, RMSEA = .06, GFI = .95, TLI = .98, CFI = .99). The model after adding covariance is as follows:

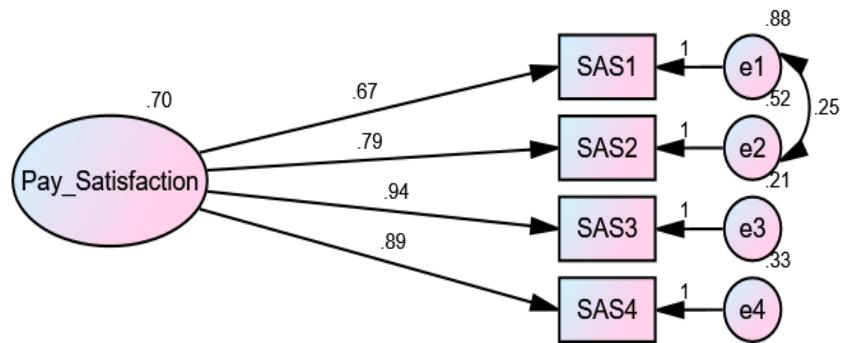


Figure 8 Confirmatory Factor Model of Pay Satisfaction Questionnaire

Career Satisfaction Questionnaire. Career satisfaction questionnaire is a uni-dimensional scale with 5 items, thus the tables represent the corrected item total correlations of the items below:

Table 17 Item Total Correlation and Corrected item total correlation for Career Satisfaction scale ($N = 200$)

Sr. No	Item No	Item Total Correlation	Corrected Item Total Correlation
1	1	.87**	.78
2	2	.83**	.74
3	3	.94**	.90
4	4	.94**	.91
5	5	.90**	.83

** $p < .01$

Table shows that the Career Satisfaction scale is all items are significantly positively correlated with total score as well as corrected. In addition to that, the values of correlation are high enough to determine that all items are measuring the same construct, which refers to the construct validity of the scale.

Confirmatory Factor Analysis of Career Satisfaction Questionnaire. The results of this confirmatory factor analysis are as follows

Table 18 *Item Loadings for Career Satisfaction Questionnaire (N=200)*

Scale/subscales	Item No.	Item Loadings
Career Satisfaction	1	.81
	2	.73
	3	.97
	4	.91
	5	.89

Table shows the item loadings in the Career Satisfaction Questionnaire suggest the strength of the relationship between each item and the comprehensive construct of career satisfaction. Remarkably, Items 1 to 5 showcase substantial loadings of .81, .73, .97, .91, and .89, respectively, underscoring their pivotal role in capturing the intricate nuances of career satisfaction. These findings contribute valuable insights, elucidating the nuanced dimensions of career satisfaction assessed within the questionnaire and highlighting the salient components that significantly influence this complex construct.

The Career Satisfaction Questionnaire initially displayed suboptimal model fit in Model 1, indicated by a chi-square value of 140.2 with 5 degrees of freedom. However, the introduction of two error covariance in Model 2 significantly improved the model fit, with a reduced chi-square value of 11.14 and enhanced goodness-of-fit indices (GFI=.99, TLI=.99, RMSEA=.072). This suggests that incorporating error covariance contributes to a more accurate representation of career satisfaction.

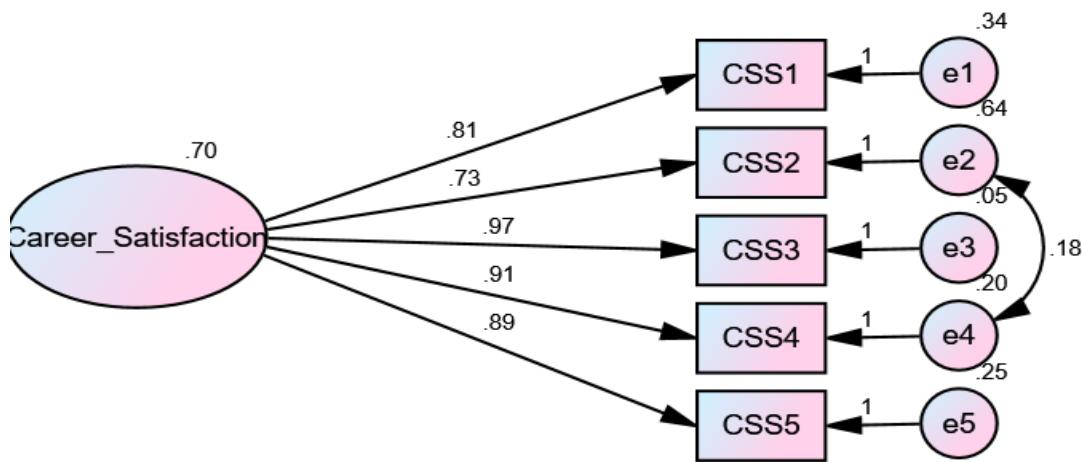


Figure 9 *Confirmatory Factor Model of Career Satisfaction Questionnaire*

Turnover -Intention Questionnaire. Turnover intension is a unidimensional scale with 6 items questionnaire.

Table 19 *Item total correlation and corrected item total correlation for the Turnover Intention Scale (N = 200)*

Sr. No	Item No	Item Total Correlation	Corrected Item Total Correlation
1	1	.75**	.56
2	2	.33**	.11
3	3	.70**	.54
4	4	.85**	.73
5	5	.70**	.54
6	6	.42**	.19

** $p < .01$

Table indicates the results of corrected item total correlation of Turnover Intention questionnaire. Results indicates that all the items of the scales are moderately to strongly correlated with the scale accept item 2 and 6 which shows poor corrected correlation values of .11 and .19 respectively. This indicate a poor contribution of these items in measuring the construct. Confirmatory factor analysis of Turnover Intention questionnaire was conducted to see the unidimensional nature of the construct.

Table 20 Item Loadings for Turnover-Intention questionnaire (N=200)

Scale/subscales	Item No.	Item Loadings
Turnover Intention	1	.71
	2	.03
	3	.80
	4	.87
	5	.87
	6	.06

The Turnover-Intention questionnaire item loadings elucidate the strength of association for each item with the turnover intention construct. Notably, Item 4 exhibits a robust loading of .92, indicating a significant relationship, while Item 2 and item 6 show a relatively weaker connection with a loading of .03 and .06. These loadings offer insights into the distinct contributions of each item to the overall assessment of turnover intention within the questionnaire.

The default model comprising six items without added error covariance, various fit indices, including Chi-Square per Degrees of Freedom (χ^2/df), Goodness of Fit Index (GFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA), are considered. The model indicates a poor fit, however, CFA was conducted again, incorporating 4 items after adding error covariance, shows improved fit indices, with GFI at 0.98, TLI at 0.93, and RMSEA at 0.06. These results suggest that Model 2, after integrating error covariance, demonstrates enhanced overall fit compared to Model 1, aligning with established criteria for satisfactory fit. The model, after considering 4 items of Turnover Intention, is as follows:

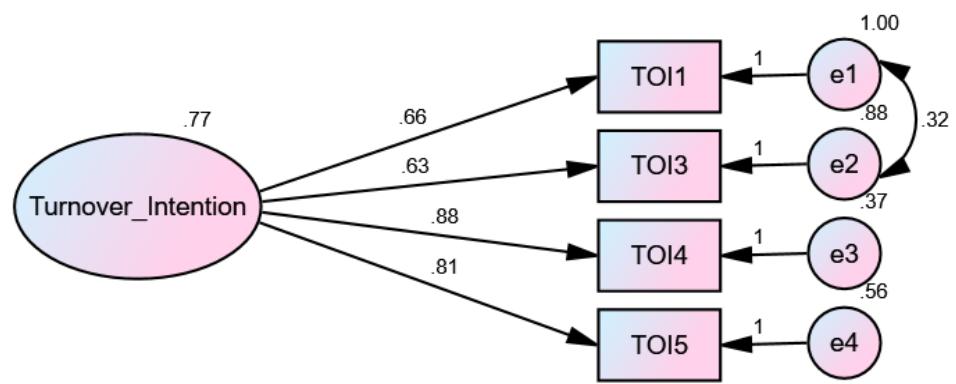


Figure 10 Confirmatory Factor Model of Turnover Intention Questionnaire

Discussion

The purpose of phase I of the study was to confirm the relevance of the study constructs in the context of Pakistani higher education institutions, as well as to see if the instruments used in the study are appropriate for the measurement of study variables.

On the basis of brainstorming sessions, 9 theory-driven instruments were identified for measuring work-family conflict, supervisory support, family functioning, turnover intentions, General health (physical and mental health), career satisfaction, salary satisfaction, job insecurity, and organizational structure. The scales finalized for measurement were Work-Family Conflict Questionnaire (Heslem et al., 2015, supervisory support scale, and Career Satisfaction Scale (Greenhaus et al., 1990). Job Insecurity scale (De Witte, 2000), Pay satisfaction questionnaire (Heneman and Schwab, 1985), Turnover Intention questionnaire (Roodt, 2004), General Health Questionnaire-28 (Goldberg & Hillier, 1979), Family Functioning scale (McMaster, 2000), Organizational structure questionnaire. Adaptation of the study instruments took place in phase II of the study. The purpose of phase III of the study was to determine the psychometric properties of the instruments that are required for the main study of the research. The adapted versions of the aforementioned instruments were required to be validated in the local context of higher education institutions. For the confirmation of dimensionality, confirmatory factor analysis was conducted. Previous studies were also consulted to determine the factor structure of all the instruments.

For the empirical evaluation of all the adapted instruments, a sample of 200 university teachers was collected from private and public sector universities of Pakistan. Reliability estimates of all the instruments were determined through alpha reliability coefficients whereas the validity was established through convergent and divergent validity. The first instrument was Supervisory Support Questionnaire for which previous literature was reviewed which indicated a unidimensional factor structure in different organizational researches. In the current

research a unidimensional solution was considered appropriate with satisfactory item loadings and model fit.

Previous literature on the Job Insecurity questionnaire reveals that the four-item job insecurity scale has been used successfully in different countries and contexts and has also been translated into various languages, confirming the unidimensional construct. However, in the present research, confirmatory factor analysis results indicated acceptable factor loadings for all of the items except item 3. Confirmatory factor analysis results confirm that 3 item unidimensional solution was considered appropriate with satisfactory item loadings.

Different factor structures of family functioning have been found, ranging from the original 12-item one-factor model (Nathan et al., 1983), a one-factor model with six positively worded items (Katrina et al., 2014), a two-factor model with six items (three positively and negatively worded items, respectively), to four-factor models (i.e., competence in family functioning, emotional communication, centered-on-self behavior, and emotional and behavior over-involvement) with 12 items. However, in the present research a unidimensional solution of family functioning was found to be appropriate. Factor loading of family functioning were below the range on item 1, 3, 5, 7, 9 & 11 indicating that these items are the poor indicators of the construct. However, the statements of these items were analyzed to see if there is any difficulty or ambiguity. It also indicates that a one factor model with 6 positive worded items would be appropriate to be used to measure the construct of family functioning.

Organizational structure questionnaire comprises of two features, i.e, formalization and centralization, consist of 9 items (6 items for measuring formalization and 3 for centralization). Previous literature highlighted the different elements making up organizational structures in the form of formalization, centralization, number of levels in the hierarchy etc. Mechanistic organizations are often rigid and resist change, making them unsuitable for innovativeness and taking quick action. In previous studies the factor structure of the scale has been studied in the

context of universities, it was found that the scale can be used as a single concept (Gudergen & Bucic, 2004) However in the present research a unidimensional solution was considered appropriate with satisfactory item loadings except item 4,5 and 8 with poor corrected item total correlation values and factor loading below the accepted threshold of 0.3 . However, these items were analysed and after review were deleted hence 5 items scale was considered appropriate for the main study.

Work-family conflict scale questionnaire developed by Haslem et.al, comprised of two subscales measuring theoretically distinct but related constructs of work to family conflict (5 items) and family to work conflict (5 items). In the present research work to family conflict subscale was used as a unidimensional factor solution was considered appropriate with satisfactory factor loadings.

GHQ is a 28 item questionnaire by Goldberg with four subscales of somatic complaints, anxiety & insomnia, social dysfunction, and major depression. There are challenges applying a rating scale across countries and languages and to different populations. The often-suggested threshold for the indices of goodness of fit in a confirmatory factor analysis was not achieved in the present research.

The original model in which Items 1–7, 8–14, 15–21 and 22–28 were set to load on four correlated factors was checked first through confirmatory factor analysis. The factor loadings on all the items was in the acceptable range except item 1 , 15, 16 and 17, However these items were removed and confirmatory factor analysis was done which indicates that Goodness of fit was barely acceptable for the model theorized by Goldberg and Hillier (1979) ($\chi^2/df = 6.7$, RMSEA = .14, GFI = .74, TLI = .72, CFI = .76). After applying modification indices the analysis was repeated. Results from confirmatory factor analysis, reveals that the original four-factor structure was of non-optimal fit. Most prominent studies that analyses the four factors of the GHQ-28 only used exploratory factor analysis (EFA)(Galindo et

al.,2017;Vallejo et al.,2014) .GHQ-28 requires instrumental exploration and more validation methods like confirmatory factor analysis and SEM, since previous methods applied in the previous researches are not enough to confirm the four dimensions model in university population. Hence the subscales of General health questionnaire were considered appropriate to be used in the main study after deleting the items 1, 15, 16 and 17 with poor factor loadings. Somatic complaints consist of item 2,3,4,5,6 and 7, Anxiety and Insomnia consist of items 8, 9, 10, 11, 12, 13 and 14, Social dysfunction comprised of items 18, 19 ,20 and 21 and Major depression consist of items 22,23, 24, 25, 26 , 27 and 28.

There is general consensus that pay is one outcome of high importance (Lawler 1971; Quinn et al. 1974). Pay satisfaction scale used in the present research is a short version of the original scale. It is unidimensional measuring 4 component of overall satisfaction with the pay. Each item indicates a different dimension like take home salary, benefits, increments and overall satisfaction with the package. In the present research a unidimensional solution was considered appropriate with satisfactory item loadings

Previous literature reveals that career satisfaction scale typically is a unidimensional questionnaire that looked at antecedents of career satisfaction, most notably organizational and career self-management strategies, career attitudes, personality traits, and socio-demographic characteristics (Spurk et al., 2019).Career satisfaction questionnaire is a five item scale. Career satisfaction is an important topic in career research because subjective feelings of success are related to many facets of work behavior and well-being (e.g., Abele & Spurk, 2009; Ng, Eby, Sorensen, & Feldman, 2005). However a unidimensional solution was considered appropriate with satisfactory item loadings for 5 items of career satisfaction questionnaire

Studies on turnover intention confirms a single factor was extracted with a Cronbach alpha reliability coefficient ($\alpha =0.80$) (Boothma & Roodth, 2014). Short version of TIS is used

in the present research with 6 items. However two items indicate poor corrected item total correlation values and factor loadings below the acceptable range of 0.3. Results of confirmatory factor analysis reveals a 4-item single-factor solution with satisfactory item loadings for the turnover intention questionnaire.

Confirmatory factor analysis has shown the desired factor structures for supervisory support, job insecurity, organizational structure, work-family conflict, pay satisfaction, career satisfaction and turnover intention, and family functioning, except the General Health Questionnaire. However, some items did not meet the minimum criteria of item loadings. Content expert's suggestions were considered while excluding those items in the final analysis

Conclusion

The entire study was done in order to determine whether the selected instruments for the study were reliable or valid to be used in the main study (hypothesis testing). Thus, validity estimates and reliability estimates were the main focus of phase III of the study. Empirical evaluation results indicated the reliability and validity estimates as well as the factorial structures of the in reference to the previous literature, except for family functioning and GHQ where a new factor structure will be considered appropriate. Thus, it can be concluded that all the scales can be used in the next phase of the study.

Chapter 3

Study II: Main Study

The main study (study II) of the current research aimed to investigate Work-family conflict and its outcomes in teachers of Higher Education institutions. The study also examined the moderating role of organizational and family factors. A different sample is acquired for the main study. The relationship of demographic variables with study variables is explored in the main study. The study focuses on exploring the following objectives:

Objectives

Main study comprised of hypothesis testing and model testing with the following objectives:

1. To investigate the significant outcomes of Work-Family conflict from study variables including turnover intention, physical and mental health and family functioning among university teachers
2. To examine the moderating role of organizational factor (contextual factor) on the relationship between work-family conflict and its outcomes.
3. To examine the moderating role of family factors (Individual factor) on the relationship between work-family conflict and its outcomes.
4. To explore the psychometric properties of the scales used to measure the constructs that were being used in the study.
5. To find out the group differences on the basis of demographic variables (e.g gender, working experience etc)

Hypotheses

To achieve the mentioned objectives of the current study the following hypotheses were formulated. Hypotheses were devised to see the direct effects, indirect effects and group differences.

H1 Work-family conflict is associated with work-related outcomes among teachers of higher education institutions, more specifically;

H1a. Work-family conflict is positively associated with turnover intention
 H1b. Work-family conflict is negatively associated with career satisfaction

H2. Work-family is negatively associated with family functioning

H3a. Work-family conflict is positively associated with somatic complaints.
 H3b. Work-family conflict is positively associated with anxiety and insomnia.
 H3c. Work-family conflict is positively associated with social dysfunction.
 H3d. Work-family conflict is positively associated with major depression

H4. Supervisory support moderates the relationship between work-family conflict and its outcomes, more specifically;

H4a. Supervisory support significantly moderates the relationship between work-family conflict and Turnover Intention
 H4b. Supervisory support significantly moderates the relationship between work-family conflict and Career Satisfaction
 H4c. Supervisory support moderates the relationship between work-family conflict and family functioning.
 H4d. Supervisory support moderates the relationship between work-family conflict and somatic complaints.
 H4e. Supervisory support moderates the relationship between work-family conflict and anxiety & insomnia.

- H4f. Supervisory support moderates the relationship between work-family conflict and social dysfunction.
- H4g. Supervisory support moderates the relationship between work-family conflict and major depression
- H5. Organizational structure moderates the relationship between work-family conflict and its outcomes, more specifically:**
 - H5a. Organizational structure moderates the relationship between work-family conflict and turnover intention
 - H5b. Organizational structure moderates the relationship between work-family conflict and career satisfaction.
 - H5c. Organizational structure moderates the relationship between work-family conflict and family functioning.
 - H5d. Organizational structure moderates the relationship between work-family conflict and somatic complaints.
 - H5e. Organizational structure moderates the relationship between work-family conflict and anxiety & insomnia
 - H5f. Organizational structure moderates the relationship between work-family conflict and social dysfunction
 - H5g. Organizational structure moderates the relationship between work-family conflict and major depression
- H6. Pay satisfaction moderates the relationship between work-family conflict and work related outcomes, more specifically:**
 - H6a. Pay satisfaction moderates the relationship between work-family conflict and turnover intention.
 - H6b. Pay satisfaction moderates the relationship between work-family conflict and career satisfaction
 - H6c. Pay satisfaction moderates the relationship between work-family conflict and family functioning.

H6d. Pay satisfaction moderates the relationship between work-family conflict and somatic complaints.

H6e. Pay satisfaction moderates the relationship between work-family conflict and anxiety & insomnia.

H6f. Pay satisfaction moderates the relationship between work-family conflict and social dysfunction

H6g. Pay satisfaction moderates the relationship between work-family conflict and major depression.

H7. Job insecurity moderates the relationship between work-family conflict and its work related outcomes among teachers of higher education institutions

H7a. Job insecurity moderates the positive relationship between work- family conflict and turnover intention

H7b. Job insecurity moderates the negative relationship between work-family conflict and career satisfaction.

H7c. Job insecurity moderates the negative relationship between work-family conflict and family functioning.

H7d. Job insecurity moderates the relationship between work-family conflict and somatic complaints.

H7e. Job insecurity moderates the relationship between work-family conflict and anxiety & insomnia.

H7f. Job insecurity moderates the relationship between work-family conflict and social dysfunction.

H7g. Job insecurity moderates the relationship between work-family conflict and major depression.

H8. Marital status moderates the relationship between work-family conflict and family functioning.

H9. Family system moderates the relationship between work-family conflict and family functioning.

H10. Number of dependents moderates the relationship between work-family conflict and family functioning.

H11. There is a difference on the basis of gender across study variables.

H11a. Female teachers will experience higher level of work-family conflict, somatic complaints and social dysfunction than males.

H11b. Female university teachers experience higher level of supervisory support, career satisfaction and salary satisfaction as compared to males

H11c. Male university teachers experience higher level of job insecurity, turnover intention and family functioning as compared to females.

Operational Definitions

Self-report Likert type rating scales have been used to operationalize the variables of this study. In the following section, operational definitions of the following study variables are provided:

Work-Family Conflict

Work-family conflict is a kind of role conflict from the field of work and family life, that is to say, because of participating in family (work) activities, the role and time become more difficult (Panda et al., 2022). Work-family conflict is bidirectional, that is, work interferes with or family interferes with work. Work-family interference is due to excessive work affairs, which makes it difficult for individuals to fulfill their family responsibilities and obligations .In this study higher scores on Work-Family conflict scale indicates higher level of conflict.

Supervisory Support

Supervisor support is defined as an extent to which the supervisor values the employee's contributions, (Eisenberger et al., 2002;Stinglhamber & Vandenberghe, 2003)Higher levels of supervisor support may provide employees with additional resources to better accomplish their work tasks and meet demands (Holland et al., 2019). In the current research supervisory support

scales is used replacing the word supervisor with the Head of Department (HOD). Higher scores indicate higher level of support by the HOD.

Pay Satisfaction

Salary or pay is a form of episodic compensation from a firm to its worker, which is completely stated in an employment contract. Salary satisfaction refers to the attitude of employees for salaries generated, this attitude will affect the salaries of individual employees and working relations between the relevant output behaviors (Williams, McDaniel and Ford, 2007). Salary satisfaction means comprehensive personal attitudes or feelings arising from their own salary, whether positive or negative attitudes or feeling. Salary satisfaction is often thought to affect behavior, such as the absence and turnover intention (Wanger, 2007). In the current research higher score on Heneman and Schwab's (1985) salary satisfaction scale is indicative of employees higher level of satisfaction and vice versa.

Turnover Intention

Sousa-Poza and Henneberger (2002), defined turnover intention as “the (subjective) probability that an individual will change his or her job within a certain time period”. In the current study, higher score on Roodt (2004) turnover scale is indicative of higher level of turnover intention and vice versa.

Family Functioning

Family functioning is a broad term that may encompass task accomplishment (the process by which the family achieves goals), role performance (e.g., how family members understand what is expected), affective involvement (the degree and quality of family members' interest in one another), control (the process by which family members influence one another), values and norms (e.g., how consistent they are), and/or communication/affective expression (how emotions are

expressed; Skinner, Steinhauer, & Santa-Barbara, 1995). In the current study higher score on Mc Master (2000) family functioning scale is indicative of higher level of family functioning and vice versa.

Career Satisfaction

Career satisfaction is an individual's evaluation of their own progress towards meeting different career-related goals (e.g., achievement, income, etc). Career satisfaction was measured using the Career Satisfaction Scale (Greenhaus et al., 1990), which consists of five items (e.g., I am satisfied with the progress I have made toward meeting my overall career goals.

Organizational Structure

Organizational structure in general determines the allocation of tasks, methods of reporting and information sharing, coordination, control and interaction (e.g., Donaldson, 1985; Clegg, 1990). There are two main components that define the continuum of mechanistic versus organic organizational structures i.e formalization and centralization. Formalization is concerned with the degree of rules and procedures, and centralization refers to levels of decision making (Burns and Stalker's, 1961). The way in which people interact, communicate and define power is affected by organizational structure (Hall, 1987). Structural issues such as centralization and formalization are influenced by the organization's approach to values (Quinn, 1988). For example, control-oriented value systems focus on consolidating management control by centralizing decision making and decreasing employee discretion and flexibility. This results in a highly mechanistic structure (Burns and Stalker, 1961)

Job Insecurity

Job insecurity is a subjective threat about the continuity of the employment in the future (Elst et al., 201). Job insecurity is an individual's perception about potential threat to their

employability and future employment opportunities (Colakoglu, 2011). The current research is focusing on the perception of teachers of higher education institutions about their career and how academics see their work conditions as uncertain. Job insecurity among university teachers was measured by using Job Insecurity Scale (JIS), a four-item scale developed by De Witte (2000).

Wellbeing

Wellbeing is a multidimensional construct covering various aspects of a person's health. It is a combination of physical, emotional, mental and social wellbeing (Seligman, 2011). Teacher's wellbeing is found to be associated with better interaction in the classroom and improved learners achievement (Roffey, 2012). In the present research teachers wellbeing is measured by using General Health Questionnaire developed by Goldberg & Hillier (1979).

Sample

This study's sample was collected through purposive sampling, comprised of 530 teaching faculty members from private and public sector universities in Pakistan (including teaching and research institutions). The inclusion criteria was made to be at least 25 years of age with a minimum MPhil level degree (18 years of education). Sample included both male and female teachers. The age range of sample was between 25- 65 years. Participants were contacted by the researcher directly and purpose of the study was communicated to them. Participants who have less than one year working experience were not included in the study. All the participants were currently working in universities with minimum 6 months of working experience in their current institution were included. Majority of the sample reported being married ($N = 363$) while the remaining were unmarried ($N=167$). Participants who have their dependents at home were more than those with no depends. Detail description of the sample is as below:

Table 20 Demographic Characteristics of the Sample (N= 530)

Variable	Category	f	%
Gender	Male	272	51.3
	Female	258	48.7
Age	25-35	368	69.4
	36-45	149	28.1
Marital Status	46-55	09	1.6
	56-65	04	0.75
Family System	Unmarried	167	31.5
	Married	363	68.5
Number Dependents	Joint	331	62.5
	Nuclear	199	37.5
(No dependency)	None	224	42.3
	1-2	184	34.7
(Low dependency)			

	3-6	122	23.0
(Moderate dependency)			
Number of children	Nil	248	46.8
	1-3	259	48.8
	4-6	23	4.3
Experience in this university	0-5 years	367	69.2
	6-10 years	59	11.1
	11 & above	104	19.6
Total Working Experience	0-5 years	155	29.2
	6-10 years	176	33.2
	11 & above	199	37.5
	Visiting	130	24.5
Job Status	Contract	237	44.7
	Regular	163	30.8

The table presents categorical data concerning the demographic and professional characteristics of the study participants. In terms of gender, the participants are fairly evenly

distributed between male and female, with 51.7% being male and 48.3% being female. Regarding age, the majority of participants, 74.2%, fall within the 25-35 age group, suggesting a relatively young sample. In terms of marital status, a significant proportion, 66.9%, are married, while 33.1% are unmarried.

In the context of professional characteristics, the vast majority of participants, 96.0%, hold the designation of "Lecturer," while a smaller fraction, 4.0%, are "Assistant Professors." The family system data reveals that 64.9% of participants belong to a "Joint" family system, while 35.1% are part of a "Nuclear" family system. The number of dependents varies, with 42.3% having "None," 34.7 % having "1-2" dependents, 23% having "3-6" dependents.

The distribution of participants by total years of experience shows that 30.5% have "0-5 years," 35.2% have "6-10 years," and 41.3% have "11 years and above" of experience. In terms of job status, 28.5% are "Visiting," 43.7% are on "Contract," and 27.8% have a "Regular" job. Lastly, the majority of participants, 84.8%, are associated with a "Public" university, while 6.6% are from a "Private" university, and 8.6% belong to a "Semi-Government" university. This information offers insights into the composition of the study's participant pool and can be valuable for researchers in understanding the characteristics of the sample under investigation.

Adapted Version of Study Instruments

All the instruments where finalized and adapted in the first study, were utilized in the main study to assess the variables. Some changes were made while adapting the questionnaires. The details of the adapted instruments is as under

Work-Family Conflict Questionnaire

Work-family conflict is measured by utilizing the scale developed by Haslam and colleagues in 2015. The original version of the scale comprised of 10 item with 2 subscales. Item

1-5 are measuring work-family conflict and item 6-10 are measuring Family-work conflict. However in the present research work to family subscale was used to collect data. Responses are measured on five point rating options. Higher scores indicate higher level of conflict. ". The scale has two subscales: work-to-family conflict and family-to-work conflict. Higher scores indicate higher levels of conflict. The present research utilize the work to family subscale for the data collection to measure the focal predictor.

General Health Questionnaire (GHQ)

General Health Questionnaire is originally developed by Goldberg and Hillier (1979). It comprised of 28 items. The adapted version of the four subscales of GHQ-28 is used in the present research to measure the overall wellbeing of the teachers of higher education institutions. The adapted version after CFA comprised of 6 items of subscale "Somatic Complaints" 7 items from the subscale anxiety and insomnia, 4 items from social dysfunction and 7 items from the subscale of "major depression" Responses measured on five point response options.

Family Functioning Questionnaire.

The McMaster Family functioning questionnaire (2000) originally developed by McMaster, is based on Family Functioning Model is a self-report measure of family functioning. An adapted version comprised of 6 positive worded items is used in the main study of the present research after applying confirmatory factor analysis. The family functioning score is simply the sum of the 6 items.

Career Satisfaction Questionnaire

The career satisfaction scale originally developed by Greenhaus et al, in 1990. Each of the preceding items is scored on a category rating scale with the following labels: "strongly disagree", "disagree to some extent", "uncertain", "agree to some extent", and "strongly agree". All items are

considered indicators of one underlying factor, i.e. subjective career success. An adapted version of the scale with minor modification of the anchors of the scale is used in the main study.

Pay Satisfaction Questionnaire

The short version of Pay satisfaction scale originally developed by Heneman and Schwab (1985) is used in the present research. It consists of 4 components including satisfaction with pay level, amount of last raise, benefits, and pay structure/administration. However the term pay is modified to “salary” to make it more understandable within the context of educational institutions. Higher scores on this scale indicative of higher satisfaction with salary or pay.

Job Insecurity Questionnaire

Job Insecurity Scale (JIS), a four-item scale developed by De Witte (2000). However one item is excluded from the scale in the main study after applying confirmatory factor analysis. The JIS is a global job insecurity measure. 3 items from the scale are included in main study that refer to the threat or the chances to lose the job among teachers

Turnover Intention Questionnaire

The turnover intention scale originally developed by (Bothma & Roodt, 2013) comprised of 6 items. However an adapted version of the scale with 4 items is used to measure turnover intention among teachers of higher education institutions. Higher scores on this scale are indicative of employee's higher level of intention to leave the organization

Supervisory Support Questionnaire

Supervisory support questionnaire is taken from social support scale originally developed by Caplan, Cobb and colleagues in 1975, comprised of 6 items. An adapted version of the scale is used in the main study of the present research. The key term supervisory support is modified to “Head of Department” to make it more meaningful in the context of higher education institutions,

with five point Likert scale, measuring the extent of supervisory support within the organization. Higher scores indicate the higher level of support.

Organizational Structure Questionnaire

Organizational structure scale used in this study was developed by Gudergen and Bucic in 2004. The original version is comprised of 9 items. However an adapted version with 6 meaningful items is used to collect data in the main study. It is the continuum of mechanistic versus organic organization (Burns & Stalker, 1961). Formalization is concerned with rules and procedures while centralization refers to the levels of decision-making latitude. The term organization is modified to “university” to make it more appropriate to be used within the higher education institutions. Along with that the term “employees” is modified to faculty / staff to make it more understandable for the participants of the research.

Procedure

Participants were contacted through relevant authorities in all the respective universities after getting the permission. University teachers were contacted personally and their consent was taken for participation in the research. Purpose of the research was communicated to them along with the mentioned instruments. Instructions were given to all the participants. Participants were instructed to read the statements carefully and respond. Participants were informed that the information provided by them will be kept confidential and will be used for research purpose only. It took 15-20 minutes for respondents to fill the questionnaire.

Chapter 4

RESULTS

Results of the main study included descriptive analysis of all the instruments to analyze the reliability estimates for the new sample. Model testing is carried out in order to determine the direct, indirect and interactive relationship through moderation analysis. Group differences across different study variables were examined through t-test and ANOVA

The present research is cross sectional mono-method research where the data is collected through quantitative self-report measures. However, it is difficult to overcome the problem of common method variance due to the potential measurement errors thus leading to inaccurate inferences (Coenen & Bulck, 2016). These issues were handled by following the below mentioned strategies

Inter construct Randomization

Inter construct randomization was used in order to tackle the order effect. Scales were presented in varying sequences (Duncan, 2013)

Scale Items Modification

In order to minimize the chance of any random response the items of all the scales were carefully analyzed in order to make them easy to understand and more meaningful. In order to do the changes, adaptation of all the scales was done and their reliability and validity were also determined in the second and third phase of study I.

Anonymity

Participants of the research were ensured through consent that their responses will be kept anonymous. Participants were made sure that their responses will not be shared

with any authorities in their present department and will be kept confidential. All these steps were taken in order to reduce the effect of response bias and social desirability of the responses of the participants (Craighead , Ketchen , Dunn, & Hult, 2011)

Hypothesis Testing for Direct Effect, Indirect Effects, and Group Differences

This section of the research comprised of all the analysis for hypothesis testing. Direct, indirect relationships among study variables and their group differences were tested in this section of the research.

Descriptive statistics.

The initial step of data analysis of the main study to determine the descriptive statistics of all the variables of the study. Descriptive analysis comprised of alpha reliabilities, skewness, kurtosis, mean, standard deviation, and actual and potential ranges of the data.

Table 21 Descriptive statistics and Reliability Estimate of all the Scales and their Respective Subscales (N=530)

Variable	k	α	M	SD	Skew	Kurt	Range	
							Actual	Potential
SS	6	.85	22.2	4.7	-.306	-.10	8-30	6-30
JI	3	.81	9.9	3.3	.32	-.03	4-19	4-20
FF	6	.71	36.6	6.5	.51	.62	24-60	12-60
ORG	6	.65	28.8	3.9	-.41	.73	9-45	13-39
WFC	5	.82	14.2	4.3	-.15	-.82	5-25	5-25
SO	6	.88	20.9	5.4	-.13	-1.3	6-30	6-30
A& I	7	.90	17.9	6.4	-.26	-1.0	7-35	7-31
SD	4	.84	19.2	4.1	.38	.15	4-20	5-20
MD	7	.93	16.4	7.5	.67	-.33	7-35	7-35
SAS	4	.90	10.51	4.5	-.03	-1.2	4-20	4-20
CAS	5	.93	15.79	4.9	-.70	.34	5-25	5-25
TOI	4	.84	15.35	4.8	-.56	-.43	4-20	4-19

Note. SS=Supervisory Support, JI=Job Insecurity, FF= Family Functioning, ORG= Organizational Structure, WFC= Work Family conflict, GHQ= General Health Questionnaire, SO= Somatic Complaints, AI= Anxiety & Insomnia, SD= Social Dysfunction, MD= Major depression, SAS= Salary satisfaction, CAS= Career Satisfaction, TOI = Turnover Intention

The supervisory support scale, consisting of six items, demonstrates high internal consistency with a Cronbach's alpha of 0.85, indicating a reliable measure. Similarly, the job insecurity scale, encompassing 3 items, exhibits satisfactory internal reliability ($\alpha = 0.81$), which is acceptable in correlation studies (Seeram, 2019).

Family functioning, assessed through 6 items, demonstrates adequate internal consistency ($\alpha = 0.71$). Notably, the positive skewness (0.51) suggests a slight asymmetry toward

higher functioning, while a positive kurtosis (0.62) indicates a distribution with heavier tails.

Organizational structure comprising 6 items reveal internal reliabilities of 0.65, which is moderately acceptable (Bobko, 2001). Descriptive statistics such as mean, SD, skewness, and kurtosis shed light on the central tendencies, variabilities, and shapes of these scale. Work-family conflict scale display good internal consistency ($\alpha = 0.82$). The range and distributional characteristics further elucidate the nature of conflicts between work and family roles, emphasizing the relevance of these constructs in organizational and personal domains. Somatic complaints and anxiety and insomnia scales demonstrate satisfactory internal reliability ($\alpha = 0.88, 0.90$ respectively).

Social dysfunction, major depression, salary satisfaction, career satisfaction, and turnover intention scales each reveal distinct psychometric properties. Social dysfunction, with four items, exhibits a good internal consistency ($\alpha = 0.84$), while the major depression scale, characterized by seven items, demonstrates high reliability ($\alpha = 0.93$). Salary satisfaction, assessed through four items, displays a substantial internal consistency ($\alpha = 0.90$), underscoring the reliability of this measure in capturing participants' satisfaction with their salaries. Career satisfaction, evaluated through five items, demonstrates excellent internal consistency ($\alpha = 0.94$). Finally, the turnover intention scale, comprising four items, reveals satisfactory internal reliability ($\alpha = 0.84$).

This particular analysis of psychometric properties not only establishes the reliability and validity of the measurement instruments but also provides a nuanced understanding of the distributional characteristics of key variables. These findings contribute significantly to the methodological rigor of the study, enhancing the credibility

of its outcomes and offering valuable insights for scholars engaged in advanced research at the doctoral level.

Results of hypotheses on direct effects. To investigate the direct association among study variables, correlation and path analysis were conducted

Correlation matrix. A correlation matrix is generated to see the strength and direction of the relationship among the study variables

Table 22 Correlation of study variables (N= 530)

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1 Supervisory Support	-	-.458**	.121**	-.004	.041	-.205**	-.105*	-.084	-.333**	.141**	.225**	-.187**
2 Job Insecurity		-	.105*	-.042	.178**	.277**	.161**	.156**	.486**	.168**	-.271**	.353**
3 Family Functioning			-	.206**	.124**	-.091*	-.036	-.108*	-.111*	.490**	.281**	.461**
4 Organizational Structure				-	-.054	.066	.093*	-.263**	-.103*	.071	.229**	.043
5 Work to Family					-	.596**	.493**	-.035	.215**	.306**	.017	.546**
6 Somatic Symptoms						-	.739**	.089*	.528**	.096*	-.459**	.286**
7 Anxiety and Insomnia							-	-.125**	.270**	-.045	-.270**	.146**
8 Social Dysfunction								-	.471**	-.164**	-.475**	.027
9 Major Depression									-	.130**	-.678**	.364**
10 Salary satisfaction										-	.152**	.588**
11 Career satisfaction											-	.027
12 Turnover Intention												-

Note. *p< 0.05, **p< 0.01

Table indicates that there is a significant negative correlation between Supervisory Support and Job Insecurity ($r = -0.44^{**}$, $p < 0.01$), suggesting that as employees perceive higher supervisory support, they tend to have less job insecurity. Additionally, Supervisory Support has significant negative correlations with somatic complaints ($r = -20^{**}$, $p < 0.01$), anxiety & insomnia ($r = -10.^*$, $p < 0.05$), social dysfunction ($r = -08$), and depression ($r = -33^{**}$, $p < 0.01$) indicating that increased supervisory support is associated with improved general health. On the other hand Supervisory support is significantly positively related with salary satisfaction ($r = 14^{**}$, $p < 0.01$), and career satisfaction ($r = .22^{**}$, $p < 0.01$) whereas; inversely related with turnover intention ($r = -18^{**}$)

Job insecurity exhibits a significant negative correlation with organizational structure ($r = -.04$) and career satisfaction implying that as job insecurity increases, career satisfaction may decline. However, it is positively correlated with work-family conflict, somatic complaints, anxiety and insomnia, social dysfunction, depression and turnover intention

Family Functioning displays a significant positive correlation with organizational structure ($r = .26^{**}$, $p < 0.01$), implying that increased workplace formalization and centralization may marginally increase family functioning. However, it also has a negative correlation with somatic complaints, anxiety and insomnia, social dysfunction and major depression, suggesting that better family functioning is associated with reduced physical and mental health symptoms

Organizational structure (the degree of centralization and formalization) significantly negatively related to work-family conflict, social dysfunction, depression and turnover intention and positively related with salary satisfaction and career satisfaction. Work-Family conflict demonstrates very strong positive correlations with

somatic complaints, anxiety, social dysfunction and depression. Work - family conflict also significantly positively associated with career satisfaction, turnover intention and salary satisfaction

Somatic complaints shows significant positive correlations with most variables, particularly with work-family conflict, anxiety and insomnia, social dysfunction and depression signifying a strong connection between overall health and work-family conflict relationships.

Anxiety and Insomnia has strong positive correlations with variables, including social dysfunction, depression, suggesting that anxiety and insomnia symptoms are strongly related to overall mental health. Anxiety and insomnia has a significant negative relationship with career satisfaction.

Social Dysfunction exhibits significant positive correlations with depression and turnover intention, and is negatively related to salary satisfaction and career satisfaction. Salary satisfaction has a positive correlation with career satisfaction and turnover intentions($r = 0.15^{**}$, $p < 0.01$, $r= 0.58^{**}$), suggesting that higher salary satisfaction is associated with better work-related outcomes.

Path Analysis for Predicting Outcomes of Work-Family Conflict. Path analysis was conducted to determine the significant outcomes of work-family conflict. The following are the details:

Table 23 Path Analysis of Work-Family Conflict for Predicting Outcomes

Outcomes		Predictor	β	S.E.	C.R.	P
Turnover Intention	<---	WFC	.547	.037	14.754	.001
Career Satisfaction	<---	WFC	.020	.049	.404	.686
Family Functioning	<---	WFC	.137	.047	2.890	.004
Somatic Complaints	<---	WFC	.767	.044	17.366	.001
Anxiety and Insomnia	<---	WFC	.727	.055	13.321	.001
Social Dysfunction	<---	WFC	-.031	.039	-.809	.419
Major Depression	<---	WFC	.371	.068	5.461	.001

Note. WFC= Work Family Conflict

The table indicates the results of path analysis in which turnover intention, Career satisfaction, family functioning, somatic complaints, anxiety and insomnia, social dysfunction and depression are taken as outcome variables. Work- family conflict is taken as predictor variable for all the outcome variables. The results indicate that work family conflict is a significant predictor for turnover intention, family functioning, somatic complaints, anxiety and insomnia and major depression. Overall results revealed that work-family conflict significantly predict all the outcome variables except career satisfaction social dysfunction.

Results of Indirect Relationships Among Study Variables through Moderation Analysis

Indirect relationships among study variables are studied through moderation analysis. As mentioned in the rationale of the study one of the objectives of the study is to explore the moderating role of organizational factors (supervisory support, job insecurity, pay satisfaction and organizational structure) and family factors (Gender, marital status, family system) in the relationship between predictor variable (work-family conflict) and outcome variables (turnover intention, career satisfaction somatic complaints, anxiety and insomnia, major depression). In order to achieve this objective of the research, analysis was conducted by using model 1 from Process in which a moderator variable either strengthens or weakens the relationship between predictor and outcome variable (Hayes & Scharkow, 2013). Following are the details of the moderation analysis of the study variables.

Organizational Factors as Moderator

Moderation analysis was tested through Process by Hayes (2013) in which organizational factors (supervisory support, job insecurity, pay satisfaction, and organizational structure) were taken as moderators, work-family conflict as predictor and turnover intention, career satisfaction, family functioning and wellbeing (somatic complaints, anxiety & insomnia, social dysfunction, major depression) as outcome variable. Details of the significant results of moderation along with mod graphs is given below:

Table 24 *Moderating Effect of Supervisory Support on the Relationship between Work-family Conflict and Somatic Complaints (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	17.35	.18	.000	16.99	17.7
Work-Family conflict	.76	.04	.000	.67	.85
Supervisory Support	-.26	.03	.000	-.34	-.18
WFC x SS	-.01	.008	.05	-.03	.006
<i>R</i>	.64				
<i>R</i> ²	.41				
ΔR^2	.004				
<i>F</i>	3.5*				

Note. WFC= Work-Family Conflict, SS= Supervisory support, **p* < 0.05,

The table presents the results of the moderation analysis with graphical representation

(Mod Graphs) with each significant moderation in which work-family conflict and somatic complaints is moderated by supervisory support. Results shown in the table depict that the main effect of work-family conflict is significant in predicting somatic complaints. The interaction effect of work-family conflict and supervisory support is also significant. Results indicate that a higher level of supervisory support weaken the relationship between work-family conflict and somatic complaints. The moderation is further elaborated using a Mod Graph in Fig 12:

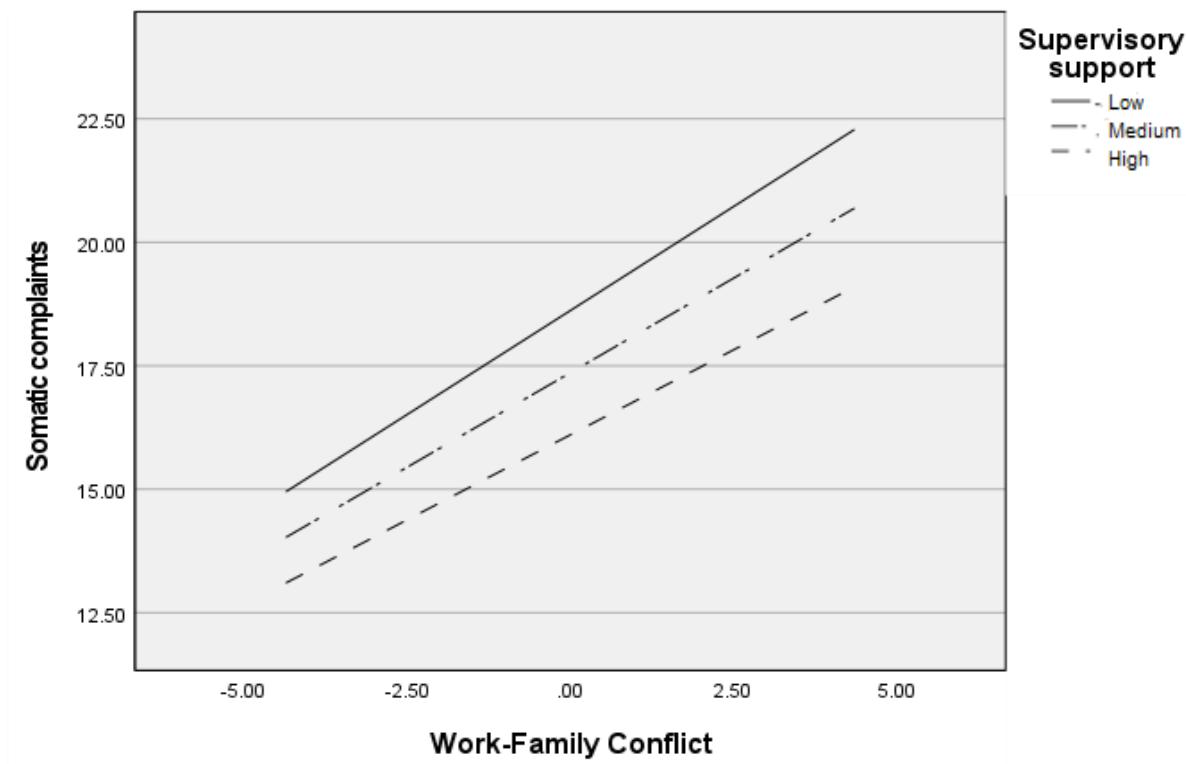


Figure 11 *The moderating effect of supervisory support on the relationship between work-family conflict and somatic complaints*

The mod graph shows the moderating effect of supervisory support on the relationship between work-family conflict and somatic complaints. It can be seen that the relationship between work-family conflict and somatic complaints weakens at lower value of supervisory support ($t= 15.43, p= .000$) as compared to medium level of supervisory support ($t= 17.5, p= .000$) and high level of supervisory support ($t= 10.6, p= .000$).

Table 25 *Moderating Effect of Supervisory Support on the Relationship Between Work-Family conflict and Anxiety & Insomnia (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	17.9	.23	.000	17.5	18.4
Work Family Conflict	.68	.05	.000	.57	.79
Supervisory Support	-.14	.04	.003	-.24	-.05
WFC x SS	-.05	.01	.000	-.07	-.03
<i>R</i>	.54				
<i>R</i> ²	.29				
ΔR^2	.03				
<i>F</i>	29.2***				

Note. WFC= Work-Family Conflict, SS= Supervisory support, ****p*<.001.

Table presents the results of moderation analysis with graphical representation (Mod Graphs) with each significant moderation in which work-family conflict and anxiety and insomnia is moderated by supervisory support. Results shown in the table depict that the main effect of work-family conflict is significant in predicting anxiety and insomnia. The interaction effect of work-family conflict and supervisory support is also significant. Results indicate that supervisory support, weaken the relationship between work-family conflict and anxiety and insomnia. The moderation is further elaborated using a Mod Graph in Fig 13:

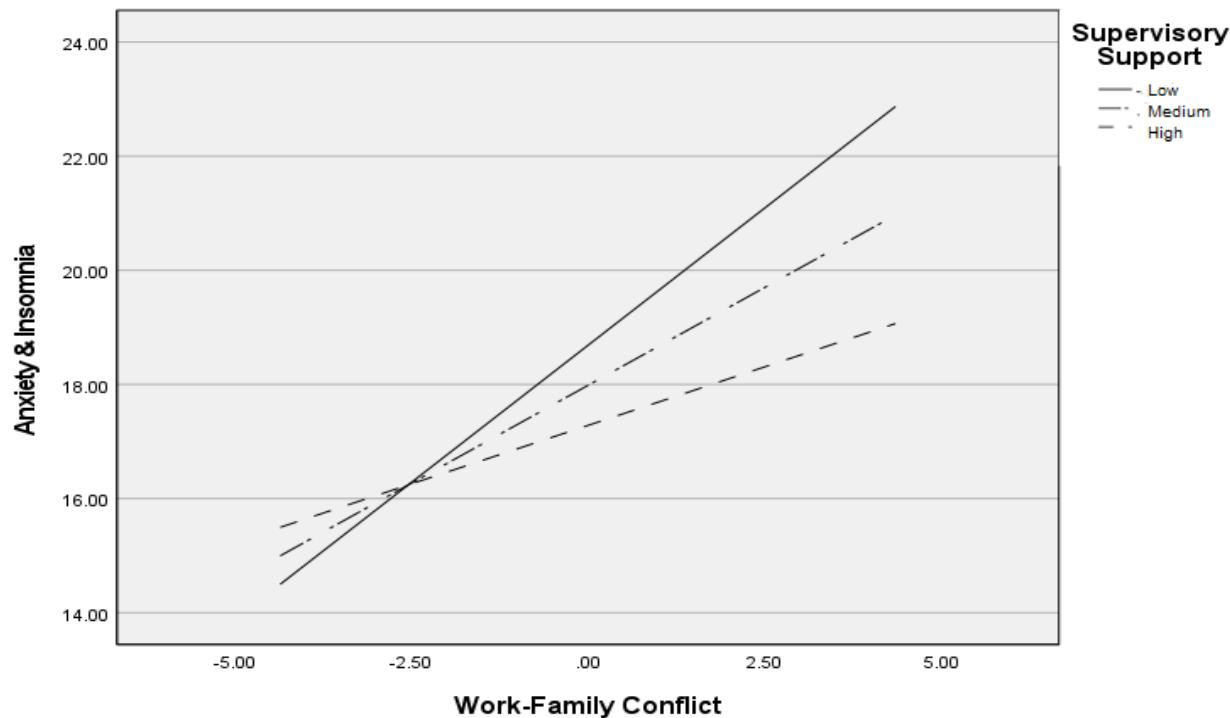


Figure 12 *The moderating effect of supervisory support on the relationship between work-family conflict and anxiety & insomnia*

The mod graph shows the moderating effect of supervisory support on the relationship between work-family conflict and anxiety & insomnia. It can be seen that the relationship between work-family conflict and anxiety & insomnia weakens at lower level of supervisory support ($t= 14.5, p= .000$) as compared to medium level of supervisory support ($t= 12.5, p= .000$) high level of supervisory support ($t= 5.1, p= .000$).

Table 27 *Moderating Effect of Supervisory Support on the Relationship Between Work-Family conflict and Social Dysfunction (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	10.4	.16	.000	10.1	10.8
Work Family Conflict	.00	.038	.989	-.07	.076
Supervisory Support	-.080	.034	.021	-.14	.04
WFC x SS	.034	.007	.000	.01	.04
<i>R</i>	.21				
<i>R</i> ²	.04				
ΔR^2	.03				
<i>F</i>	8.4***				

Note. WFC= Work-Family Conflict, SS= Supervisory support, ****p*<.001.

Table presents the results of moderation analysis with graphical representation (Mod Graphs) with each significant moderation in which work-family conflict and anxiety & social dysfunction is moderated by supervisory support. Results shown in the table depict that the main effect of work-family conflict is not significant in predicting social dysfunction. However interaction effect of work-family conflict and supervisory support is significant. Results indicate that supervisory support, weaken the relationship between work-family conflict and anxiety & insomnia. The moderation is further elaborated using a Mod Graph in Figure

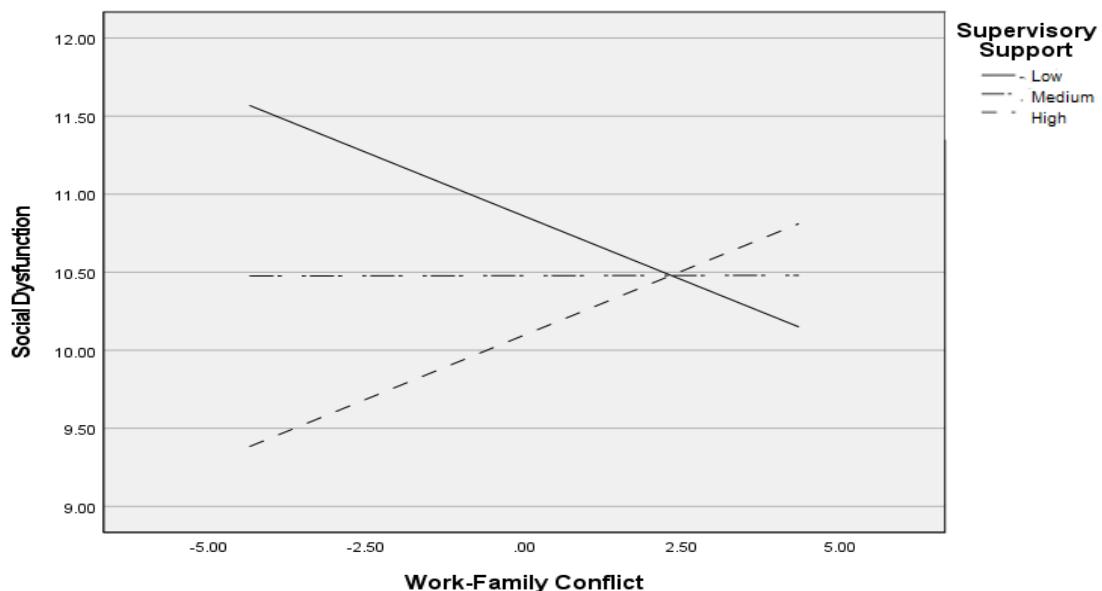


Figure 13 *The moderating effect of supervisory support on the relationship between work-family conflict and Social dysfunction*

The mod graph shows the moderating effect of supervisory support on the relationship between work-family conflict and social dysfunction. It can be seen that at average level ($t = -3.3, p = .000$) of supervisory support, the relationship between work-family conflict and social dysfunction is weakens as compared to and high level ($t = .16, p = .000$).

Table 26 *Moderating Effect of Supervisory Support on the Relationship Between Work-Family Conflict and Major Depression (N = 530)*

Variable	β	SE	p	95%CI	
				LL	UL
Constant	16.4	.29	.000	15.8	17.0
Work Family Conflict	.44	.06	.000	.31	.58
Supervisory Support	-.56	.06	.000	-.68	-.44
WFC x SS	.06	.01	.000	.03	.09
R	.44				
R^2	.19				
ΔR^2	.03				
F	23.4***				

Note. WFC= Work-Family Conflict, SS= Supervisory support, *** $p < .001$.

The table represents the results of moderating effect of supervisory support on the relationship between work-family conflict and depression. Main effect indicates a significant positive effect of work-family conflict on depression. Results reveal that higher level of supervisory support is associated with lower level of depression. Table shows the interaction effect (WFC x SS) indicating that higher level of supervisory support weakens the positive relationship between work-family conflict and depression.

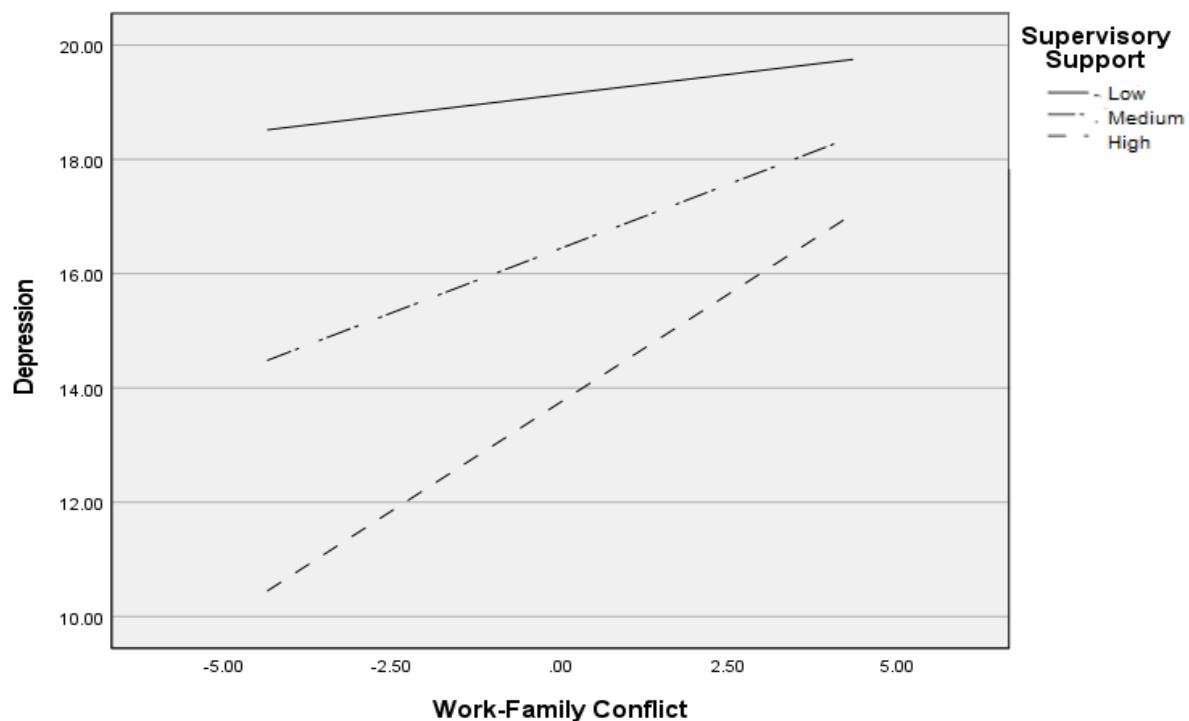


Figure 14: *The moderating effect of supervisory support on the relationship between work-family conflict and Depression*

The mod graph shows the moderating effect of supervisory support on the relationship between work-family conflict and depression. It can be seen that the relationship between work-family conflict and depression weakens at high level of supervisory support ($t= 7.5, p= .000$) as compared to medium level of supervisory support ($t= 6.5, p= .000$) and low level of supervisory support ($t= 1.6, p= .000$).

Table 27 *Moderating Effect of Job Insecurity on the Relationship Between Work-Family Conflict and Turnover Intention (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	10.3	.153	.000	10.6	.61
Work-family Conflict	.49	.035	.000	.42	.56
Job Insecurity	.38	.052	.000	.28	.49
WFC x JI	-.007	.012	.51	-.03	.01
<i>R</i>	.60				
<i>R</i> ²	.36				
ΔR^2	.00				
<i>F</i>	101.1***				

Note. WFC= Work-Family Conflict, JI = Job Insecurity, ****p*<.001

The table represent the moderating effect of job insecurity on the relationship between work-family conflict and turnover intention. The main effect of work-family conflict on turnover intention is significant. The interaction effect indicates that job insecurity is not a significant moderator for work-family conflict and turnover intention. Results indicate that work-family conflict and job insecurity significantly associated but turnover intention but does not support the hypothesis of moderating role of job insecurity.

Table 28 *Moderating Effect of Job Insecurity on the Relationship Between Work-Family Conflict and Career Satisfaction (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	15.6	.20	.000	15.2	16.0
Work Family Conflict	.09	.04	.04	.001	.19
Job Insecurity	-.46	.07	.000	-.60	-.32
WFC x JI	.05	.016	.000	.02	.08
<i>R</i>	.31				
<i>R</i> ²	.09				
ΔR^2	.02				
<i>F</i>	19.1***				

Note. WFC= Work-Family Conflict, JI = Job Insecurity, ****p*<.001

The above table represent the moderating effect of job insecurity on the relationship between work-family conflict and career satisfaction. Results indicate that the main effect of work-family conflict is significant in predicting career satisfaction. The interaction effect of work-family conflict and job insecurity is also significant. The results of moderation is further elaborated through mod graph in Figure 16:

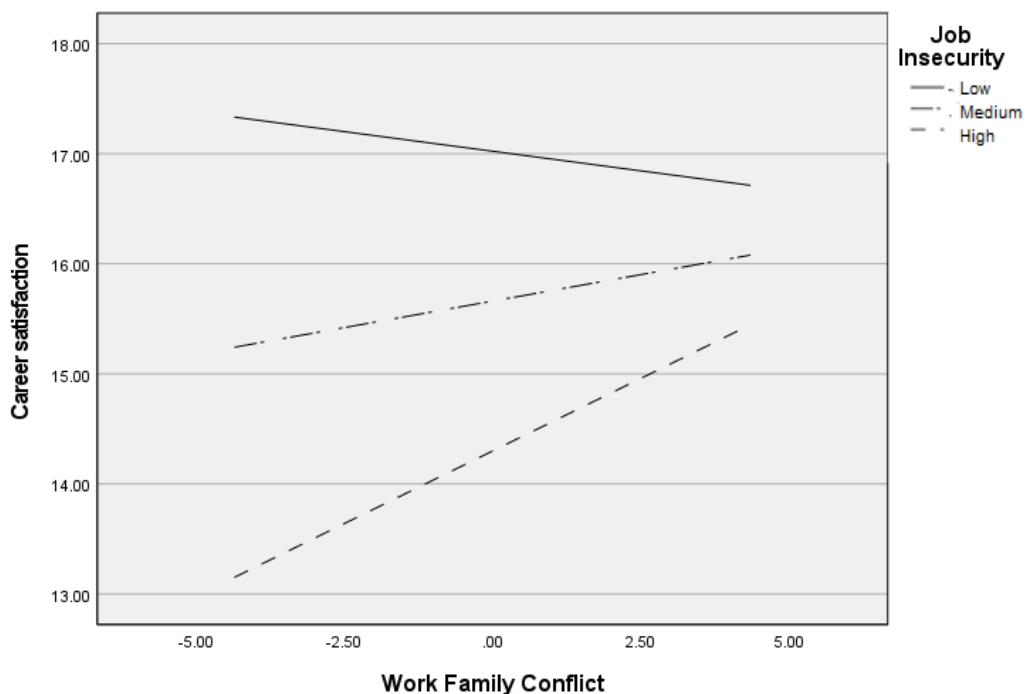


Figure 15: *The moderating effect of Job Insecurity on the relationship between work-family conflict and Career satisfaction*

The mod graph shows the moderating effect of job insecurity on the relationship between work family conflict and career satisfaction, it can be seen that the negative relationship between work-family conflict and career satisfaction strengthen at higher level of job insecurity ($t = 3.6, p = .000$) as compared to average level ($t = 1.9, p = .04$) and low level of job insecurity ($t = -1.1, p = .20$).

Table 29 *Moderating Effect of Job Insecurity on the Relationship Between Work-Family Conflict and Somatic Complaints (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	17.2	.19	.000	16.89	17.6
Work Family Conflict	.73	.04	.000	.64	.82
Job Insecurity	.34	.06	.000	.21	.47
WFC x JI	.032	.015	.032	.002	.062
<i>R</i>	.62				
<i>R</i> ²	.39				
ΔR^2	.005				
<i>F</i>	112.3*				

Note. WFC= Work-Family Conflict, JI= Job Insecurity, **p* < 0.05

The above table represent the moderating effect of job insecurity on the relationship between work-family conflict and somatic complaints. Results indicate that the main effect of work-family conflict is significant in positively predicting somatic complaints. The interaction effect of work-family conflict and job insecurity is also significant. The results of moderation is further elaborated through mod graph in Figure 21.

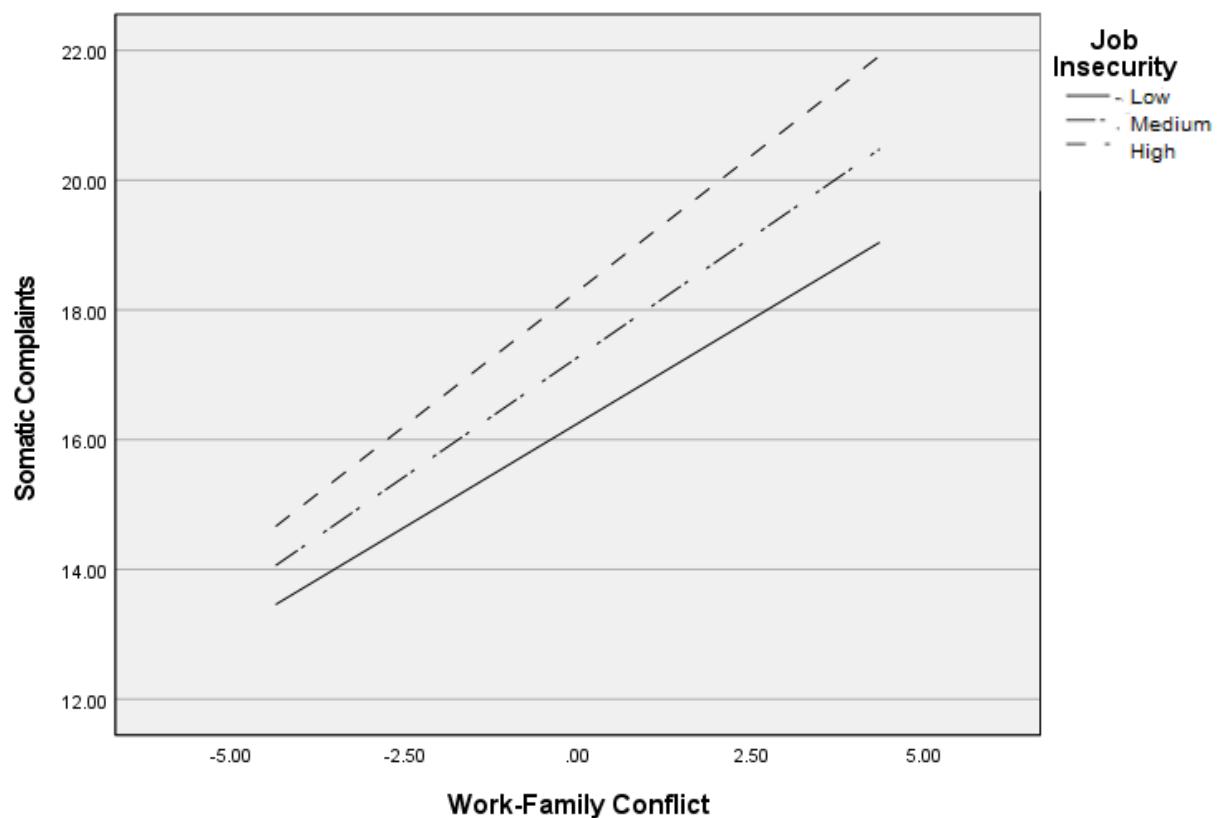


Figure 16 *The moderating effect of Job Insecurity on the relationship between work-family conflict and Somatic complaints.*

The mod graph shows the moderating effect of Job Insecurity on the relationship between work-family conflict and Somatic complaints. It can be seen that the relationship between work-family conflict and somatic complaints strengthen at high level of job insecurity ($t= 16.4, p= .000$) as compared to medium level of job insecurity ($t= 12.4, p= .000$) and low level of job insecurity ($t= 10.7, p= .000$).

Table 30 *Moderating Effect of Job Insecurity on the Relationship Between Work-Family Conflict and Anxiety and Insomnia (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	17.2	.19	.000	16.8	17.6
Work Family Conflict	.73	.04	.000	.64	.82
Job Insecurity	.34	.06	.000	.21	.47
WFC x JI	.03	.015	.032	.002	.06
<i>R</i>	.62				
<i>R</i> ²	.39				
ΔR^2	.005				
<i>F</i>	112.3*				

Note. WFC= Work-Family Conflict, JI = Job Insecurity, **p* < 0.05

The above table represent the moderating effect of job insecurity on the relationship between work-family conflict and anxiety and insomnia. Results indicate that the main effect of work-family conflict is significant in positively predicting anxiety and insomnia. Table also indicate that the interaction effect of work-family conflict and job insecurity is significant. The results of moderation is further elaborated through mod graph in Figure 21.

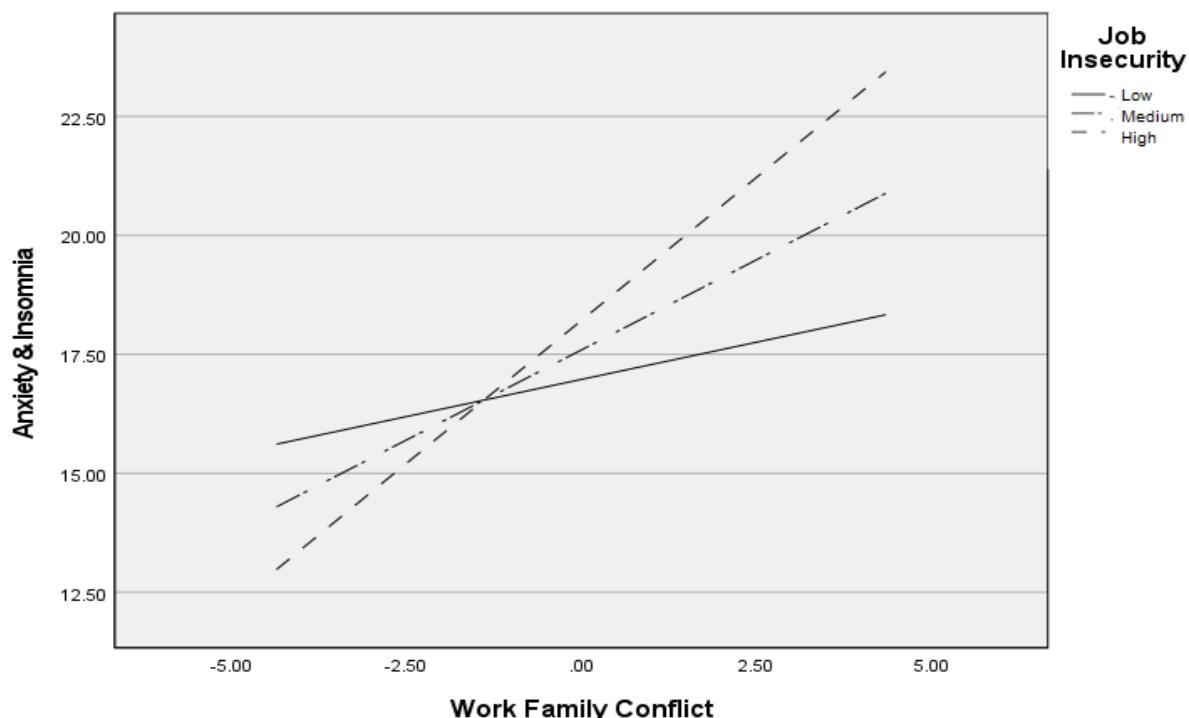


Figure 17 *The moderating effect of Job Insecurity on the relationship between work-family conflict and Anxiety and Insomnia.*

The mod graph shows the moderating effect of Job Insecurity on the relationship between work-family conflict and Anxiety and Insomnia. It can be seen that the relationship between work-family conflict and anxiety & insomnia strengthens at a high level of job insecurity ($t= 15.0, p= .000$) as compared to a medium level of job insecurity ($t= 14.1, p= .000$) and a low level of job insecurity ($t= 4.3, p= .000$).

Table 31 *Moderating Effect of Job Insecurity on the Relationship between Work-family conflict and Social dysfunction (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	17.2	.19	.000	16.89	17.6
Work Family Conflict	.73	.04	.000	.64	.82
Job Insecurity	.34	.06	.000	.21	.47
WFC x JI	.032	.015	.032	.002	.062
<i>R</i>	.62				
<i>R</i> ²	.39				
ΔR^2	.005				
<i>F</i>	4.5*				

Note. WFC= Work-Family Conflict, JI= Job Insecurity, **p* < 0.05

The table represents the moderating effect of job insecurity on the relationship between work-family conflict and social dysfunction. The main effect of work-family conflict is significant for positively predicting social dysfunction. The interaction effect of WFC and Job insecurity is also significant, which indicate that the positive relationship between work-family conflict and social dysfunction strengthen at higher level of job insecurity (*t*= 4.8, *p*= 0.03)

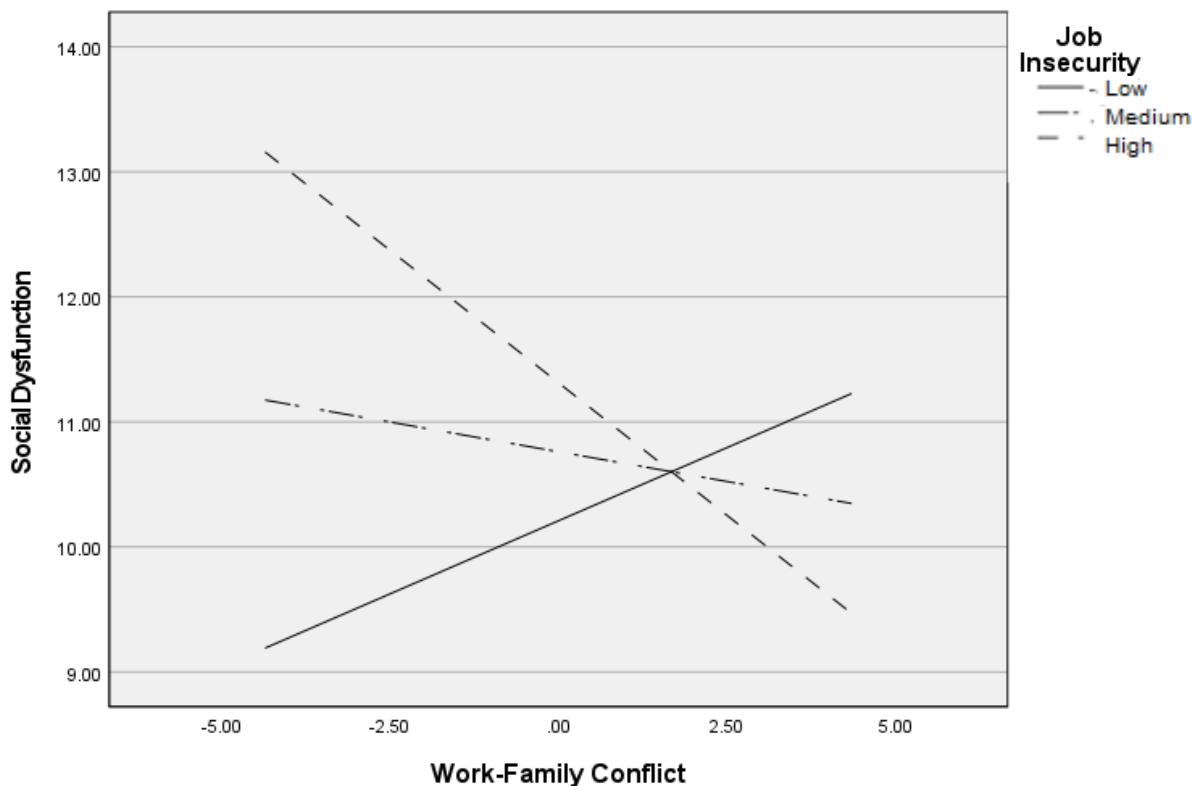


Figure 18 *The moderating effect of Job Insecurity on the relationship between work-family conflict and social dysfunction.*

The mod graph shows the moderating effect of Job Insecurity on the relationship between work-family conflict and social dysfunction. It can be seen that the relationship between work-family conflict and social dysfunction strengthens at a high level of job insecurity ($t = -7.81, p = .000$) as compared to a medium level of job insecurity ($t = 12.4, p = .000$) and a low level of job insecurity ($t = 10.7, p = .000$).

Table 31 *Moderating Effect of Job Insecurity on the Relationship Between Work-Family Conflict and Major Depression (N = 530)*

Variable	β	SE	<i>p</i>	LL	UL	95%CI
Constant	16.6	.28	.000	15.2	16.0	
Work Family Conflict	.20	.06	.002	.00	.19	
Job Insecurity	1.1	.09	.000	-.60	-.32	
WFC x JI	-.08	.02	.000	.02	.08	
<i>R</i>	.52					
<i>R</i> ²	.27					
ΔR^2	.02					
<i>F</i>	66.2***					

Note. WFC Work-Family Conflict, JI = Job Insecurity, *** $p < .001$

The table represents the moderating effect of job insecurity on the relationship between work-family conflict and major depression. The main effect of work-family conflict is significant for positively predicting major depression. The interaction effect of WFC and Job insecurity is also significant, which indicates that the positive relationship between work-family conflict and major depression strengthens at a higher level of job insecurity ($t = 4.8$, $p = 0.03$).

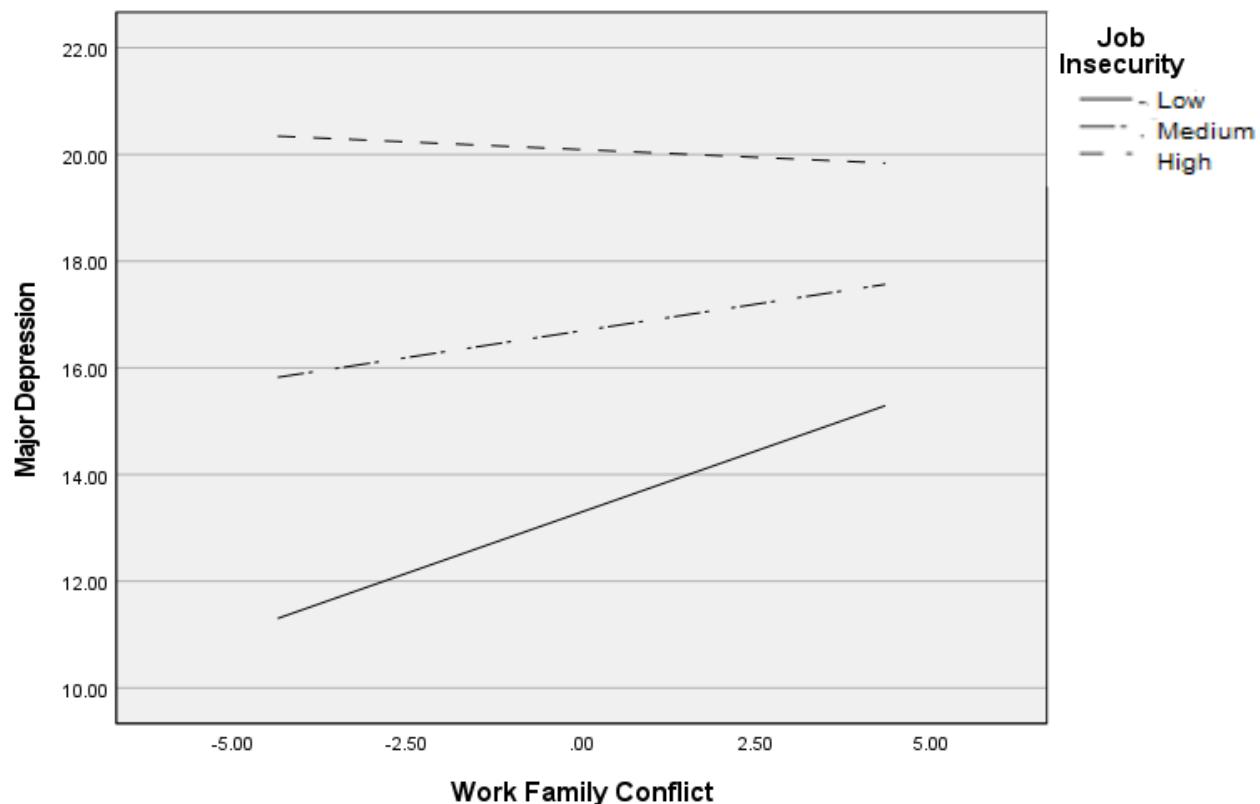


Figure 19 *The moderating effect of Job Insecurity on the relationship between work-family conflict and major depression.*

The mod graph shows the moderating effect of Job Insecurity on the relationship between work-family conflict and major depression. It can be seen that the relationship between work-family conflict and major depression strengthens at a low level of job insecurity ($t = 5.3, p = .000$) as compared to an average level of job insecurity ($t = 3.0, p = .002$) and a high level of job insecurity ($t = -.55, p = .000$).

Table 32 *Moderating Effect of Organizational Structure on the Relationship Between Work-Family Conflict and Turnover Intention (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	10.32	.15	.000	10.01	10.63
Work Family Conflict	.53	.036	.000	.46	.60
Organizational Structure	.08	.04	.052	-.00	.17
WFC x OS	.034	.009	.000	.017	.052
<i>R</i>	.56				
<i>R</i> ²	.32				
ΔR^2	.01				
<i>F</i>	14.8***				

Note. WFC= Work-Family Conflict, OS= Organizational structure, TI= Turnover Intention, **p* < 0.05, ***p* < 0.01, ****p* < .001

Table represents the moderating effect of organizational structure on the relationship between work-family conflict and turnover intention. The main effect of work-family conflict is significant for positively predicting turnover intention. The interaction effect of work family conflict and organizational structure is also significant which indicate that the positive relationship between work-family conflict and turnover intention strengthen at higher level of organizational structure (higher score indicate mechanical organization). High score on organizational structure indicate mechanical organizations with high formalization and centralization

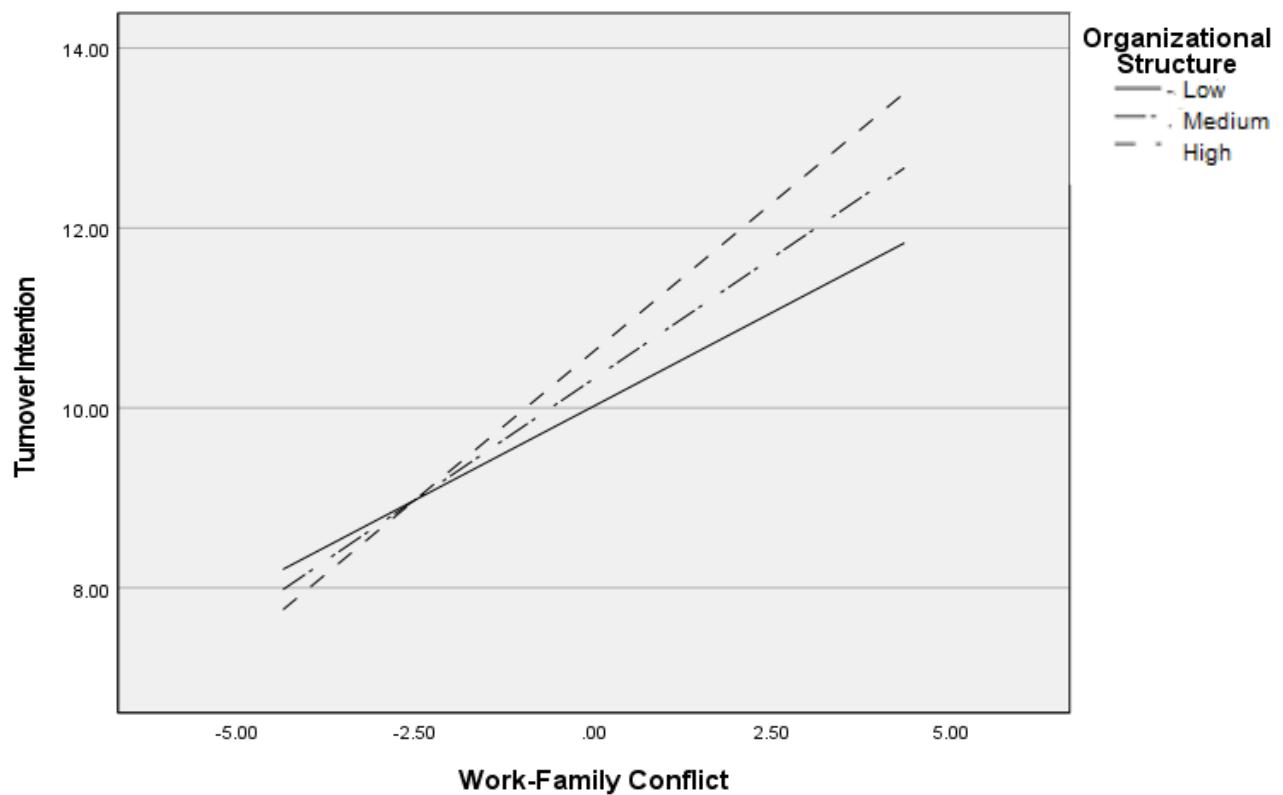


Figure 20 The moderating effect of organizational structure on the relationship between work-family conflict and turnover intention.

The mod graph shows the moderating effect of organizational structure (mechanical =high formalization and centralization) on the relationship between work-family conflict and turnover intention. It can be seen that the relationship between work-family conflict and turnover intention strengthen at high level of organizational structure ($t= 14.4, p= .000$) as compared to medium level ($t= 14.8, p= .000$ and low level of organizational structure ($t= 8.32, p= .000$)

Table 33 *Moderating Effect of Organizational Structure on the Relationship Between Work Family Conflict and Social Dysfunction (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	10.32	.15	.000	10.01	10.63
Work Family Conflict	-.04	.036	.19	.46	.60
Organizational structure	-.29	.04	.000	-.00	.17
WFC x OS	.011	.009	.203	.017	.052
<i>R</i>	.56				
<i>R</i> ²	.32				
ΔR^2	.01				
<i>F</i>	83.2	***			

Note. WFC= Work-Family Conflict, OS= Organizational structure ****p*<.001

Table represents the moderating effect of organizational structure on the relationship between work-family conflict and social dysfunction. The main effect of work-family conflict is significant for positively predicting social dysfunction. The interaction effect of work family conflict and organizational structure (high score indicate high formalization and centralization) is not significant which indicate that organizational structure is not a significant moderator between work-family conflict and social dysfunction (higher score indicate mechanical organization).

Table 33 *Moderating Effect of Pay satisfaction on the Relationship Between Work-Family conflict and Turnover Intention (N = 530)*

Variable	β	SE	p	95%CI	
				LL	UL
Constant	10.2	.14	.000	9.9	10.4
Work Family Conflict	.40	.03	.000	.33	.46
Pay Satisfaction	.46	.03	.000	.39	.52
WFC x PS	.01	.006	.036	.00	.02
R	.75				
R^2	.49				
ΔR^2	.004				
F	173.3 *				

Note. WFC= Work-Family Conflict, PS= Pay satisfaction, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The above table represents the moderating role of Pay satisfaction on the relationship between work-family conflict and turnover intention. The results indicate that the direct effect and the interaction effect is significant indicating the moderating role of pay satisfaction on the relationship between work family conflict and turnover intention.

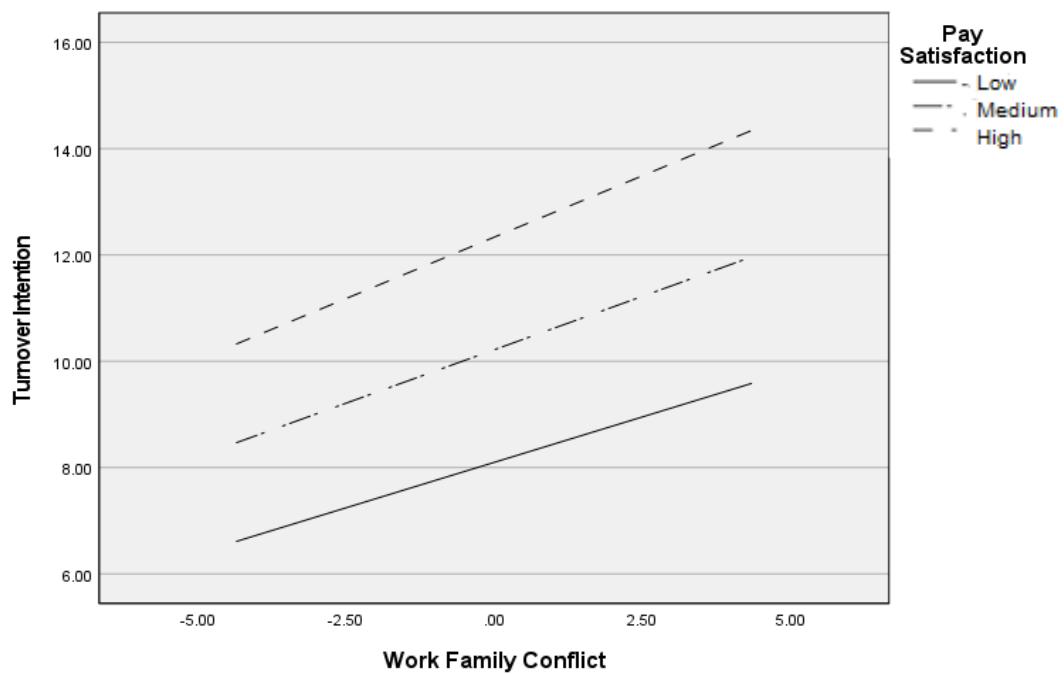


Figure 21 The moderating effect of Pay Satisfaction on the relationship between work-family conflict and Turnover Intention

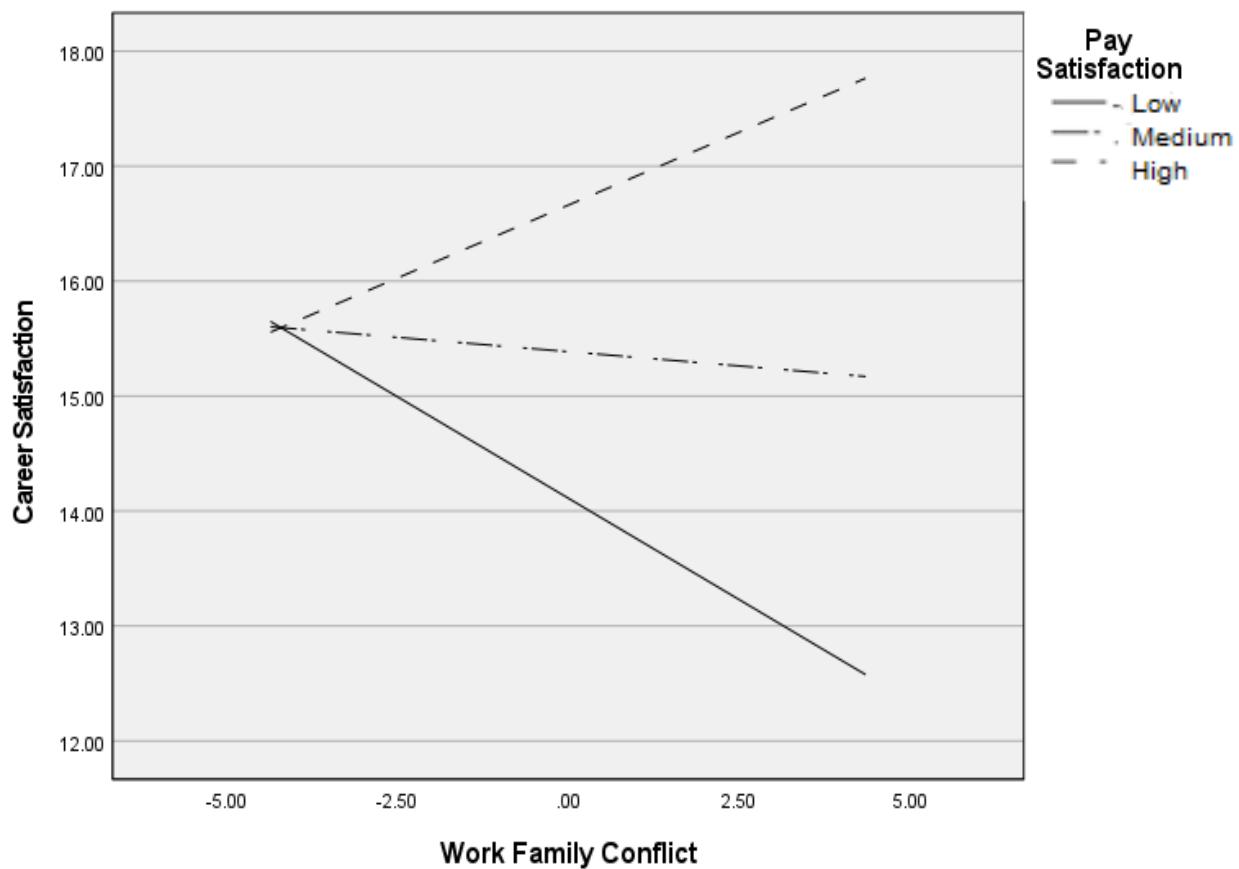
Table 34 Moderating Effect of Pay satisfaction on the Relationship Between Work-Family conflict and Career Satisfaction (N = 530)

Variable	β	SE	p	95%CI	
				LL	UL
Constant	15.3	.21	.000	14.9	15.8
Work Family Conflict	-.04	.04	.31	-.14	.04
Pay Satisfaction	.27	.04	.000	.18	.37
WFC x PS	.06	.009	.000	.04	.08
R	.32				
R^2	.10				
ΔR^2	.08				
F	20.9 ***				

Note. WFC= Work-Family Conflict, PS= Pay satisfaction, *** $p < .001$

Table represents the moderating role of pay satisfaction on the relationship between work-family conflict and career satisfaction among teachers of higher education institutions. Results indicated that the main effect for work-family conflict is not significant however the interaction effect is significant which is indicative of moderating role of pay satisfaction in enhancing the negative relationship between work family conflict and career satisfaction.

Figure 22 *The moderating effect of Pay Satisfaction on the relationship between work-family conflict and Career Satisfaction*



The mod graph shows the moderating effect of pay satisfaction on the relationship between work-family conflict and career satisfaction. It can be seen that the relationship between work-family conflict and career satisfaction strengthen at high level of pay satisfaction ($t= -5.2, p= .000$) as compared to medium level ($t= -.99, p= .000$ and low level of organizational structure ($t= 3.9, p= .000$)

Table 35 *Moderating Effect of Pay satisfaction on the Relationship Between Work-Family conflict and Family Functioning (N = 530)*

Variable	β	SE	p	95%CI	
				LL	UL
Constant	19.2	.18	.000	18.9	19.6
Work Family Conflict	-.02	.04	.524	-.11	.05
Pay Satisfaction	.49	.04	.000	.40	.57
WFC x PS	-.01	.008	.050	-.03	.00
R	.49				
R^2	.24				
ΔR^2	.005				
F	57.3 *				

Note. WFC= Work-Family Conflict, PS= Pay satisfaction, * $p < 0.05$

Table showed the moderation analysis, where pay satisfaction is taken as moderating variable, and work family conflict as predictor variable and family functioning as outcome variable. Results revealed that the main effect is not significant for work-family conflict, however the interaction effect is significant resulting in partial moderation of the pay satisfaction on the relationship between work family conflict and family functioning of teachers of higher education institutions.

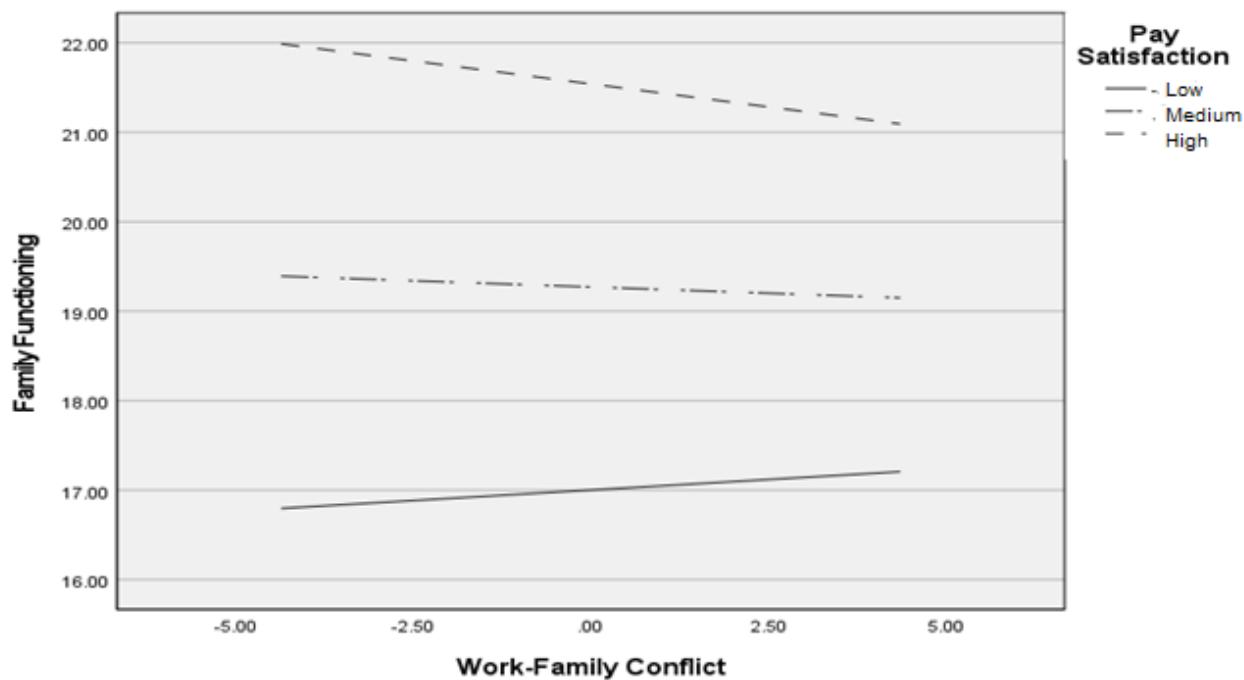


Figure 23 *The moderating effect of pay satisfaction on the relationship between work-family conflict and family functioning.*

The mod graph shows the moderating effect of pay satisfaction on the relationship between work-family conflict and family functioning. It can be seen that the relationship between work-family conflict and family functioning weakens at high level of pay satisfaction ($t = -1.8, p = .000$) as compared to medium level ($t = -.63, p = .000$ and low level of pay satisfaction ($t = .79, p = .000$)

Table 34 *Moderating Effect of Pay satisfaction on the Relationship Between Work-Family Conflict and Somatic Complaints (N = 530)*

Variable	β	SE	<i>p</i>	95%CI	
				LL	UL
Constant	17.72	.19	.000	17.34	18.10
Work Family Conflict	.816	.044	.000	.72	.90
Pay Satisfaction	-.211	.008	.000	-.29	-.12
WFC x PS	-.061	.008	.000	-.07	-.044
<i>R</i>	.64				
<i>R</i> ²	.42				
ΔR^2	.057				
<i>F</i>	127.0 ***				

Note. WFC= Work-Family Conflict, PS= Pay satisfaction, **p* < 0.05, ***p* < 0.01, ****p* < .001

The table represents the moderating effect of pay satisfaction on the relationship between work-family conflict and somatic complaints. The main effect of work-family conflict is significant for positively predicting somatic complaints. The interaction effect of WFC and Salary satisfaction is also significant, which indicates that the relationship between work-family conflict and somatic complaints is significantly moderated by pay satisfaction.

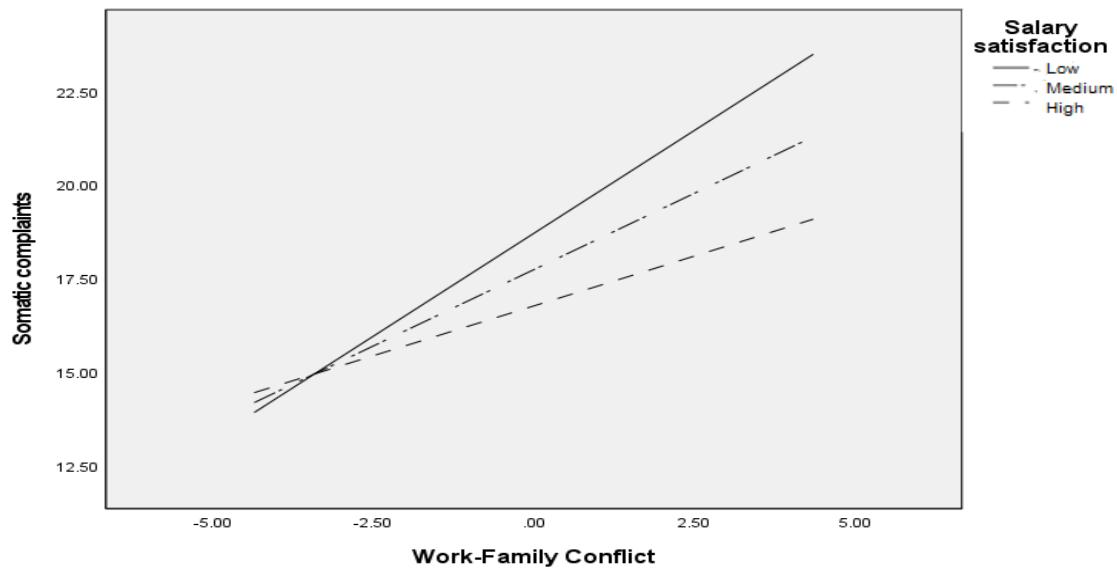


Figure 24 The moderating effect of Pay/salary satisfaction on the relationship between work-family conflict and somatic complaints.

The mod graph shows the moderating effect of pay satisfaction on the relationship between work-family conflict and somatic complaints. It can be seen that the relationship between work-family conflict and somatic complaints strengthen at lower level of pay/salary satisfaction ($t= 9.07, p= .000$) as compared to medium level ($t= 18.1, p= .000$ and low level of pay satisfaction ($t= 18.0, p= .000$)

Table 35 Moderating Effect of Pay Satisfaction on the Relationship Between Work-Family Conflict and Social Dysfunction ($N = 530$)

Variable	β	SE	p	95%CI	
				LL	UL
Constant	10.84	.16	.000	10.5	11.1
Work Family Conflict	.02	.03	.50	-.04	.10
Pay Satisfaction	-.22	.037	.000	-.30	-.15
WFC x PS	-.05	.007	.000	-.07	-.04
R	.35				
R^2	.12				
ΔR^2	.09				
F	59.3***				

Note. WFC= Work-Family Conflict, PS= Pay satisfaction, SD=Social dysfunction, *** $p<.001$

The table represents the moderating effect of pay satisfaction on the relationship between work-family conflict and social dysfunction. The main effect of work-family conflict is not

significant for predicting social dysfunction. However the interaction effect of work family conflict and pay satisfaction is significant which indicate that the relationship between work-family conflict and social dysfunction become weaker when the pay satisfaction increases.

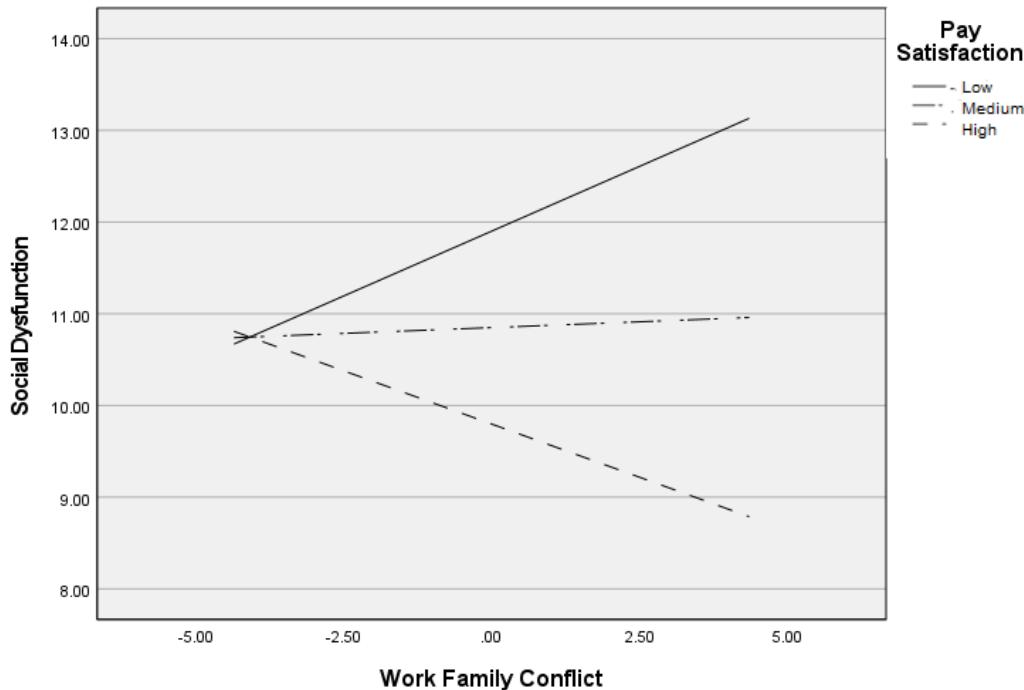


Figure 25 *The moderating effect of pay satisfaction on the relationship between work-family conflict and social dysfunction.*

The mod graph shows the moderating effect of pay satisfaction on the relationship between work-family conflict and social dysfunction. It can be seen that the relationship between work-family conflict and social dysfunction weakens at a higher level of pay satisfaction ($t= 5.47, p= .000$) as compared to a medium level ($t=.66, p= .000$ and lower level of pay satisfaction ($t= -4.66, p= .000$).

Family Factors as a Moderator

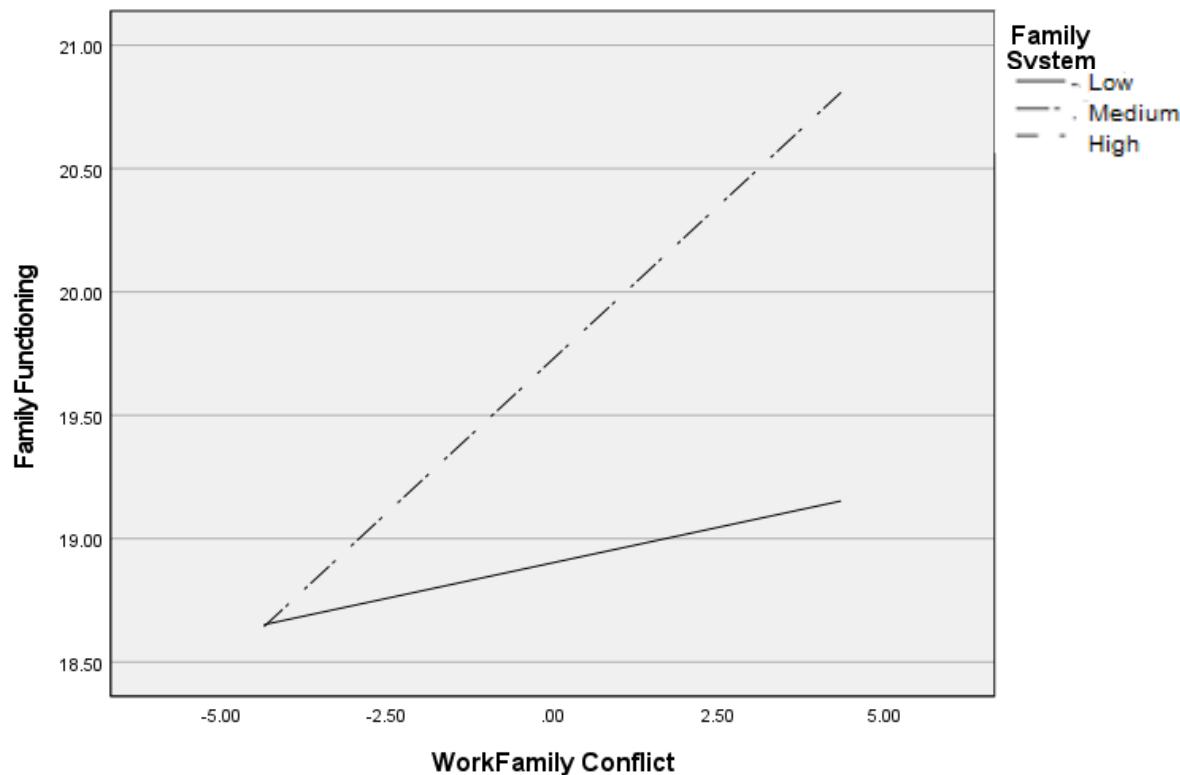
Moderation analysis was tested through Process by Hayes (2013) in which Family factors (Marital status, family system, number of dependents) were taken as moderators, work-family conflict as predictor and turnover intention, career satisfaction, family functioning and wellbeing (somatic complaints, anxiety & insomnia, social dysfunction, major depression) as outcome variable. Details of the significant results of moderation along with mod graphs is given below:

Table 36 Moderating Effect of Family System (Nuclear & joint) on the Relationship Between Work-Family Conflict and Family functioning (N = 530)

Variable	β	SE	p	95%CI	
				LL	UL
Constant	19.2	.20	.000	18.8	19.6
Work Family Conflict	.12	.04	.000	.03	.22
Family System	.82	.42	.053	-.01	1.6
WFC x FS	.19	.09	.045	.004	.37
R	.17				
R^2	.02				
ΔR^2	.007				
F	5.3 *				

Note. WFC= Work-Family Conflict, FS = Family System, * $p < 0.05$

Figure 26: The moderating effect of Family System on the relationship between work-family conflict and Family Functioning



The mod graph shows the moderating effect of family system on the relationship between work-family conflict and family functioning. Family system is a categorical moderator with nuclear and joint family system. Results indicate that the family system is a significant moderator between work-family conflict and family functioning where nuclear family significantly moderates the relationship between work-family conflict and family functioning.

Table 37 *Moderating Effect of Number of Dependents on the Relationship Between Work-Family Conflict and Family Functioning (N = 530)*

Variable	β	SE	p	95%CI	
				LL	UL
Constant	19.0	.20	.000	18.5	19.4
Work Family Conflict	.22	.05	.000	.12	.32
No of Dependents	.16	.26	.52	-.35	.68
WFC x No of Dependents	-.28	.06	.000	-.42	-.15
<i>R</i>	.22				
<i>R</i> ²	.05				
ΔR^2	.03				
<i>F</i>	18.3 ***				

Note. WFC= Work-Family Conflict, No of Dep = Number of Dependents, (1= No dependents (0 dependency), 2 = Low dependency (1-2 dependents), 3=Moderate dependency (3-4 dependents) p< **<0.05, ***p < 0.001. CI=Confidence Interval, LL= Lower Limit, UL=Upper Limit

The table represents the moderation analysis in which work-family conflict is taken as predictor variable, family functioning as outcome variable and number of dependents as a multi-categorical moderator (1= No dependency, 2= Low dependency, 3= Moderate dependency) . Results indicate the moderating role of number of depends on the relationship between work-family conflict and family functioning. Results indicate a significant moderating effect of number of dependents on the relationship between work-family conflict and family functioning.

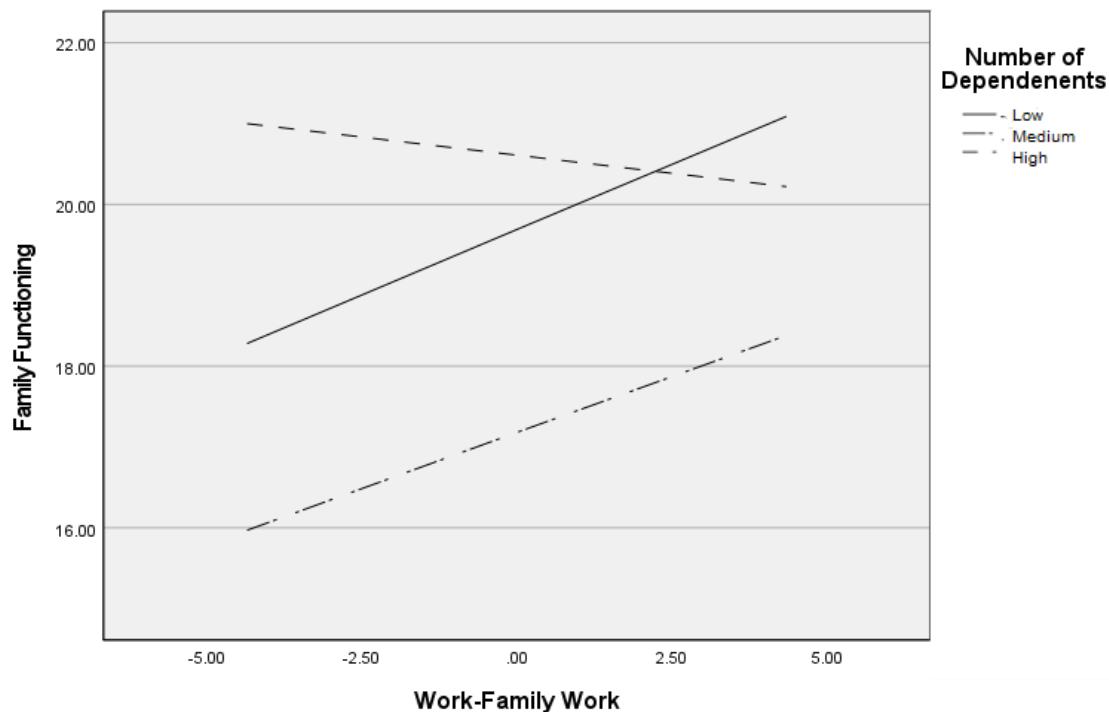


Figure 27: The moderating effect of Number of dependents on the relationship between work-family conflict and Family Functioning

The mod graph shows the moderating effect of Number of dependents on the relationship between work-family conflict and family functioning. Number of dependents is a multi- categorical moderating variable with values of 0, 1 and 2 (no dependency, low dependency and moderate dependency). Results indicate that with no dependency ($t= 5.2, p< .000$) the relationship between work family conflict and family functioning weakens as compared to low ($t= 4.4, p< .000$) and moderate level ($t= .007, p<.99$)

Results of Group Differences among Study Variables

Table 38 *Gender Differences on work-family conflict, somatic complaints and social dysfunction (N = 530)*

Variable	Male (N= 272)		Female (N= 258)		<i>t</i> (528)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Work-Family Conflict	12.75	4.48	15.86	3.58	-8.78	.00	-3.8	-2.41	0.76
Somatic Complaint	16.27	6.12	18.46	4.75	-4.58	.00	-3.12	-1.25	0.39
Social Dysfunction	10.29	3.54	10.73	4.18	-1.32	.00	-1.1	.21	0.11

The table indicates the gender differences on work-family conflict indicates that males reported significantly lower levels as compared to females. This suggests that males face fewer challenges in balancing work and family responsibilities. In terms of somatic complaints, males again reported lower levels than females, indicating that females may experience more physical symptoms of stress. This difference is statistically significant, suggesting that females might be more susceptible to the physical manifestations of stress. However, the analysis revealed no significant difference in social dysfunction between genders, implying that social dysfunction levels are relatively similar for both males and females. Overall, these findings highlight important gender differences across the study variables.

Table 39 *Gender Differences in Supervisory Support, Career Satisfaction, and Salary Satisfaction (N = 530)*

Variable	Male (N= 272)		Female (N= 258)		<i>t</i> (528)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Supervisory Support	21.43	21.43	23.08	23.08	-4.04	.00	-2.44	-.84	0.07
Salary Satisfaction	3.77	3.77	5.46	5.46	-5.03	.00	-2.72	-1.18	0.36
Career Satisfaction	9.56	9.56	11.51	11.51	.83	.40	-.48	1.21	0.18

In table 40, the analysis of gender differences in supervisory support, salary satisfaction, and career satisfaction shows that males reported significantly lower levels of supervisory support compared to females, indicating that males may feel less supported in their work environments. Similarly, males reported lower levels of salary satisfaction than females, suggesting that females may have a more favorable perception of their compensation. However, no significant difference was found in career satisfaction between genders, indicating that both males and females experience similar levels of fulfillment in their careers. Overall, these findings highlight important disparities in supervisory and salary satisfaction while suggesting that career satisfaction is more equitable across genders.

Table 40 *Gender Differences of Job insecurity, Turnover intention, and Family Functioning (N = 530)*

Variable	Male (N= 272)		Female (N= 258)		<i>t</i> (528)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Turnover Intention	9.13	4.39	11.55	3.96	-6.72	.00	-3.16	-1.73	0.58
Job Insecurity	7.95	3.03	6.77	2.73	4.691	.00	.68	1.67	0.41
Family Functioning	18.16	4.06	20.23	5.24	-5.11	.00	-2.87	-1.27	0.44

The analysis of gender differences in turnover intention, job insecurity, and family functioning indicates that males reported significantly lower turnover intention compared to females, suggesting that males may be more committed to their jobs. Conversely, males reported higher levels of job insecurity than females, indicating that females may feel more secure in their employment. Regarding family functioning, males reported lower levels of social dysfunction, suggesting better family dynamics compared to females. Overall, these findings highlight important gender disparities in job commitment, job security, and family relationships.

Table 41 One-Way ANOVA of Years of Working Experience with all study variables (N=530)

Dependent Variable	0-5 years		6-10 years		11 & above		F (2, 527)	η^2	Post-Hoc
	Mean	SD	Mean	SD	Mean	SD			
Supervisory Support	23.00	5.08	22.24	5.03	21.57	4.03	4.10	0.015	1 > 2 > 3
Job Insecurity	6.71	2.67	8.71	3.30	6.76	2.41	28.70	0.090	2 > 1 = 3
Family Functioning	19.04	5.80	20.36	2.87	18.20	4.99	9.64	0.035	2 > 1 > 3
Organizational Structure	18.66	3.14	19.67	4.08	20.81	2.88	17.97	0.064	3 > 2 > 1
Work Family Conflict	14.03	3.97	15.97	3.86	12.92	4.60	24.53	0.084	2 > 1 > 3
Somatic Complaint	17.40	5.79	18.40	4.71	16.33	6.03	6.31	0.023	2 > 1 > 3
Anxiety Insomnia	18.91	6.51	17.76	6.69	17.24	6.01	3.13	0.012	1 > 3 > 2
Social Dysfunction	9.90	2.30	12.90	4.93	8.84	2.59	65.89	0.176	2 > 1 > 3
Depression	15.16	5.82	20.78	8.45	13.74	6.10	51.94	0.145	2 > 1 > 3
Satisfaction	11.34	4.86	11.39	3.71	8.98	4.70	17.37	0.061	1 = 2 > 3
Career Satisfaction	14.81	5.44	14.48	5.14	17.86	3.58	28.02	0.072	3 > 1 > 2
Turnover Intention	9.68	4.39	12.67	2.76	8.66	4.62	47.81	0.082	2 > 1 > 3

The table explores the differences in various study variables based on years of experience among participants. The findings illustrate how experience levels can significantly influence perceptions and outcomes related to workplace dynamics and psychological factors. In the area of supervisory support, individuals with 0-5 years of experience reported the highest levels of support, while those with 11 or more years experienced the least. This trend suggests that newer employees may feel more supported by their supervisors, potentially due to mentorship dynamics that foster engagement. Job insecurity was highest among participants with 6-10 years of experience, indicating that this group may face unique pressures or concerns about job stability compared to their less experienced or more seasoned counterparts.

Family functioning scores were highest in the 6-10 years category, implying that employees in this range may have better integration of work and family responsibilities. Conversely, those with 11 or more years reported the lowest family functioning, highlighting potential challenges that longer tenure may bring regarding work-life balance. The organizational climate, as measured by organizational scores, was highest among individuals with more than 11 years of experience, suggesting that longer-serving employees may feel more positively about their organization compared to those with less experience. Work-family conflict exhibited a similar trend, with employees in the middle experience category reporting the highest levels of conflict. This finding reflects the complex interplay between work demands and family obligations that may intensify during certain career stages.

Somatic complaints were also more prevalent among individuals with 6-10 years of experience, indicating that this group may experience more physical manifestations of stress or dissatisfaction. Anxiety and insomnia scores were highest among those with 0-5 years, potentially reflecting the adjustment period new employees' face in their roles. Social dysfunction was significantly greater in the 6-10 years group, suggesting that mid-career employees may struggle more with social interactions within the workplace. Depression scores were highest in this same experience group, which raises important considerations about mental health support for employees navigating this career stage.

Career satisfaction levels were consistent across the first two experience categories but decreased notably for those with over 11 years, indicating that long-term employees may face challenges in job satisfaction. In terms of career satisfaction, those with more than 11 years of experience reported the highest scores, suggesting a greater alignment between their career expectations and outcomes. Finally, turnover intention was highest among employees with 6-10 years of experience, indicating that individuals in this range may be more likely to consider leaving their positions compared to those with less or more experience. This finding

emphasizes the need for organizations to address the unique challenges and needs of mid-career employees to enhance retention and job satisfaction. The results highlight the importance of considering years of experience as a significant factor influencing various workplace dynamics and individual well-being. This analysis highlights the need for tailored interventions and support systems that address the distinct experiences of employees at different stages of their careers.

Table 43: Mean Differences on Marital among all study variables (N=530)

Variable	Married		Unmarried		t	p	95% CI	Cohen's d				
	(363)		(167)									
	Mean	SD	Mean	SD								
Supervisory Support	20.96	6.23	22.83	3.74	-4.28	.000	-2.73 - -1.01	0.35				
Job Insecurity	8.36	3.05	6.94	2.80	5.28	.000	.89 - 1.95	0.48				
Family Functioning	20.83	5.10	18.41	4.44	5.55	.000	1.56 - 3.27	0.53				
Organizational structure	17.72	4.13	20.70	2.70	-9.87	.000	-3.56 - -2.38	0.60				
Work-Family Conflict	14.42	3.41	14.20	4.73	.54	.593	-0.58 - 1.02	0.03				
Somatic Complaint	16.22	4.79	17.86	5.88	-3.16	.002	-2.66 - -0.62	0.26				
Anxiety/Insomnia	16.67	7.73	18.52	5.64	-3.10	.002	-3.02 - -0.68	0.24				
Social Dysfunction	12.24	5.07	9.71	2.85	7.32	.000	1.85 - 3.21	0.45				
Depression	17.82	9.06	15.89	6.61	2.77	.006	0.56 - 3.31	0.27				
Salary Satisfaction	12.19	3.97	9.75	4.66	5.87	.000	1.63 - 3.26	0.34				
Career Satisfaction	14.29	5.50	16.48	4.58	-4.79	.000	-3.08 - -1.29	0.44				
Turnover Intention	11.95	2.39	9.53	4.83	6.13	.000	1.64 - 3.19	0.39				

The analysis presented in the table focuses on the differences in various study variables between married and unmarried individuals within the sample. The findings reveal significant differences in several areas, highlighting the impact of marital status on perceived workplace and psychological factors.

For supervisory support, married individuals reported lower levels than their unmarried counterparts, indicating that marital status may influence perceptions of support within the workplace. Job insecurity levels were higher among married participants, suggesting that those with familial responsibilities may experience greater anxiety regarding their job security. Conversely, married individuals demonstrated better family functioning, which points to a potentially positive effect of marital status on familial dynamics.

The organizational total score was also significantly lower for married participants, indicating that they may feel less integrated or satisfied within their organizations compared to unmarried individuals. Interestingly, work-family conflict did not show significant differences between the groups, suggesting that both married and unmarried individuals experience similar levels of conflict in balancing work and family responsibilities.

In terms of mental health and well-being, married individuals reported higher levels of somatic complaints and anxiety/insomnia compared to unmarried individuals, reflecting the unique stressors that may accompany marital responsibilities. Social dysfunction was significantly higher in married participants, indicating potential challenges in social interactions and support networks. However, married individuals exhibited lower depression scores, which may suggest that marriage provides a protective factor against depressive symptoms.

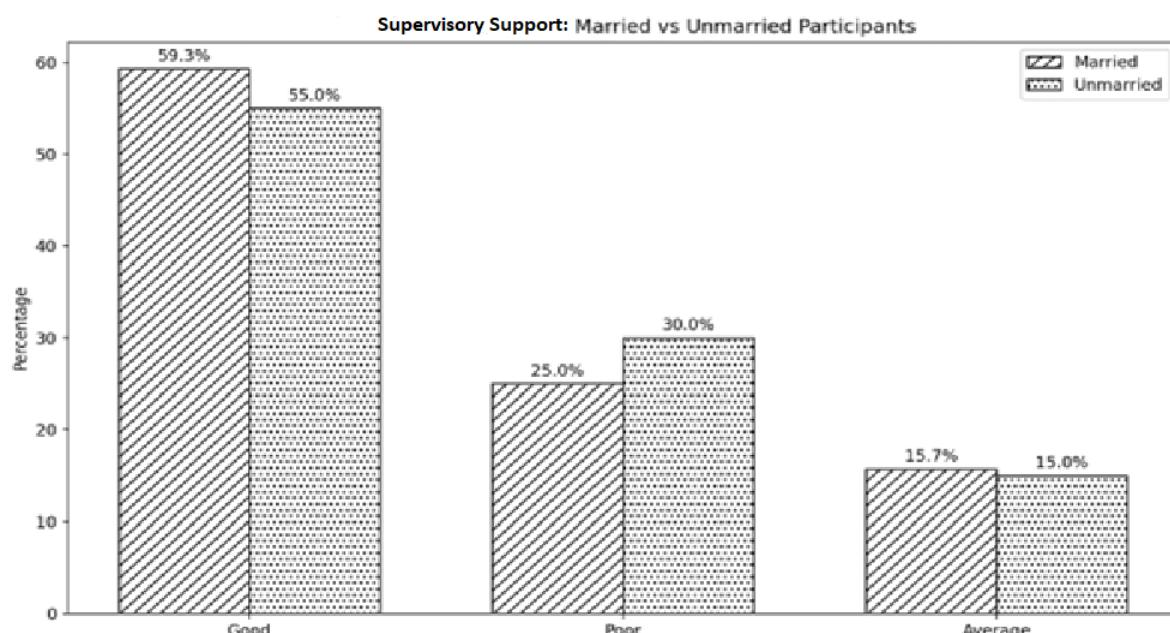
Pay satisfaction was notably higher among married individuals, indicating that financial considerations may play a significant role in their overall job satisfaction. Career satisfaction also differed significantly, with unmarried individuals reporting higher satisfaction levels. This may reflect the different priorities and commitments associated with marital status. Finally, turnover intention was lower among married individuals, suggesting that marital commitments may enhance job retention. Hence, the analysis underscores the complexities of how marital status can influence various psychological, social, and organizational factors. These findings highlight the necessity for organizations to consider the diverse needs and experiences of employees based on their marital status, which can inform policies and support systems aimed at improving employee well-being and productivity.

Additional Analyses

The findings of the current research come out with some interesting findings other than the hypothesized assumptions. It is helpful in the validation of the existing findings by

confirming that results are consistent in particular situations. It also uncovers the patterns that are not apparent in initial findings. In practical applications additional analysis provide a more comprehensive basis for decision making. Mediating role of career satisfaction was analyzed to see the indirect effect. Along with these demographic variables were further explored and analyzed to see the differences among the sample.

Figure 28 Bar chart compares supervisory support for unmarried and married participants.



This bar chart compares supervisory support for unmarried and married participants. In the first chart, a majority of unmarried participants reported poor support (30%), with fewer rating it as average (15%) and none rating it as good. In contrast, the chart also shows that most married participants rated the support as good (around 59.3%), with very few rating it as average or poor. This suggests a significant disparity in perceived supervisory support based on marital status, with married participants generally receiving more positive support.

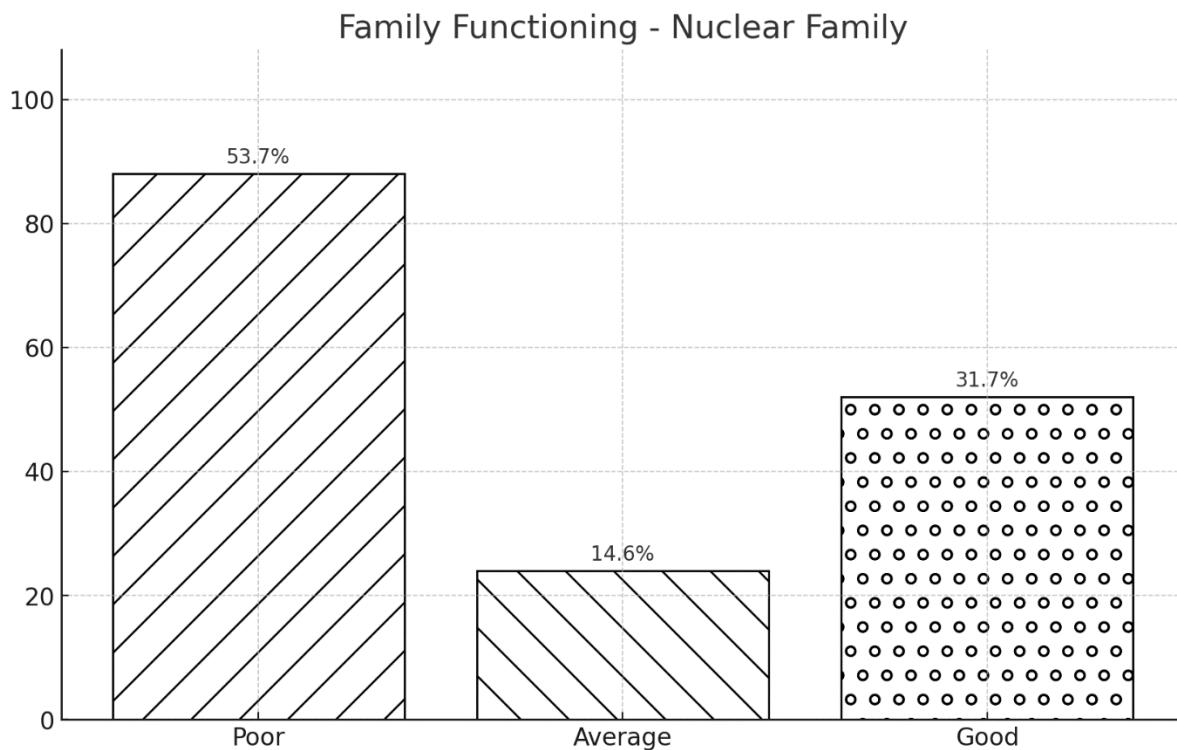


Figure 29 Bar charts provide a detailed comparison of family functioning and work-family conflict across nuclear and joint family systems,

The presented bar charts provide a detailed comparison of family functioning and work-family conflict across nuclear and joint family systems, with a focus on the distribution of outcomes classified as "Good," "Average," and "Poor." These results are essential for understanding the influence of family structure on both family dynamics and the work-life balance of individuals.

In the context of family functioning, the nuclear family system exhibits a balanced distribution across the three categories, with a significant proportion of families categorized as having "Poor" functioning, followed closely by those with "Good" functioning, and a smaller proportion classified as "Average." This distribution suggests that nuclear families may experience polarized outcomes in terms of family functioning, with many families thriving while others struggle significantly. The relatively even spread across the categories could reflect the dual nature of nuclear families, where the absence of extended family support might

either enhance autonomy and cohesion or lead to greater stress and dysfunction due to limited resources and support systems.

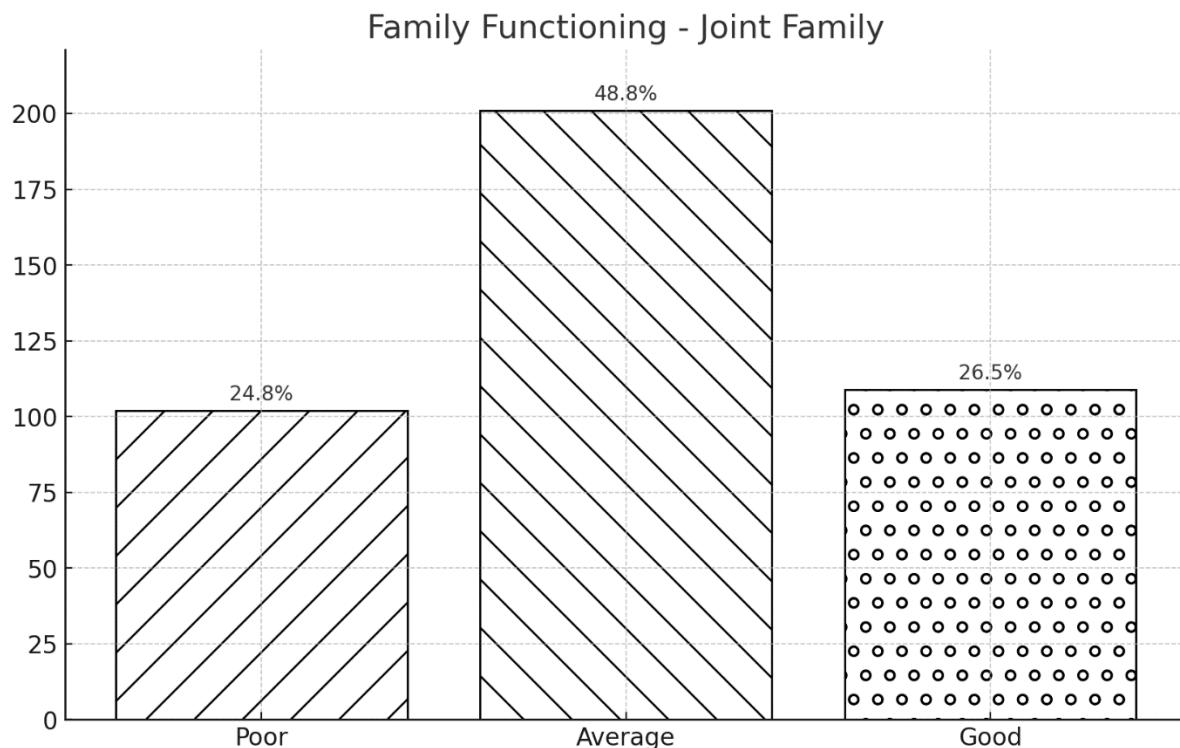


Figure 30 Joint family system demonstrates a markedly different pattern, with a predominant majority of families

The joint family system demonstrates a markedly different pattern, with a predominant majority of families classified as having "Good" functioning, a smaller portion as "Average," and an even smaller fraction as "Poor." This distribution indicates that joint families, with their inherent extended support networks and shared responsibilities, are generally more conducive to maintaining a well-functioning family environment. The high percentage of "Good" functioning suggests that the collective resources and shared duties within joint families contribute to a more stable and supportive home environment, mitigating the factors that typically lead to family dysfunction.

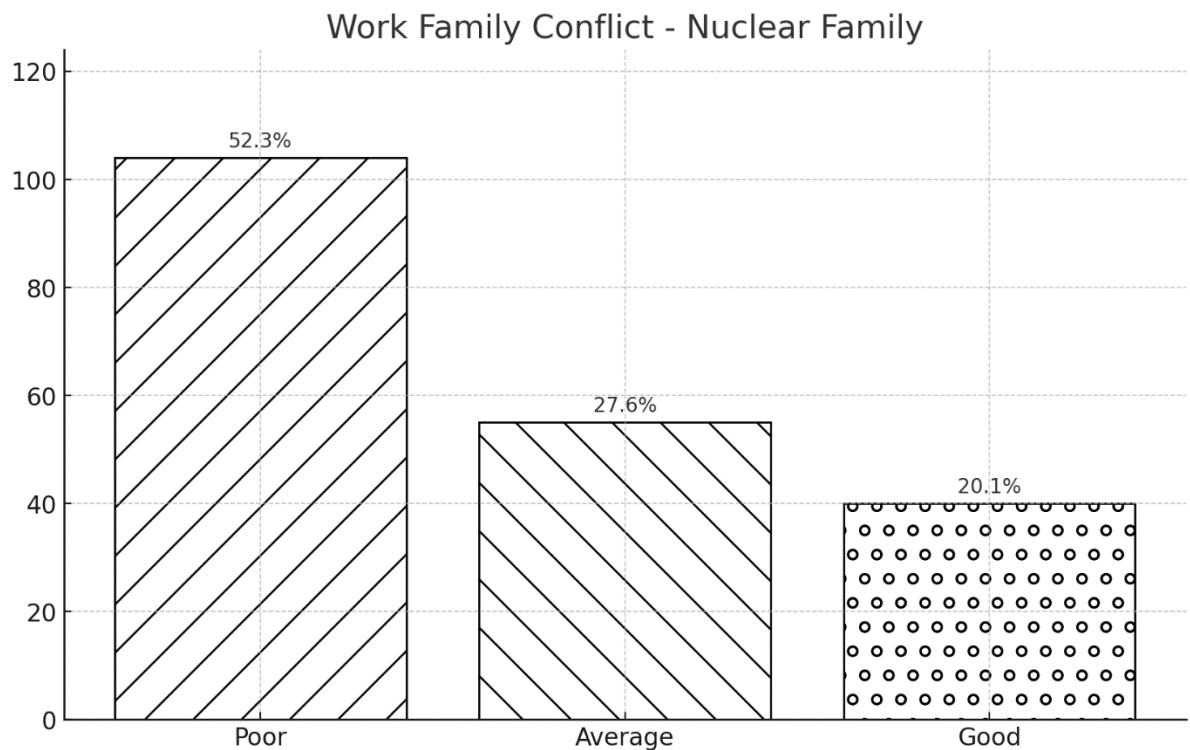


Figure 31 Work-family conflict, the nuclear family system shows a higher concentration of individuals experiencing

In terms of work-family conflict, the nuclear family system shows a higher concentration of individuals experiencing "Poor" work-family balance, with fewer individuals in the "Average" and "Good" categories. This distribution implies that nuclear families, which often lack the broader support systems of joint families, may be more vulnerable to the pressures and conflicts arising from the demands of balancing work and family responsibilities. The significant proportion of "Poor" outcomes could be attributed to the limited capacity of nuclear families to absorb the stress and workload, leading to a higher incidence of work-family conflict.

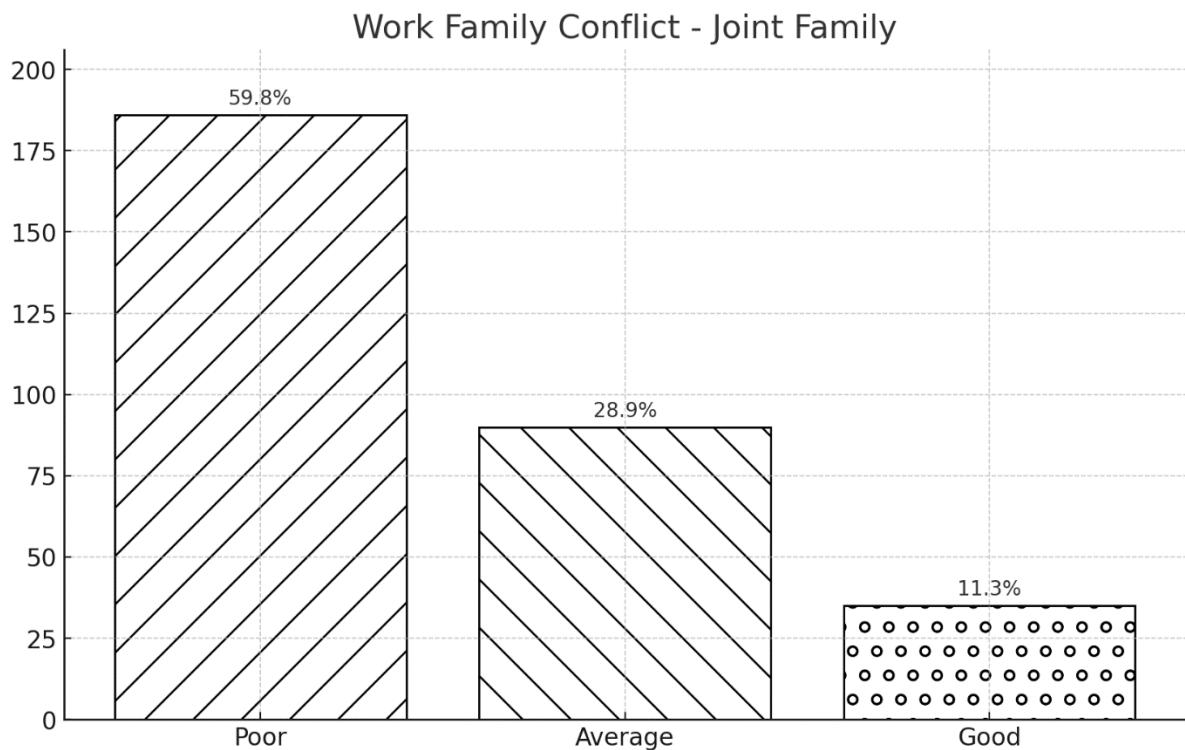


Figure 32 Joint family system, on the other hand, presents a more favorable distribution, with a greater number of individuals

The joint family system, on the other hand, presents a more favorable distribution, with a greater number of individuals reporting "Good" or "Average" work-family balance, and a smaller proportion experiencing "Poor" outcomes. This pattern highlights the buffering effect of joint family structures, where the distribution of household responsibilities and the availability of multiple caregivers can alleviate the pressure on working individuals, thereby reducing the likelihood of work-family conflict. The relatively lower incidence of "Poor" outcomes further underscores the protective role of the extended family in managing the complexities of modern work-life dynamics.

These findings suggest that family structure plays a critical role in both family functioning and the management of work-family conflict. Joint families, with their collective resources and support systems, are generally more successful in fostering a positive family environment and mitigating work-family conflict. In contrast, nuclear families, while offering greater independence, may face challenges in maintaining family cohesion and balancing work

and family demands, leading to a more polarized distribution of outcomes. This analysis underscores the importance of considering family structure in studies of family dynamics and work-life balance, particularly in the context of designing interventions and policies aimed at improving family functioning and reducing work-family conflict.

Chapter 5

Discussion

The current research aimed to examine the association between work-family conflict and its outcomes among teachers of higher education institutions. Moreover, the study explored the moderating role of organizational factors and family factors in relationship between work-family conflict and its outcomes.

To achieve the objectives of the study the current research was carried out in two studies, study I and study II with independent sample. Study I was aimed at selection of relevant instruments and their adaptation in local context, whereas study II

was the main study in which the formulated hypotheses were tested. Study I provide sufficient evidence for the psychometric properties of the adapted instruments that were to be used in the main study. The first hypotheses anticipated that work family conflict is positively associated with work related outcomes (turnover intention and career satisfaction).

Research suggests that the current employment and working conditions in academia have implications for the health, well-being, and personal lives of faculty. Not only is this of concern regarding individual faculty and their lives, but there may be implications for quality in education and research, and society's capacity to meet global challenges may be at stake. Empirical findings from international studies detail the insecurities and uncertainties associated with working in academia, which may explain various health-related consequences, yet the situation in Pakistan remains largely understudied.

Results indicate that work-family conflict is a significant positive predictor for turnover intention, somatic complaints, anxiety & insomnia, social dysfunction and major depression. Results also indicate that work-family conflict significantly positively predicts family functioning although the effect size is relatively small.

Results of the regression analysis was in line with the hypotheses of the study and previous literature for turnover intention ,somatic complaints, anxiety & insomnia and major depression, except for family functioning, where work-family conflict was hypothesized to be a negative predictor for family functioning. Work-family conflict can lead to various outcomes when individuals struggle to meet the requirements of work and family responsibilities. Previous literature provide links between work-family conflict and various work, family and health related outcomes.

Work-family conflict is found to be a significant issue among teacher as they frequently experience long working hours, planning and grading, research publications and other administrative tasks. Turnover intention refers to an employee's recognition of the potential and readiness to exit the organization in the future (Asfahani, 2022). This intention to depart may arise from either favorable or unfavorable developments within the organization (Pieters et al., 2020). It encompasses the employee's contemplation of leaving and the initiation of a job search for alternative employment (Asfahani, 2022). Specifically, teachers' turnover intention is characterized by their inclination to leave their current educational institution (Li et al., 2022). The turnover of teachers is viewed as the transfer of pedagogical and research competencies among educational institutions, with the prospect of higher salaries and a diminished focus on publication potentially appealing to certain educators (Zhou & Volkwein, 2004).

A study conducted by He and Wei (2022) on teachers indicated work-family conflict as one of the outstanding predictors of turnover intention among teachers. Turnover intention is one of the significant issues in any educational setting as a lot of resources and time are spent on training of teachers. Teachers intention to leave the institution can have devastating effects (Tiplic et al; 2015). Cultural believes are found to be another significant reason for work-family

conflict resulting in turnover intention. Usually, collectivistic cultures prioritize men's careers and women are expected to take family as their priority (Mortazavi et al., 2009).

Turnover intention among teachers is an important and internationally recognized challenge within educational institutions (Carver- Thomas et al., 2019), according to a report by United Nations in 2022 an alarming rise in the number of individuals leaving educational institutions. Previous studies on turnover intention among university teachers is an indicative of reduced scientific research and decline in organizational attractiveness (Lei et al., 2020). The research findings on university teachers turnover intention is indicative of the urgency of dealing the rising issue of faculty attrition in higher education institutions. There is evident need to address the phenomenon of teacher's turnover within higher education as very limited exploration has been done so far (Li et al., 2022).

Given the considerable influence of turnover intention on both organizations and individuals, researchers are undertaking comprehensive literature reviews on this topic from various perspectives. Nevertheless, there is a scarcity of bibliometric studies specifically addressing teachers' turnover intention within higher education institutions. In the context of intense global competition, numerous nations underscore the significance of human resources, with talent regarded as a key factor in enhancing organizational competitiveness (Gustafsson et al., 2023; Saufi et al., 2020). Turnover intention, defined as an individual's propensity to depart from an organization in pursuit of superior employment opportunities, is often considered the most reliable indicator of actual turnover (Fu et al., 2022).

In the United States, it is estimated that the turnover rate among teachers with three years or less of experience reaches 30% (Ellison et al., 2022). The intention to leave has profound implications for organizational development (Otache & Inekwe, 2022), as it significantly affects organizational performance, financial expenditures, and the retention of

knowledge (Kakar et al., 2021; Saufi et al., 2020). The departure of skilled employees incurs substantial costs related to recruitment and training, among other factors.

Research on turnover intention reveals that an employee's desire to leave their current position is a psychological state and is correlated with various factors including mental health, performance, and organizational climate (Kaniuka, 2020; Bazer & Estigoy, 2021; Yildiz et al., 2021) which indicate a strong association of work-family conflict with turnover intention.

The personnel within universities represent the most significant resource in the realm of education. A survey conducted on university faculty revealed that a substantial portion of the faculty (54.9%) had contemplated transferring to different institutions, while 50.8% had considered pursuing alternative career paths. Notably, only 29.7% had never thought about leaving their current roles (Li et al., 2022). The elevated turnover rate among educators not only negatively impacts organizational efficiency and the stability of student-teacher relationships but also diminishes the overall quality of education, teacher effectiveness, and impedes student learning and research endeavors (Gustafsson et al., 2023; Saufi et al., 2020). In light of these findings, universities must prioritize faculty retention as a central objective (Ababneh, 2020). Consequently, investigating strategies to mitigate teachers' intentions to leave is essential for universities striving to maintain their competitive edge.

Path analysis indicated that work-family conflict is a significant predictor for mental and physical wellbeing among university teachers. Results indicate that work-family conflict is a significant predictor of somatic complaints, anxiety & insomnia and major depression however no significant results were found for social dysfunction. In the field of academia there is no definite and accepted definition of wellbeing however various researchers conceptualize wellbeing in their own way. Kiltz and colleagues in 2020, defined wellbeing as physical, psychological, social and emotional factors as well as the work engagement.

The current landscape of higher education reveals significant shortcomings in the understanding and application of best practices related to the mental health and wellbeing of staff. These deficiencies have become increasingly apparent, particularly in light of the unique challenges brought about by the COVID-19 pandemic, which has exacerbated existing issues and highlighted the urgent need for reform. In response to these challenges, it is imperative that institutions adopt a proactive strategy aimed at fostering systemic transformations. This approach should ensure that all educational personnel have access to appropriate psychological support and ongoing assistance, thereby creating a healthier work environment. While universities have made considerable investments in enhancing the student experience, there remains a troubling oversight regarding the wellbeing of academic staff. This neglect is particularly concerning given the established link between workplace wellbeing and teaching effectiveness, as noted by De Neve et al. (2019).

The implications of this oversight are profound; when staff are not supported, their ability to engage effectively with students and contribute to a positive learning environment is compromised. In advocating for a more strategic framework, Douglas (2019) emphasizes the importance of involving staff in discussions about their work conditions. This participatory approach not only affirms the value of staff contributions but also fosters a sense of ownership and commitment to the institution's goals. By engaging staff in these conversations, universities can better understand their needs and develop tailored strategies that promote wellbeing. Wray and Kinman (2021) identify several critical areas for enhancing wellbeing within higher education, with the most significant challenge being the need for institutions to genuinely prioritize staff wellbeing. This requires a cultural shift within universities, where the mental health of staff is regarded as a fundamental component of institutional success. It is increasingly recognized that the precarious circumstances faced by academic staff can only be effectively addressed through authentic collaboration among all members of the higher education

community, including policymakers. This collaboration should focus on mental wellbeing for all, creating an inclusive environment that supports both staff and students.

The concept of a "whole University approach," as proposed by de Pury and Dicks (2020), advocates for the integration of mental health promotion into every aspect of university life. This approach emphasizes the importance of co-production, where staff and students work together to create a supportive environment that prioritizes mental health. Implementing such a comprehensive strategy necessitates profound cultural and structural transformations within universities, recognizing the intricate and multifaceted nature of these institutions.

Results of path analysis indicated that family functioning is one of the significant outcomes of work-family conflict. Stressors at work usually interfere with an individual's involvement in family responsibilities. The finding is consistent with previous studies that higher level of family support from spouse and other family, and friends has been found to be linked with lower level of work-family conflict (Chuang et al., 2024). Family support has also been found to be associated with better mental health and wellbeing (Liao et al., 2019)

In order to determine the indirect effect of organizational factors (supervisory support, salary satisfaction, job insecurity, organizational structure), and family factors (marital status, family system, Number of dependents) in the relationship between work-family conflict and its outcomes, moderation analyses were conducted. Model number 1 was chosen to conduct moderation analysis from Macro Process 2.16.3. This model allowed one predictor variable, one outcome variable and one moderating variable. Moderation analyses were conducted and significant findings were reported along with mod graphs. Results revealed many significant moderations of organizational factors and family factors. Previous studies focused on the direct relationship between work-family conflict and various organizational factors.

Results from moderation analyses indicated that supervisory support is found to be a significant moderator on the relationship between work-family conflict and its outcomes.

Previous studies support the direct relationship between work-family conflict and supervisory support, indicating the significance of support from a supervisor in assisting employees to manage their work and family life (Kossek et al., 2011). However, in the present research, a moderating role of supervisory support in the relationship between work-family conflict and somatic complaints was found too significant.

As described in Job –Job-Demand Resource model (JD-R) work related stress arises when there is a strain of job demands and the employee's ability to control over them. The stress can lead to certain outcomes i.e physiological, psychological and behavioral. Work-family conflict is found to be associated with number of outcomes which may result in poor health, job dissatisfaction, lack of productivity, anxiety and depression (Gleitman et., al, 2011).

Previous studies on work-family conflict indicated a remarkable and dynamic change in the work setting, a Scopus review on work-family conflict articles published during 2020-2022 highlighted a shift change in individual's roles where they are managing multiple roles during pandemic. This required a deep comprehension of the interplay between different factors contributing to work-family conflict and its outcomes. The results from the current research are consistent with the previous findings where work-family conflict is found to be associated with adverse outcomes including stress related to their work and its association with poor mental and physical health

Moreover, the results from moderation analyses revealed that supervisory support is a significant moderator on the relationship between work-family conflict, somatic complaints, anxiety and insomnia and major depression. The relationship between work-family conflict with somatic complaints, anxiety and insomnia and major depression weakens when supervisory support is present. However supervisory support was not a significant moderator for social dysfunction and work-family conflict.

Well-being in the context of the workplace has been highlighted as an important priority of organizations (World Health Organization, 2019). A study conducted on employees argued that work stress leads to low wellbeing, low productivity and lower morale (Liu et al., 2019). However, a research gap was found to be evident as most research on wellbeing of the employees is from an employee's perspective and organizational involvement is not represented well in the past researches. The current findings from the research is indicative of a significant role of organizational factors in managing outcomes of work-family conflict when it comes to the wellbeing of teachers from higher education institutions . Supervisory support is found to be a significant organizational factor which buffers the relationship between work-family conflict and its outcomes.

It is encouraging to observe that the field of research concerning Teacher well-Being has been progressively receiving greater recognition. The expanding body of studies focused on wellbeing of teachers has now reached a 'critical mass,' which is sufficient to warrant the execution of a quantitative systematic review (Chen et al., 2020, 2021a). Scholars such as Hascher and Waber (2021) have asserted that research reviews play a vital role in the advancement of knowledge within a discipline. This foundational knowledge would not only illuminate the trajectory of intellectual growth in teacher's wellbeing research but also provide a nuanced understanding of the well-being of individual educators, including essential factors, key influences, and resultant effects. Nevertheless, to this point, researchers have primarily engaged in narrative reviews (Hascher & Waber, 2021; McCallum et al., 2017) and meta-analyses (Oliveira et al., 2021; Zarate et al., 2019).

With reference to conceptual framework developed for the current research an important component of organizational structure was taken as moderator, it was found that organizational structure significantly moderates the relationship between work-family conflict and turnover intention. In research by Breevaart and colleagues (2016), it was found that

inadequate structural provisions and ineffective leadership styles within the universities can have adverse effect on staff performance. It is important to notice that university structure and leadership are important issues within the academic institutions. Based on the nature of academic job which include teaching, administrative tasks and research, work environment and structure is of the key importance.

Consequently, lack of facilitation and structures effect the university staff academic responsibilities which leads to adverse outcomes (Chen, 2023). Another similar finding supports the findings of the current research where Xu and colleagues in 2023, reported that satisfaction at work among faculty members is greatly influenced by extrinsic factors along with personal factors. Extrinsic factors including environmental factors, laws and policies, facilities and structures ultimately effect the work related outcomes including their turnover intentions. University aspirants leading to decline as well as staff loyalty is becoming questionable as the issues regarding the structures and policies are not addressed promptly (Tavárez de Henríquez & Domínguez Valerio, 2023).

Organizational structure is at the core of organizational design. The flexibility of the organization is also dependent on its success (Gupta, Draveoije, Bag & Luo., 2019). Internal integration of the organizational structure (as an indicator of Organizational alignment) by Parameters. They also influence job satisfaction, motivation, and engagement of the company employees which directly have implications on competitive advantage (Birasnav & Bienstock, 2019; Soderstrom & Weber, 2020; Bošković, 2021). Internal organizational integration, by being a structure of parameters might impact on employee motivation to each and every one determinant as well.

Organizational design and structure play a foundational role in higher education management by determining the way authority is distributed, communication flows within an

institution, how decision-making processes are structured as well as resource allocation (Marginson, 2016).

Institutional autonomy, which refers to the room to maneuver granted to organizations in setting and implementing their goals, is crucial for comprehending how public organizations operate within their defined boundaries (Brunsson & Sahlin-Andersson, 2000; Maggetti & Verhoest, 2014; Scott, 2014). In the European higher education sector, institutional autonomy is a topic of significant political concern and a fundamental concept for studying the governance dynamics between public authorities and higher education institutions. Over the past few decades, this relationship has developed two central features that are worth noting (de Boer et al., 2015).

Firstly, the autonomy of higher education institutions is characterized by ambiguity, as national public authorities have simultaneously enhanced formal institutional autonomy while imposing other forms of governance through continuous demands for institutional accountability and reporting (Christensen, 2011; Gornitzka & Olsen, 2006; Maassen, Gornitzka, & Fumasoli, 2017; Olsen, 2009). Secondly, formal agreements between the authorities and the institutions have increasingly been employed as instruments to govern higher education institutions (De Boer & Enders, 2017; Elken, Frølich, & Reymert, 2016; Gornitzka et al., 2004).

Over recent decades, the organizational dimensions of universities have taken a center stage in analyses of higher education policy reform and governance change (e.g., Bleiklie, Enders, & Lepori 2015; Fumasoli & Stensaker 2013; Seeber et al., 2015). Research from different parts of the world has documented a change in university environment where key organizational trends include greater centralization and formalization, more external and internal reporting and accountability pressures, and the growth of an increasingly

professionalized and managerial administrative apparatus within universities (Christensen 2011; Croucher & Woelert, 2022; Ramirez & Christensen, 2013).

Working environment in higher education institutions is changing rigorously. Most of the time higher education work demand active involvement in teaching and research which create a lot of stress resulting in an imbalance in work and family life. Delello and colleagues in 2022 pointed out that extensive work on the achievements, teaching, research and educational goals has not been adequately addressed in the past researches. To the best of researcher's knowledge, no comprehensive study has been found with reference to organizational structure among academic institutions. However, it is evident from the research across the world that there is a shift change in the institutional policies where there is an increasing trend of formalization and managerial mindset within the universities.

Results from the moderation analysis for the role of salary satisfaction on the relationship between work-family conflict and its outcomes among university teachers was found to be significant. Previous studies on salary or pay satisfaction have found to have a significant correlate with job related outcomes among teachers along with other factors. Studies on academics is now focusing on personal aspects as well as resources at work and working environment that can support teachers to deal with the stress of high work demand. The individual or personal factors include job motivation, competency and work related basic need fulfillment (Collie, Shapka & Perry, 2012). Employee's perception about fair compensation of their work can buffer against stress of work and family responsibilities.

Studies have found that salary satisfaction is associated with a positive feeling of self and organizational success (Frey & Feld, 2002). The results from moderation analysis were in lined with the previous findings where pay or salary satisfaction is found to be associated with positive perception of self, and also related with many works related outcomes. However, higher research expectations from higher educational institutions have disrupted the previous

balance of resources between teaching, research responsibilities, and family life. This disruption increases the competition for material and energetic resources among these multiple roles, growing work–family and teaching–research conflicts (Cao et al., 2020; Bazer & Estigoy, 2021).

Moreover, results from the model 1 moderation analysis indicated a significant moderating role of marital status on the relationship between work-family conflict and social dysfunction. Previous literature supported the role of socio-demographic factors and its influence on work-family conflict and its outcomes. Family or spousal support is found to have a buffering effect on the relationship between work-family conflict and its outcomes. However prolonged condition of experiencing work-family conflict often resulted in learned helplessness among individuals. (Nigatu & Wang, 2018). Results of the current research indicate that being married does not significantly moderates the relationship between work-family conflict and social dysfunction however significant results were found for unmarried individuals.

The socio-cultural background of traditional Pakistani society has an impact on individual's perception about work-family conflict where women are often expected to take family responsibilities and men are expected to be the breadwinner of the family. Family functions are integral to the well-being and stability of family units, serving as a reflection of the responsibilities that families bear towards each of their members. These functions encompass a wide array of tasks and roles that families undertake to support one another, navigate the complexities of life, and foster a sense of belonging and unity. The ability of families to effectively manage life's transitions—such as births, deaths, marriages, and other significant events—demonstrates their resilience and adaptability. In doing so, families not only mediate conflicts that may arise among members but also promote a cohesive environment where individuals feel valued and understood.

This dynamic interplay among family members cultivates a profound sense of togetherness, which is essential for the emotional and psychological health of each individual. Effective disciplinary practices emerge from this sense of unity, as families establish clear expectations and boundaries that guide behavior while also nurturing personal growth. Maintaining appropriate boundaries is crucial, as it allows family members to develop their identities while still feeling connected to the larger family unit. Adhering to established norms and values further reinforces this connection, providing a framework within which family members can operate and thrive. At the heart of family functions lies the primary objective of safeguarding the integrity of the family unit. This involves not only the emotional and social support that families provide but also the execution of essential tasks that ensure the well-being of all members. These tasks are carried out by individuals and subsystems within the family, highlighting the collaborative nature of family life. Each member plays a role in fulfilling the collective needs of the family, which can be understood as operating on multiple levels. Families possess a diverse range of needs that can be categorized from the most fundamental to the more intricate. At the foundational level, families must meet basic physical requirements, such as providing nourishment, shelter, safety, and health care. These elements are critical for survival and form the bedrock upon which families build their lives.

However, the needs of families extend beyond mere survival; they also encompass higher-order needs related to self-actualization and personal fulfillment. This includes fostering an environment that encourages education, emotional support, and the pursuit of individual passions and interests. In summary, the functions of a family are multifaceted and essential for the overall health and stability of its members. By fulfilling their responsibilities, navigating life's challenges, and promoting unity, families create a nurturing environment that supports both individual growth and collective well-being. The work of families, as articulated by Ebadatpour et al. (2013), is vital in ensuring that all members have access to

Continuous educational reforms are making institutions more and more demanding (scholastic, 2013), resulting in selfless professionalism among teachers. This increasing institutional demands from teachers of higher educational institutions is a source of stress for individuals working within educational institutions. Individuals who are married and having children are more likely to experience more work-family conflict and less support as their role expectation in both the domains is more engaging.

Moderation analysis was also conducted on the moderating role of family system (Nuclear vs Joint family) on the relationship between work-family conflict and its outcomes (somatic complaints and social dysfunction) However, no significant results were found based on family system (Nuclear and joint family). A study conducted by Mikucki and colleagues in 2020, argued that people who are living away from their extended family members actively engage, facilitate and interfere with family member with the intentions of maintaining relationships, provide support and keep their selves involved with the family members. However geographically distant relatives can conveniently communicate on text messages, video calls and can facilitate and interfere within one's life more often.

In line with the theoretical frameworks guiding this study, the moderation analyses revealed significant findings regarding the role of organizational and family factors in mitigating the negative outcomes of Work-Family Conflict (WFC). Supervisory support emerged as a consistent buffer, aligning with the Job Demands-Resources (JD-R) model, which suggests that organizational resources can protect employees from the detrimental effects of job demands. Furthermore, job insecurity was found to exacerbate WFC outcomes, particularly in relation to turnover intention and mental health issues, emphasizing its significance in Pakistan's unstable academic job market. Pay satisfaction and organizational structure also showed selective moderation effects, confirming that certain job-related factors influence the severity of WFC (Ebadatpour et al., 2013), .

However, some of the findings were not as expected. Specifically, the moderation effect of supervisory support on social dysfunction and the interaction between marital status and family functioning were not significant. These null findings highlight the complexity of work-family dynamics and challenge the assumption that supervisory support consistently moderates all outcomes of WFC. These results suggest that the role of organizational and family factors may vary depending on the specific outcome being examined. While these null results could be attributed to sample or design limitations, they also contribute to the broader theoretical narrative. They indicate that not all factors will consistently buffer the effects of WFC, suggesting that future research should explore the contextual conditions under which these moderators may become more significant (Frey & Feld, 2002; Nigatu & Wang, 2018).

These null findings are not to be dismissed as mere methodological issues but are instead valuable in advancing our understanding of work-family conflict. By integrating these findings into the broader theoretical frameworks, including the Conservation of Resources theory and Work-Family Enrichment theory, we can recognize that the buffering effects of organizational and family resources may not be universally applicable across all outcomes (Mikucki et al., 2020). This underscores the need for a more nuanced examination of the conditions that influence the relationship between WFC and its moderators. Future research should aim to replicate these findings in different cultural contexts and educational settings, and utilize longitudinal data to assess the long-term effects of these moderators.

Group Differences

One of the objectives of the study was to investigate the group difference based on gender of the participants. Additional analyses based on group differences were also analyzed with reference to demographic variables of the study. Group difference for gender difference was conducted with all the study variables. However, interestingly, previous research has

yielded inconclusive findings regarding the relationship between gender and work family conflict (Shockley et al., 2017)

It was hypothesized that female university teachers will experience high work-family conflict, somatic complaints and social dysfunction. Results of the study remained statistically significant for work-family conflict, somatic complaints and social dysfunction among female university teachers as compared to male university teachers. Previous researches on work-family conflict, were in line with the findings of the present research where significant differences in perceiving work-family conflict were found to be present based on the gender (Lee et al., 2022). Another important point is that previous studies were found prominently on sample from western countries (Allen et al., 2020).

Researchers emphasized the need for research on work-family conflict in countries where family is an important institution. Women face more challenges than men usually because of lack of flexible working hours, lack of childcare facilities, work-family conflict and paid leaves (Tijani et al., 2022; Suresh et al., 2023). The fact that women experience more work-family conflict lies behind the traditional gender role expectations in a Pakistani society where women are expected to take family responsibilities and men are considered to deal with financial needs.

Gender difference for somatic complaint was investigated where female teachers experience higher level of somatic complaints as compared to male university teachers. Teaching profession is prominently associated with occupational stress, based on the physical and psychological demands of their work (Markelj et al., 2023). According to research on teachers, teachers tend to report higher psychosomatic complaints, burnout and turnover rates as compared to other public service professions (Medigan et.,2021). Based on the gender specific differences previous studies confirmed that female teachers have higher risks of headaches, colds, musculoskeletal problems as compared to their male counterparts (Allen et

al., 2022). Gender differences on social dysfunction were significant where female university teachers score higher than their counterparts. Higher levels of stress, workloads, lack of social support and long working hours often lead to poor social interactions.

With reference to gender difference, it was hypothesized that female university teachers will score significantly higher on the level of supervisory support, salary satisfaction and career satisfaction than male university teachers. In the current research supervisory support is considered as the support provided by academic heads. Limited research has been conducted on head of departments in academic settings, however numerous studies have investigated the leadership styles and its impact on employee's engagement (Bekker & Bal, 2010). Similarly, results were significant for salary satisfaction, where female university teachers score higher than male. However, for career satisfaction results were found to be non-significant indicating no significant difference in career aspiration among male and female university teachers.

One of the hypotheses was to find out gender differences for turnover intention, job insecurity and family functioning. It was hypothesized that male university teachers experience higher level of job insecurity, turnover intention and family functioning as compared to female. In Pakistan the traditional gender role expectation and financial constraints of the majority of working class, the pressure of holding a job is evident, as resources are important for survival, consequently individuals are sensitive to recourse loss (Shoss et al., 2022). As the results indicated male university teachers score significantly higher than female can be explained by the fact that men considered the sole providers of the family in a typical Pakistani household. On the other hand, turnover intention and salary satisfaction are significantly higher among male university teachers. Particularly in teaching profession, salary is proved to be an important in deciding either to continue teaching in the same position or to leave the job (Kosi et al., 2015). University teachers who perceive more economic strain displayed less job satisfaction,

more distress and turnover intention moreover, turnover intention is associated with work-related fatigue and psychological distress (Federicova, 2021).

Table 42 Indication of Accepted and Rejected Hypotheses of the study

Sr. No	Hypotheses	Result Indication
H1a.	Work-family conflict is positively associated with turnover intention	Accepted
H1b.	Work-family conflict is negatively associated with career satisfaction	Rejected
H2	Work-family is negatively associated with family functioning	Accepted
H3a	Work-family conflict is positively associated with somatic complaints.	Accepted
H3b.	Work-family conflict is positively associated with anxiety and insomnia.	Accepted
H3c.	Work-family conflict is positively associated with social dysfunction.	Rejected
H3d.	Work-family conflict is positively associated with major depression	Accepted
H4a	Supervisory support significantly moderates the relationship between work-family conflict and Turnover Intention	Accepted
H4b	Supervisory support significantly moderates the relationship between work-family conflict and Career Satisfaction	Accepted
H4c.	Supervisory support moderates the relationship between work-family conflict and family functioning.	Rejected
H4d	Supervisory support moderates the relationship between work-family conflict and Somatic Complaints.	Accepted
H4e	Supervisory support moderates the relationship between work-family conflict and Anxiety and Insomnia.	Accepted
H4f.	Supervisory support moderates the relationship between work-family conflict and Social Dysfunction	Accepted

H4g.	Supervisory support moderates the relationship between work-family conflict and Major Depression.	Accepted
H5a	Organizational structure moderates the relationship between work-family conflict and turnover intention.	Accepted
H5b.	Organizational structure moderates the relationship between work-family conflict and career satisfaction.	Rejected
H5c.	Organizational structure moderates the relationship between work-family conflict and family functioning.	Rejected
H5d.	Organizational structure moderates the relationship between work-family conflict and somatic complaints.	Rejected
H5e.	Organizational structure moderates the relationship between work-family conflict and anxiety & insomnia	Rejected
H5f.	Organizational structure moderates the relationship between work-family conflict and social dysfunction	Rejected
H5g.	Organizational structure moderates the relationship between work-family conflict and major depression	Rejected
H6a.	Pay satisfaction moderates the relationship between work-family conflict and turnover intention.	Accepted
H6b	Pay satisfaction moderates the relationship between work-family conflict and career satisfaction	Accepted
H6c	Pay satisfaction moderates the relationship between work-family conflict and family functioning.	Accepted
H6d	Pay satisfaction moderates the relationship between work-family conflict and somatic complaints.	Accepted
H6e	Pay satisfaction moderates the relationship between work-family conflict and anxiety & insomnia.	Rejected
H6f	Pay satisfaction moderates the relationship between work-family conflict and social dysfunction	Rejected
H6g	Pay satisfaction moderates the relationship between work-family conflict and major depression.	Rejected

H7a	Job insecurity moderates the positive relationship between work-family conflict and turnover intention	Rejected
H7b	Job insecurity moderates the negative relationship between work-family conflict and career satisfaction.	Accepted
H7c	Job insecurity moderates the negative relationship between work-family conflict and family functioning.	Rejected
H7d	Job insecurity moderates the relationship between work-family conflict and somatic complaints.	Accepted
H7e	Job insecurity moderates the relationship between work-family conflict and anxiety & insomnia.	Accepted
H7f	Job insecurity moderates the relationship between work-family conflict and social dysfunction.	Accepted
H7g	Job insecurity moderates the relationship between work-family conflict and major depression.	Accepted
H8	Marital status significantly moderates the relationship between work-family conflict and family functioning.	Rejected
H9	Family system moderates the relationship between work-family conflict and family functioning.	Accepted
H10	The number of dependents moderates the relationship between work-family conflict and family functioning.	Accepted
H11a	Female teachers will experience higher level of work-family conflict, somatic complaints and social dysfunction than males	Accepted
H11b	Female university teachers experience higher level of supervisory support, career satisfaction and salary satisfaction as compared to males	Accepted
H11c	Male university teachers experience higher level of job insecurity, turnover intention and family functioning as compared to females.	Accepted

Conclusion

It can be concluded from the results of the present study that work family conflict among teachers of higher education institutions is critical to understand. Work family conflict is associated with many works related, family related and health related outcomes and can adversely affect the personal wellbeing of teachers who are working in higher education institutions. Addressing work family conflict require organizational and family factors as buffering agents to alleviate or reduce negative consequences of work family conflict.

Limitations and suggestions

There are number of limitations of the present research which can affect the findings of the research. Firstly, the use of self-report measures in the study which can create the chance of response bias. Therefore, incubation of qualitative techniques in future research may bring about response variability. Secondly sample was drawn from limited higher education institution across Pakistan which may limit the generalizability of the findings. Gathering data from more institutions would enhance the generalizability of the findings in the future research. Thirdly, the prime design of the current research is cross sectional which may not adequately consider how work family conflict affects individuals at different stages of life, whereas future research should consider the possibility of using longitudinal design to get an in depth understanding of the phenomenon.

Implications

The current research is a significant headway to the underdeveloped literature on work-family conflict, especially in the unique work setting of the higher education institutions by establishing work-family conflict as a predictor variable and investigating the various outcomes in the academic setting. It was found that work-family conflict can impact teachers' work life, their family life and their wellbeing

By exploring these conflicts, research can help identify ways to support teachers in maintaining high-quality instruction. Additionally, teachers' wellbeing is directly related to students' outcomes. Addressing work-family conflict can indirectly improve students' academic performance and their experience during their stay in higher education institutions. Addressing work-family conflict can help reduce stress and burnout among faculty members, leading to better mental health and well-being.

Result indicated the importance of employee friendly policies within the academic institutions because when universities implement supportive policies, faculty members are likely to experience higher job satisfaction, which can improve their overall work experience. Universities can better allocate resources to support work-family balance, such as creating on-campus child care facilities or offering counseling services. Another implication of the study is to get the attention of the policy makers in addressing work-family conflict which contribute to a more supportive and inclusive organizational culture, where faculty and staff feel valued and understood.

Addressing work-family conflict among teachers of higher education institutions can enhance positive work attitude and reduce turnover intention by offering family friendly policies. Institutions can plan training sessions and interventions to enhance teacher's wellbeing and reduced stress.

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APPENDICES

Appendix A**Informed Consent**

Dear Participant,

I am a scholar of higher studies at National University of Modern Languages, Islamabad. For partial fulfillment of the requirements of my degree, I am conducting a research project that is related to Work-related attitudes, Work environment and its impacts on Well-being. I request you to please spare some of your time to respond to my questionnaire. Your participation will be considered as volunteer. I assure you that your provided information will remain confidential and will only be used for academic research purposes. If you are agreeing with this, kindly sign below:

For more information and any query, you can reach me out through this email (tsafdar@numl.edu.pk)

Appendix B**Demographic Sheet for Business Graduates**

Kindly Mark the Most Appropriate Option:

Personal Information:**Name:** _____

Gender:	Age:	Marital Status:
<input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> 25-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46-55 <input type="checkbox"/> 56-65	<input type="checkbox"/> Single <input type="checkbox"/> Married
Position/Designation:	Family System:	Working Experience (in this University)
<input type="checkbox"/> Professor <input type="checkbox"/> Associate prof <input type="checkbox"/> Assistant professor <input type="checkbox"/> Lecturer	<input type="checkbox"/> Joint <input type="checkbox"/> Nuclear	<input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10years <input type="checkbox"/> 11 & above
Total Working Experience	Job Status:	This University is:
<input type="checkbox"/> 0-5 years <input type="checkbox"/> 6-10years <input type="checkbox"/> 11 & above	<input type="checkbox"/> Visiting <input type="checkbox"/> Contract <input type="checkbox"/> Regular <input type="checkbox"/> TTS	<input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Semi government

Appendix C

Supervisory Support Questionnaire

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree= 4	Strongly Agree= 5
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My Head of Department (HOD) goes out of his/her way to make my life easier.	1	2	3	4	5
It is easy to talk with my HOD.	1	2	3	4	5
My Head can be relied on when things get tough for me at work.	1	2	3	4	5
My Head is willing to listen to my personal problems.	1	2	3	4	5
My Head respects me.	1	2	3	4	5
My Head appreciates the work I do.	1	2	3	4	5

Appendix D

Job Insecurity

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree=4	Strongly Agree= 5
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I feel insecure about the future of my job.	1	2	3	4	5
Chances are, I will soon lose my job	1	2	3	4	5
I am sure I can keep my job.	1	2	3	4	5
I think I might lose my job in the near future.	1	2	3	4	5
I feel insecure about the future of my job.	1	2	3	4	5
Chances are, I will soon lose my job	1	2	3	4	5

Appendix E

Family Functioning Questionnaire

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree=4	Strongly Agree= 5
---------------------------------	--------------------------------	------------------	-------------------------	------------------------------

Planning family activities is difficult because we misunderstand each other.	1	2	3	4	5
In times of crisis we can turn to each other for support.	1	2	3	4	5
We cannot talk to each other about the sadness we feel.	1	2	3	4	5
Individuals are accepted for what they are.	1	2	3	4	5
We avoid discussing our fears and concerns	1	2	3	4	5
We can express feelings to each other.	1	2	3	4	5
There are lots of bad feelings in the family.	1	2	3	4	5
We feel accepted for what we are.	1	2	3	4	5
Making decisions is a problem in our family.	1	2	3	4	5
We are able to make decisions about how to solve problems.	1	2	3	4	5
We do not get along well with each other.	1	2	3	4	5
We confide in each other.	1	2	3	4	5

Appendix F

Organizational Structures Scale

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree=4	Strongly Agree=5
Considerable resources are spent in developing procedures and policies for all jobs in this University		1	2	3
People in this university rely on formal policies to guide decision –making.		1	2	3
Top level management makes all the important decisions and then delegate tasks		1	2	3
People in this university must rigidly follow the procedures.		1	2	3
Individual decision makers at all Faculty/administration levels have wide margin/ freedom in making job-related choices/ activities .		1	2	3
Important decision are made only at top level in this University.		1	2	3
More emphasis is given to conformity of policies and procedures among members in this university.		1	2	3
All faculty / staff members are free to interact with each other in this university.		1	2	3
This university is very hierarchically organized.		1	2	3

Appendix G

Work-Family Conflict Questionnaire

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree=4	Strongly Agree=5
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My work prevents me spending sufficient quality time with my family.	1	2	3	4	5
There is no time left at the end of the day to do the things I'd like at home (e.g., chores and family activities).	1	2	3	4	5
My family misses out because of my work commitments.	1	2	3	4	5
My work has a negative impact on my family life.	1	2	3	4	5
Working often makes me irritable or short tempered at home.	1	2	3	4	5

Appendix H

General Health Questionnaire

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree=4	Strongly Agree=5
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Been feeling perfectly well and in good health?	1	2	3	4	5
Been feeling in need of a good tonic?	1	2	3	4	5
Been feeling run down and out of sorts?	1	2	3	4	5
Felt that I am ill?	1	2	3	4	5
Been getting pains in my head?	1	2	3	4	5
Been getting a feeling of tightness or pressure in my head?	1	2	3	4	5
Been having hot or cold spells?	1	2	3	4	5
Lost much sleep over worry?	1	2	3	4	5
Had difficulty in staying asleep once I am off?	1	2	3	4	5
Felt constantly under strain?	1	2	3	4	5
Been getting edgy and bad-tempered?	1	2	3	4	5
Been getting scared or panicky for no good reason?	1	2	3	4	5
Found everything getting on top of me?	1	2	3	4	5
Been feeling nervous and strung-up all the time?	1	2	3	4	5
Been managing to keep myself busy and occupied?	1	2	3	4	5
Been taking longer over the things I do?	1	2	3	4	5
Felt on the whole I was doing things well?	1	2	3	4	5
Been satisfied with the way I carried out my tasks?	1	2	3	4	5
Felt that I am playing a useful part in doing things?	1	2	3	4	5
Felt capable of making decisions about doing things?	1	2	3	4	5
Been able to enjoy my normal day-to-day activities?	1	2	3	4	5
Been thinking of myself as a worthless person?	1	2	3	4	5
Felt that life is entirely hopeless?	1	2	3	4	5
Felt that life isn't worth living?	1	2	3	4	5
Thought of the possibility that I might make away with myself?	1	2	3	4	5
Found at times I couldn't do anything because my nerves were too bad?	1	2	3	4	5

Found myself wishing I were dead and away from it all?	1	2	3	4	5
Found that the idea of taking my own life kept coming into my mind?	1	2	3	4	5

Appendix I

Salary Satisfaction Questionnaire

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree= 4	Strongly Agree= 5
---------------------------------	--------------------------------	------------------	------------------------------	------------------------------

How satisfied are you with your take home salary?	1	2	3	4	5
How satisfied are you with your benefits package?	1	2	3	4	5
How satisfied are you with your recent increase in your salary?	1	2	3	4	5
How satisfied are you with overall pay structure?	1	2	3	4	5

Appendix J**Job Satisfaction Questionnaire**

Please read each statement carefully and indicate the degree of your agreement or disagreement in the appropriate box.

Strongly Disagree =1	Slightly Disagree=2	Neutral=3	Slightly Agree=4	Strongly Agree= 5
---------------------------------	--------------------------------	------------------	-------------------------	------------------------------

I am satisfied with the success I have achieved in my career.	1	2	3	4	5
I am satisfied with the progress I have made towards meeting my overall career goals.	1	2	3	4	5
I am satisfied with the progress I have made towards meeting my goals for income.	1	2	3	4	5
I am satisfied with the progress I have made towards meeting my goals for advancement.	1	2	3	4	5
I am satisfied with the progress I have made towards meeting my goals for the development of new skills.	1	2	3	4	5

