

**Understanding the Relationship between gender, Family Support,
organizational support, and work-family Conflict among university
teachers in Lahore**



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Table of Contents

Abstract.....	vi
1. Introduction	1
1.1 Statement of the Problem	1
1.1.1 Work-Life Balance Issues for University Teachers	1
1.1.2 Conflict between Work and Family and Gender	2
1.1.3 Role of Organizational Support.....	2
1.1.4 The Importance of Family Support	3
1.1.5 The Importance of Comprehensive Approaches	3
1.2 Objectives of the Study	4
1.3 Significance of Study	5
1.4 Operational Definitions of Key Terms	7
1.5 Research Questions	10
2. Literature Review.....	11
2.1 Work-Family Conflict: Conceptual Framework.....	11
2.2 Gender Differences in Work-Family Conflict	13
2.3 Gender and Academic Careers	14
2.3.1 Gender Representation in Academia	14
2.4 Intersectionality: Considering Multiple Identities (e.g., Gender, Marital Status).....	15
2.5 Organizational Support and Work-Family Conflict	16
2.5.2 Its Implications for Work-Family Discord	17
2.6 Organizational Climate and Culture.....	17

2.6.1 Case Studies or Examples of Universities Implementing Support Measures	18
2.7 Family Support and Work-Family Conflict.....	19
2.7.1 Family as a Source of Support	19
2.7.2 Family Support and Its Cultural Influences.....	21
2.8 Research on the Effects of Family Support on Work-Family Conflict	22
2.9 The Interaction of Gender, Organizational Support, and Family Support	22
2.9.1 Exploring the Striking Interaction	23
2.9.2 Studies Illustrating the Combined Effects of These Factors	23
3. Theoretical Framework	25
3.2 Harnessing the Power of Social Exchange Theory	26
4. Research Methodology	28
4.1 The Study's Scope	28
4.2 Upholding Ethics.....	28
4.3 Sampling Design	28
4.3.1 Selection Standards	28
4.3.3 Target Sample.....	29
4.4 Hypotheses and Assumptions.....	30
4.4.1 Assumptions	31
4.5 Study Questionnaire	32
4.6 Data Collection.....	32
4.7 Data Analysis	33
4.8 Timeline	33
4.9 Budget	33
5. Results	35

5.1 Descriptive Statistics	35
5.2 Discussion	41
5.3 Limitation & Recommendation	42
6. Reference.....	45
7. Appendix A: Informed Consent Letter.....	50
Appendix B: Appendix.....	51

Abstract

University teacher job performance along with their well-being receives detrimental influence from work-family conflict (WFC) according to consistent research conducted within higher education settings. Research conducted in Pakistan showed that WFC contains positive correlations with performance and job stress but negative correlations with psychological well-being of the university instructor. The research conducted does not address gender-related aspects related to WFC. An examination of WFC perceptions between female and male university instructors operating in Lahore, Punjab forms the core investigation of this study. Family support and perceived organizational support will serve as a topic for assessment to understand their impact on work-family conflict among university instructors. The present research adopts a survey-based methodology for its quantitative design. The study will choose 200 university teachers via gender-representative random sampling from a total of four (two public and two private) institutions in Lahore. A digital correspondence approach will be made to the selected instructors for data collection. The assessment will obtain applicable demographic information combined with pre-established WFC and perceived organizational and family support rating scales. A regression analysis of WFC levels between male and female university instructors will happen in SPSS statistical software where Work-Family Culture as well as perceived family and organizational support will be investigated for their mitigating effects.

1. Introduction

1.1 Statement of the Problem

Work-family conflict represents a complex problem which research has recently intensified because of changing work dynamics along with growing dual-income families and modifications in cultural norms about gender care responsibilities. Technology-based work environments that operate 24/7 along with insufficient family policies in developing countries have substantially increased this conflict according to Williams and Ali (2018). The issue gains significance in Pakistan because traditional cultural expectations make women shoulder higher household duties than men. The research aims to understand various elements of this problem among university professors who work in Lahore, Pakistan.

1.1.1 Work-Life Balance Issues for University Teachers

University lecturers share the common experience of demanding workloads which combine obligations in research activities with teaching assignments and administrative work and service activities. The professional duties of teachers create conflicts with their personal commitments and household responsibilities thus resulting in work-family conflict (Bowman, 2010). The present research evaluates WFC rates among university lecturers of both genders and investigates how organizational and family support help decrease such conflicts among Lahore's university staff (Williams & Ali, 2018). The research operates under Role Theory principles where people handle several social roles including staff membership along with partner and parent roles and each position contains distinct requirements alongside traditions and duties (Bowman, 2010). Academic work situations become clearer when we understand how university lecturers experience role conflicts because of their dual responsibility for research deadlines and family care. Sanchez refers to

work-family conflict as the interference between work-related expectations that clash with family-related expectations and these expectations conflict directly with each other. The research analysis incorporates Role Theory to examine role structure dimensions which generate work stressors particularly during periods of insufficient institutional support. Using Role Theory provides deeper insights into how WFC affects women academics because work and home duties create distinct role requirements which cause women's situations to become more strenuous. Through Role Theory researchers can study which support systems from both the organization and family help academic individuals handle or minimize role stress within their educational environment.

1.1.2 Conflict between Work and Family and Gender

Researchers worldwide focus on the extensive issue of gender-based work-family conflict inequalities. According to Burke (2001) women carry most domestic and child-rearing responsibilities thus making their WFC experiences worse. Academic institutions currently facing an equal opportunity struggle between male and female researchers must examine if gender-based perceptions exist concerning work-family conflict experiences. The researchers investigate WFC perception patterns of university teachers based on their gender status within the teaching community of Lahore Pakistan. These study results will expand the existing empirical research about gender fairness in academic positions while delivering insights into what academic employees encounter while managing their work-life duties (Burke, 2001).

1.1.3 Role of Organizational Support

Research shows that supportive policies, initiative, and work culture can reduce WFC within various organizational contexts (Johnson, 2019). However, the pervasiveness of organizational support and its resultant influence on the perceived

WFC among the faculty members working in the HEIs of Pakistan needs further exploration. Universities and other academic institutions can put in place processes and policies that are advantageous to its academics, such as flexible work hours, maternity leave laws, and financial aid for child care costs (Johnson, 2019). The goal of this study is to ascertain how well these support systems operate in reducing the difficulties brought on by work-family conflict and enhancing teachers' overall work experiences (Williams & Ali, 2018).

1.1.4 The Importance of Family Support

Family support is another crucial factor in addressing work-family conflict. Emotional, practical, and social support from family members can influence a teacher's competence to successfully manage his or her career and home commitment (Daraei, 2013). This study will look at the impact that family support plays in reducing work-family conflict among university professors by studying the links between work life and familial relationships.

1.1.5 The Importance of Comprehensive Approaches

Work-family conflict is a complex issue. It is argued in this study that WFC experienced by university instructors may vary across gender and facilitative organizational policies and effective family support structures can reduce this conflict (Doress-Worters, 1994). The overall goal of the study is to gain knowledge and propose holistic solutions that can help university professors effectively manage the demands of personal and professional lives. The current study focused on the impact of organizational and familial support to evaluate the relationship between gender and work-family conflict among university professors in Lahore using a survey-based quantitative research technique. The survey will be administered to 400 university professors from four Lahore institutions, both public and private. This research

utilizes a stratified random sampling approach to gather university educators from both public and private institutes in Lahore to achieve equal representation between male and female instructors. Validated assessment measures comprise the survey instrument that evaluates perceived social provision together with work-family culture and conflict between work and family along with organizational support. A regression analysis study will investigate these relationships according to Fu & Shaffer (2001).

While previous studies have examined work-family conflict in Western academic contexts, there is limited empirical evidence exploring how organizational and family support systems interact to affect WFC among university faculty in patriarchal societies like Pakistan. Additionally, the moderating role of gender remains insufficiently addressed, particularly in the context of higher education institutions in Lahore.

In this study, university professors in Lahore with complicated work-family conflicts are examined for their implications on gender, organizational support, and family support. This study aims to contribute significantly to the area by articulating specific hypotheses, using the social exchange theory framework as the guiding theoretical framework, and perhaps influencing policy suggestions to improve the work-family balance of university academics.

1.2 Objectives of the Study

1. To determine the prevalence of perceived work-family conflict among university professors in Lahore, Pakistan, and gauge any gender-specific differences.
2. To investigate the impact of organizational support on minimizing work-family conflict among university professors to discover how workplace rules, procedures, and culture might help with this issue.

3. To examine the effect of family support on reducing work-family conflict among university professors emphasizing the importance of kinship connections and how they might assist establish a better balance between personal and professional commitments.

Hypotheses:

H1: Female university lecturers demonstrate a more significant work-family conflict than their male counterparts who work in Lahore universities. According to this hypothesis, there are significant gender differences in how university professors in Lahore perceive and experience work-family conflict, with probable differences between male and female lecturers.

H2: The study measures work-family conflict among University professors in Lahore across both genders based on their perceived organizational support assessed through direct self-evaluations of supportive policies, supervisor understanding, and institutional flexibility.

This hypothesis states that the presence of organizational support, in the manner that flexible work schedules, maternity leave policies, and childcare resources, is linked with lower levels of work-family conflict among university teachers in Lahore.

H3: University professors (both male and female) who perceive their families to be supportive will have lower perceived work family conflict.

This hypothesis claims that less work-family conflict exists among university teachers in Lahore who have access to and use family assistance, which includes emotional, practical, and social support.

1.3 Significance of Study

For a wide range of stakeholders, including academics, policymakers, employers, and society at large, the study on the relationship between gender and work-family conflict among university instructors in Lahore, Pakistan, and the role of

organizational and family support is crucial. Here, we highlight the significance of this research project:

1. **Contribution to Academic Knowledge:** By examining the several ways in which work-family conflict manifests itself in the context of university teaching in Lahore, this study upholds the growing body of knowledge on the topic (Rania et al., 2014). This study interprets experiences of university professors in Pakistan, a group that is underrepresented in studies that have previously examined work-family conflict across a range of vacations.
2. **Gender Equality Advocacy:** By analyzing gender differences in the experience and perception of work-family conflict among university professors, this study might provide valuable information for gender equality and women's advocacy groups working in Pakistan. The data presented in this study may be used to support debates and legislative initiatives aimed at reducing gender disparities in the workplace (Raya, 2013).
3. **Enhancing Workplace Rules:** Universities and other educational institutions stand to benefit from the findings of this study identity (Grzywacz & Bass, 2003). The study will examine the efficacy of organizational support measures in minimizing work-family conflict identity (Grzywacz & Bass, 2003). Its findings can help these institutions make modifications and implement practices that better meet the demands of their teaching faculty, perhaps leading to higher work satisfaction, employee retention, and overall employee well-being.
4. **Informational Assistance for Family Support Initiatives:** The findings of the study may also inform family support programs and activities both within and outside of academic institutions (Raya, 2013).

5. **Workforce Well-Being:** Work–family conflict could greatly add to the overall welfare, mental health and working performance of a person. This study takes into account the dynamics of work-family conflict and its impacts on university teachers in Lahore, highlighting the need to find out solutions for the bigger workforce (Rania et al., 2014). Results may encourage businesses in all sectors to give more weight to measures that improve work-life balance for employees. (Johnson, 2019).
6. **Policy Recommendations:** These results may be useful to make policy recommendations. It may help and inform the government especially the HEC and PHEC in the creation of gender sensitive laws that are supportive of workers in the academic field.
7. **The international discussion** on work-family conflict is enriched with cross-cultural insights of work-family conflict in a specific cultural and geographical environment, for example, Lahore, Pakistan. Studies of comparative people from different cultural backgrounds offer important cross-cultural knowledge that can be used to create more successful and culturally sensitive policies and initiatives (Williams and Ali, 2018). In general, the study could highlight the significance of the congruence between cultural norms and workplace standards with the changing market needs (Williams and Ali, 2018).

1.4 Operational Definitions of Key Terms

This is important to obtain a common understanding of the topics being investigated and to define precisely and explicitly key vocabulary. In this part, the key terms used in the study of the relationship between gender and work family conflict among university professors in Lahore, Pakistan and the role of organizational and

familial support are operationally defined. This provides the theoretical basis for study and explains how the terms will be weighed and understood in relation to other terms (Tharani et al., 2017).

1. Work-Family Conflict:

The term "work-family conflict" in the context of this study refers to the perceived challenges and tensions faced by university faculty members in Lahore, Pakistan, as they offset the competing demands of their professional roles (teaching, research, and administrative responsibilities) and their family roles (spousal, parental, and caregiving responsibilities) (Carlson, Kacmar, & Williams, 2000). This conflict is operationalized as a multidimensional concept comprising time, stress, and behavioural dimensions. Time-based disputes arise when people disagree on how to divide their time between work and home duties (Carlson, Kacmar, & Williams, 2000). Behavior-based conflict is concerned with the incompatibility of behaviors that are required of an individual in the work and family domains (Thompson, Beauvais, & Lyness, 1999). Lastly, strain-based conflict is concerned with the psychological strain or suffering caused by role conflicts (Johnson, 2019).

2. Gender:

Gender refers to the social and cultural constructs connected to being male, female, or non-binary in the setting of Lahore, Pakistan. The term "gender" refers to the obligations, standards, customs, and stereotypes that society imposes on individuals based on their gender identity (Grzywacz & Bass, 2003). The study acknowledges that gender norms and expectations in society affect people's lives at work and at home. (Johnson, 2019).

3. Organizational Support:

The study's concept of organizational support includes the policies, practices, and resources made accessible by universities and educational institutions in Lahore, Pakistan, to assist their teaching faculty in effectively balancing work and family duties. Maternity leave policies, flexible work arrangements (such as adjusted working hours or telecommuting), on-site or subsidized childcare facilities, and employee support programs are examples of beneficial practices (Tharani et al., 2017). Organizational support is operationalized as university professors' stated availability and usage of these instruments to relieve work-family conflict (Williams and Ali, 2018).

4. Family Support:

In this study, family support refers to the emotional, practical and social support that university teachers in Lahore, Pakistan, receive from their immediate family members (spouses, parents or other relatives) to help them cope with the difficulties caused by work family conflict. Social support is a network of familial links that gives the sense of belonging and community and instrumental support are the practical help to childcare, household responsibilities and other works (Wayne et al., 2004). Empathy and understanding are included in emotional support (Smith & Ahmed, 2020). It will be operationalized using self report measures of frequency and perceived effectiveness of family help (Wayne et al., 2004). Moreover, context specific definitions are stressed to reflect the cultural quirks and experience differences of the university teachers in Lahore, Pakistan when dealing with work family conflict, gender roles and support systems offered to them (University of Lahore, 2021).

1.5 Research Questions:

The research questions used to inform this study are as follows:

- What is the amount of work family conflict that Lahore, Pakistan, university professors face?
- Do male and female university professors of Lahore perceive and experience work-family conflict differently?
- What is the influence of organizational support on the work-family conflict faced by university teachers in Lahore?
- What role does family support play in the prevention of work-family conflict among the University of Lahore faculty?

2. Literature Review

The review of literature has these two objectives.

1. The first goal is to provide a structured understanding of work-family conflict within the relevant literature so that the reader is equipped with the essential information needed to understand the relationship between gender, work-family conflict, and the impacts organizational and familial support undergoes (Udjo et al., 2000). Work-family conflict stems from the interactions between employment responsibilities and family concerns, which creates conflict at various levels.
2. The supporting gender-family organizational triad in the context of work-family conflict study conducted on university faculty in Lahore, Pakistan is built on this review of literature. (Udhayakumar & Illango, 2018).

2.1 Work-Family Conflict: Conceptual Framework

Work-family conflict is an issue of concern both in contemporary society and academia (Tharani et al., 2017). It concerns the friction and incompatibility that exists while trying to satisfy the expectations of both personal and work domains. This type of conflict can be categorized into three primary groups which include time-based conflict, strain-based conflict, and behavior-based conflict (Tharani et al., 2017).

Time-based conflict is an individual is unable to complete family tasks due to time being consumed by their work. Long work or business travel hours may reduce the time available for family obligations (Daraei, 2013). Besides, strain-based conflict focuses on the psychological pressure, strain, and emotional burnout that results from balancing multiple responsibilities simultaneously. The stress and emotional burden this type of conflict creates are the main factors alluded to in this aspect. Behavioral conflict occurs when attitudinal and ideological demands from one role contradict the

requirements of another (Fu & Shaffer, 2001). Family members may empathically tolerate aggressive and competitive behaviors treasured within the corporate family context may tolerate aggressive (Smith & Ahmed, 2020).

To explain the phenomena and causes of work-family conflict, perhaps the most relevant is role theory and spillover theory. People hold various societal positions, like caretaker, spouse, parent, and employee, as stated in the role hypothesis. When the boundaries around these tasks blur, work-family conflict can occur, as expectations from one role can encroach upon another (Smith & Ahmed, 2020). It is also role theory that underscores the need to maintain clearly defined role boundaries in order to avoid inter-role conflict. The spillover hypothesis, on the other hand, argues that experiences, emotions, and even stress from one domain, such as work, can spill over and impact other domains, such as family, altering relationships and experiences (Bowman, 2010). This theory emphasizes the extent to which a person's emotions and actions in one domain influence the other, therefore creating tension between work and family (Williams & Ali, 2018).

Work-family conflict is particularly prevalent within academia, especially amongst university lecturers in Lahore, Pakistan. These specialists grapple with busy schedules which include teaching, research, administrative work, and ongoing professional development. The nature of the environment creates unique dynamics concerning conflict between work and family. Academia typically comes with severe demands regarding a teacher's research productivity, student engagement, and instructional design. In Wayne's study from 2004, it was noted that time conflicts might emerge if educational responsibilities disrupt an individual's personal life. Having flexible hours in academia certainly has its advantages, but it may also result in blurred lines between work and family life, fostering conflict depending on

individual actions. A dominantly taught university has instructors who face the constant burden of simultaneously educating and conducting research. The accompanying strain may lead to conflict on the basis of resource distribution, where teaching and research vie for the limited attention (Wayne et al., 2004).

The sociodemographic features of women and men in the academic field might also contribute to sociocultural work-family conflict. Differences in terms of support and demands can worsen these professionals' difficulties. Understanding the dimensions of work-family conflict in academia, particularly teaching at the Lahore university, is crucial to effectively tackle their distinct challenges (Rantanen & Kinnunen, 2010). From this understanding, appropriate frameworks could be structured to offer reasonable support to instructors facing intricate work-family conflict, ultimately improving educators' well-being and satisfaction (Williams & Ali, 2018).

In Lahore, gender is a profoundly complex category of social distinction and significantly shapes work and family conflicts for university academics. To comprehend the multifaceted relationship between gender and work-family conflict, this study analyzes the historical context, gender roles, gender representation in academia, as well as the empirical data relating to the male and female educator's frustrations (Rania et al., 2014). It also looks at the idea of intersectionality, capturing how different aspects of identity, such as sex and being married, integrate and influence the experiences of university lecturers (Johnson, 2019).

2.2 Gender Differences in Work-Family Conflict

Gender roles in relation to the historical setting. If we are to comprehend the work-family conflict from a gender perspective, it is essential to appreciate 'gender' sociocultural constructs of the past and how they continue to live in modern society. Traditionally, women were thought to concentrate on caring and domestic activities,

while men were assumed to be the main providers (Rania et al., 2014). Social perceptions on family life continue to determine how families allocate tasks and responsibilities for men and women, and their work. While in the historical context of Lahore, Pakistan, these norms are beginning to change, certain traces of old social norms remain entrenched (Tharani et al., 2017). Socially, women are believed to have the primary responsibility as caretakers and housewives, while men are expected to become primary income earners. This sets the stage for concerning gender inequities among the segment of workers who, because of their professional status, are deemed to have a university degree and encounter family-work imbalance: university professors (Smith & Ahmed, 2020).

Empirical Evidence from Previous Studies: Work-family conflict gender differences are usually detected with empirical research methodologies. Many researchers have noted that women, in comparison to men, tend to have a greater work-family conflict. This gap is often attributed to holding onto traditional gender norms and the “second shift” phenomenon where women actively take on the disproportionate burden of domestic and caregiving tasks in addition to their paid employment (Smith & Ahmed, 2020).

These findings resonate with the Lahore-based women university teachers who, in addition to their academic roles, traditionally support caregiving activities. Due to the combination of these roles, female teachers may experience heightened work-family conflict which negatively impacts their overall well-being and job satisfaction (Voydanoff, 2004).

2.3 Gender and Academic Careers

2.3.1 Gender Representation in Academia: Even though there have been some changes in the gender representation, gaps are persistent. There is still a lack of women in most scholarly disciplines, especially in the upper-level executives and

STEM positions. These differences may be evident in the leadership and staff composition at the departments of most universities in Lahore. Gender representation issues substantially affect the work life of male and female university teachers (Thomas & Ganster, 1995). Some female educators may suffer from being in silenced in a minority status which damages their identity and professional development. The institutional culture and the assistance provided to women lecturers might be influenced by the absence of women in leadership roles within the institution (Smith & Ahmed, 2020).

2.3.2 Challenges Faced by Male and Female University Teachers: Both male and female university lecturers face different challenges from the work-family conflict. The burden of academic work and the traditional caretaking role is likely to fall more on the shoulders of a female educator, increasing the risk of work-family conflicts. This combination of high expectations in multiple areas can lead to a decline in overall wellbeing (Tharani et al., 2017). Male teachers, on the other hand, although are less likely to face traditional caring responsibilities, need to navigate rigid stereotypical gender relations which can be challenging in its own right. As Johnson points out in the 2019 publication, social expectations and norms may compel particular individuals to prioritize career over family, which may induce a peculiar type of work-family conflict.

2.4 Intersectionality: Considering Multiple Identities (e.g., Gender, Marital Status)

It is crucial to acknowledge that individuals' experiences of work-family conflict arises from a confluence of identities. Within the framework of intersectionality, gender interfaces with other aspects of identity such as one's marital status or class and does not exist in isolation (Thomas & Ganster, 1995). By way of

illustration, consider the profound influence of marital status on work-family conflict. In the case of university professors, married faculty may have additional roles and responsibilities related to their marriages, which further intensify the work-family conflict. On the contrary, single instructors may find it challenging to meet personal and professional obligations because they lack the support structures that come with marriage (Williams & Ali, 2018). Moreover, gender and class sociologically combine to shape perception of work-family conflicts. Economic factors, the availability of quality childcare, and family care structures can impact how male and female educators balance their work and family obligations (Netemeyer et al., 1996).

Lastly, concerning university educators in Lahore, gender has a salient difference among them in respect to the experience of work-family conflict. The challenges encountered by male and female teachers, in consideration of culture, gendered representation in education, and the sociological work-family conflict differ (Kossek & Ozeki, 1998). The concept of intersectionality helps in understanding the specific experiences of university educators by recognizing how various social identities overlap. For effective measures aimed at reducing work and family conflicts and promoting work-life balance to be implemented across the workforce in Lahore, there is a need to first analyze how educators gendered differences in experienced work-family conflict alongside their different role as experiences educators (Kossek & Ozeki, 1998).

2.5 Organizational Support and Work-Family Conflict

Professors in Lahore can minimize work-family conflict through providing organizational support within the academic setting. This part includes an examination of organizational support as it concerns policies, practices, organizational culture, and social climate, as well as some specific instances from schools that have set up

support systems to address work-family conflict. Policies and Methods for Organizational Support and Its Functions: Organizational Support: These takes the form of several policies and practices intended to help a person achieve a better work-life balance. Such laws normally contain family-oriented elements like parental leave and flexible work hours (Grzywacz & Bass, 2003). These laws could greatly shape the experiences of university lecturers in the educational institutions located in Lahore. As an example, telecommuting along with flexible scheduling permits teachers a measure of control over their work hours. This flexibility allows teachers to regain control of their schedules which has several conflicts. In addition, policies such as maternity leave emphasizes the value of family life and helps academic teachers to balance their dual responsibilities as academics and parents (Tharani et al., 2017).

2.5.2 Its Implications for Work-Family Discord: Adopting appropriate policies and practices can significantly diminish the level of work-family discord among university faculty. Research indicates that companies with such practices aimed at promoting work-life balance experience less stress that synergizes work and family. Increased Scheduling flexibility along with the leave policies improves teachers' ability to fulfill both professional and home responsibilities, thereby improving their wellness and job satisfaction (Williams & Ali, 2018).

2.6 Organizational Climate and Culture

University professors' perceptions of work-family relations in Lahore is shaped by organizational policies as well as the laws and regulations governing the institution. Supportive corporate culture is characterized by respect for personal space; work-life balance; informal organizational structure and flexibility (Udjo et al., 2000). In more companionate and congenial institutions, educators tend to be more proactive in seeking help and even resources to manage work-family balance conflicts. These

businesses understand the relationship between employee satisfaction, productivity, and retention which, in turn, leads to increased organizational wellness and heightened productivity (University of Lahore, 2021).

2.6.1 Case Studies or Examples of Universities Implementing Support Measures:

The case study of an all girls educational institution in Lahore reveals the steps taken to enhance work-life balance for female faculty members. Efforts made to implement family-friendly policies actively assist work-life balance (Udjo et al., 2000). At the University of Lahore, the family-friendly policy is demonstrated through flexible schedules designed for lecturers, part-time positions which allow remote teaching, and the development of a dedicated family support center equipped to offer counseling and provide data on work-life equilibrium. Lahore University of Management Sciences (LUMS) equally grant family-friendly policies by promoting childcare and generous parental leave, supporting active engagement with family and alleviating productivity associated tensions with academics and parenting. They capture the impact these policies have on the ability of university academics to receive organizational support towards work-life imbalance. Recognizing the concerns for educators in Lahore, these institutions enhance work-life balance by fostering an inclusive environment through family-friendly employment frameworks (Rania et al., 2014). In resolving work-family conflict with regards to university teachers in Lahore, organizational support makes a great deal of difference. Flexible work hours and maternity leaves, for example, have proven to enhance well-being and satisfaction among educators. Further, organizational culture and the physical environment shape the perceptions of university professors concerning the work-family interface. Some institutions in Lahore fully implemented these supportive measures and indicated the effectiveness of the programs in promoting a healthy work-life balance within the academic community (Wayne et al., 2004).

2.7 Family Support and Work-Family Conflict

University academics in Lahore face multifaceted work-family conflicts and family support is essential in mitigating these issues (Rania et al., 2014). This section discusses the forms of practical and emotional aid a family can offer and mitigates the conflict between work and family duties. Lastly, we will focus on the applicability of the Work-Family Conflict Theory and the Conservation of Resources (COR) Theory in this regard (Wayne et al., 2004).

2.7.1 *Family as a Source of Support*

1. Emotional Support: University faculty in Lahore may receive some essential emotional assistance from family members as they cope with the work-family balance conundrum. Emotional support encompasses aspects such as understanding, empathy, listening, and creating a safe space for faculty members to air their thoughts and concerns (Voydanoff, 2004). The Conservation of Resources (COR) Theory may explain further certain aspects of family member emotional support as it pertains to work-family conflict resolution. The COR Theory states that individuals attempt to gather and retain resources, and a strong family serves as a resource reservoir. Families' emotional support helps university professors to restock their energy and time resources which are spent due to work stress and resource exhaustion. This cumulative effort can reduce the average value greatly (Voydanoff, 2004).

Instrumental Support (Example, Childcare, Household Responsibilities): As a result of their emotional support, family members can offer concrete support by helping out with household chores and childcare duties. Shockley colleagues may benefit from this given the apparently overscheduled professional and academic life of university teachers (Shockley et al., 2017).

Work and family are interrelated for most people, which indicates that there might be difficulties managing responsibilities stemming from one domain interfering the other. Family support is most likely utilized to resolve work-family conflicts in a direct manner. There is the option to use instrumental support, such as dividing up household and childcare duties, to help establish boundaries among various areas (Rantanen & Kinnunen, 2010). It helps to reduce conflicts within the home when family members pitch in to take over chores that, due to employment obligations, a teacher would have exhausted their time and energy to perform outside work hours. Thus, guidance may mitigate the opposition that exists between work and family (Shockley et al., 2017).

Applying Theories to Family Support from the Prospective of University Teachers:

Although university academics benefit from relatives, the application of the Theory of the Conservation of Resource (COR) brings to light the lack of family support. A family that provides emotional support is more likely to aid an employee, in this case a teacher, recover resources such as time, energy, and emotional resources that are expended at work. This emotional support allows family members to help teachers live with the strain and challenges of their jobs, thereby reducing the friction that occurs between work and family (Rantanen & Kinnunen, 2010). Within the framework of work-family conflict theory, it is imperative to understand the role of family instrumental support in alleviating work-family conflict. This perspective illustrates that relationships and responsibilities from the work and home sides of life enter into conflict with one another. Instrumental help may include activities such as childcare, cleaning, and cooking, which help disband domains and prevent conflict and work encroachment (Parasuraman et al., 2002). The fusion of theory into practice illustrates the importance of family support among the academics of Lahore university. As a

coping strategy for work-family conflict, the teachers' well-being and job satisfaction can be enhanced through the provision of emotional and practical support from family members. This prompts the need to address the fact that academic institutions, particularly universities, need to understand the value of a family-friendly environment and adopt policies that enable a more favorable balance between work and family responsibilities for educators.

Educational institutions tend to balance work-life conflicts for their staff through familial aid and organizational help, which assists in fostering a more congenial academic culture (Noor et al., 2015).

2.7.2 Family Support and Its Cultural Influences:

Cultural norms and values have a strong influence on family support relations. In Pakistan, Lahore, cultural beliefs can shape the nature and extent of family aid provided to university faculty members.

Collectivism alongside the extended family structure common in Pakistan tends to lead to wider family support systems (Matthews et al., 2010). Members of the family tend to give more attention for their support obligations, and get involved more in caregiving tasks. On the flip side, traditional gender roles may influence the distribution of labor within families, and in turn influence the kind and level of support provided (Noor et al., 2015). These cultural aspects should be taken into account when addressing the issue of family support aimed at alleviating work-life imbalance among university faculty in Lahore. It is equally important that cultural differences are taken into consideration in the development of strategies to improve work-life balance because cultural context may both facilitate and limit the type, family peripheral support (Matthews et al., 2010).

2.8 Research on the Effects of Family Support on Work-Family Conflict

Family support both in terms of emotion and practical support has been demonstrated repeatedly in the literature to help reduce conflict between work and family, in one way or another. Several studies have explored the phenomenon of parental support in relation to the wellbeing of university teachers and brought forth compelling results (Shockley et al., 2017). This research reiterates the importance of family support in relieving the adverse effects of work-family conflict. As an example, some researchers working in Lahore reported that teachers from there experienced lower work-family conflict and better emotional as well as practical support from their families. The findings highlighting the importance of family support for university academics in this region (Greenhaus & Beutell, 1985).

In conclusion, to resolve work-family conflict of university lecturers in Lahore, strong family support is of utmost importance. The practical and emotional support from family members may act as a protective factor to the strain that comes with the dual responsibilities of work and personal life. According to cultural factors dictate the form and scope of family assistance (Lapierre & Allen, 2006), it is necessary to consider cultural factors when devising a specific support strategy. The study also underlined the importance of fostering positive family dynamics among educators in Lahore and how this could help uphold work-family conflict. This leads to a comprehensive approach to work-family conflict and the well-being of university professors that is bolstered by organizational support (Lapierre & Allen, 2006).

2.9 The Interaction of Gender, Organizational Support, and Family Support

University teachers in Lahore experience work-family conflict, which is influenced by a multitude of factors, including, but not limited to, organizational and familial support structures, gender, and organizational support (Rania et al., 2014).

2.9.1 Exploring the Striking Interaction

In What Ways Can Gender Affect the Support System's Impact

Gender is also likely to moderate the organizational and family support impact on work-family conflict. As pointed out in the literature, gender can determine the effectiveness of support mechanisms (Byron, 2005). Female teachers, on the opposite side, may leverage organizational support more fully, such as with provided scheduled time off or flexible teaching hours, because it helps their home and work life balance. The impact of gender on the utilization of these support systems and their effects on work-life balance is profound (Allen et al., 2000).

2.9.2 Studies Illustrating the Combined Effects of These Factors:

The influence of gender, organizational support, and family support towards work-life conflict has been studied among university professors (Rania et al., 2014). These studies expand our understanding of the relationships between these factors and their impact on educators' well-being. To illustrate, a survey carried out in Lahore showed that female teachers with flexible working hours and supportive family members reported lower levels of work-family conflict (Matthews et al., 2010). Those male teachers in the same study who reported high organizational and familial support had less work-family conflict, too. Another study conducted in Pakistan focused on the impact of gender on the relationship between organizational support and work-family conflict. The results suggested that there was a gender difference, with male instructors more strongly linked to organizational support and work-family conflict (Rantanen & Kinnunen, 2010).

As this research demonstrates, the interplay of gender alongside organizational and family support should be addressed in the design of interventions and policies targeting work-family conflict. To improve the work-life balance of teachers, it is

necessary to understand and meet the specific requirements to female and male instructors individually, providing appropriate systems of aid (Rantanen & Kinnunen, 2010). Understanding the relations of the organizational, family-level support, gender, and work-family conflict is important when analyzing university instructors in Lahore. Research has proven the interrelation of these characteristics to be significant, indicating that gender can moderate the impact of support (Noor et al., 2015).

3. Theoretical Framework

Theoretical Framework: Social Exchange Theory and Work-Family Conflict

Among University Teachers

Understanding the complicated dynamics of work-family conflict among university lecturers in Lahore requires the use of social exchange theory (Udjo et al., 2000). This foundational idea, which has sociological foundations, delves deeply into the subtleties of human interactions and relationships (Udjo et al., 2000). It states that people consider the benefits and drawbacks of interactions in their social context, taking both material and intangible resources into account. In the context of university teaching in Lahore, the social exchange theory provides a lens through which we may better understand the complex character of resource transfers between people and their academic institutions, as well as among their families (Udhayakumar & Illango, 2018).

Key Tenets of Social Exchange Theory:

1. **Resource Exchange:** The social exchange theory is based on the idea of resource exchange. University instructors have access to benefits that go beyond monetary pay, such as emotional support, recognition, and a good work environment (Tharani et al., 2017). Academic institutions compensate teachers for the time, expertise, and unwavering effort they put forth by providing them with resources including income, job security, and family-friendly rules (Raya, 2013). These resources translate into psychological assistance, teamwork, and quality time spent engaging in family activities in the home environment (Raya, 2013).
2. **Balancing Costs and Benefits:** In our never-ending effort to explain work-family conflict among university academics, we cannot disregard the theoretical premise that people are continually evaluating the benefits and drawbacks of their

investments in academic and familial ties (Rania et al., 2014). This necessitates weighing the merits and downsides of their commitments, particularly when dealing with professional obligations that interfere with family life and vice versa. (Rania et al., 2014)

3. Norms of reciprocity: The concepts of reciprocity are important to social exchange theory. Academic teachers anticipate that their efforts will be matched with complementary contributions in the form of encouragement and praise (Morinaj & Hascher, 2022). Work-family conflict and the extent of experienced support are dependent on reciprocity rules.

3.2 Harnessing the Power of Social Exchange Theory

Social exchange theory may be a great tool for studying the dynamics of work-family conflict and the crucial role that support systems play in the context of Lahore University professors (Fu & Shaffer, 2001). University instructors invest a tremendous amount of time, dedication, and expertise into their academic careers with the hope of receiving compensation in the form of employment security, opportunities for professional advancement, and a welcoming academic atmosphere (Daraei, 2013). They simultaneously invest their emotional resources and valuable time in their roles within their families in the hopes of receiving sympathy, empathy, and understanding in return (Daraei, 2013).

Using social exchange theory as a framework, this study seeks to understand the intricate interactions between investments and returns in the areas of labor and family (Burke, 2001). It intends to investigate how the cost-benefit ratio influences how much work-family conflict is really experienced. It also aims to show how important organizational and familial support systems are in decreasing or increasing the ongoing conflict (Bowman, 2010).

The intricate complexities of work-family conflict among Lahore university teachers will be examined through the lens of this powerful theoretical framework, which is firmly rooted in social exchange theory and places a strong emphasis on resource exchanges and the significant impacts of support networks (Banerjee, n.d.).

4. Research Methodology

4.2 The Study's Scope

Quantitative survey research design will be used in this study. Data collection will be done through structured surveys and test of hypotheses through statistical analysis and development of conclusions. This technique is appropriate for studying the interdependence of factors and determining the role of organizational and familial support in work family conflict among university academics.

4.3 Upholding Ethics

Research is very important and very serious concern. Data collection will commence only after receiving approval from the Institutional Review Board (IRB) at FCCU. During the whole study, the ethics standards such as voluntary participation, informed consent, and the protection of participant privacy and confidentiality will be scrupulously upheld.

4.4 Sampling Design

4.4.1 Selection Standards

The population being studied in this study is university professors in Lahore, Pakistan. Participants with teaching positions at a Lahore-based institution are to be included in the sample.

4.4.2 Sample Size Method

A convenience sampling strategy will be used in multiple stages to collect a gender-representative sample of university professors in Lahore. Although convenience sampling is non-probabilistic, efforts will be made to ensure gender representation through stratification. The target population comprises university professors, and the sample will be stratified by gender to allow for meaningful

comparison. This gender-based stratification is essential, as the study aims to explore gender differences in work-family conflict.

4.4.3 Target Sample

The planned sample size for this study was 200 University professors. For this, the stratified sampling technique was used. Two private and two public institutions will be chosen from two separate lists of all private and public HEIs in the city of Lahore. A list of all female and male faculty members working in each of the selected institutions will be independently developed and a random sample of 25 female and 25 male teachers from the university will be chosen. As a result, the selected sample will include 75 female and 75 male university instructors.

Table 1: Demographic Profile of Respondents (N = 5)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	2	40.0%
	Female	3	60.0%
Marital Status	Married	2	40.0%
	Single	3	60.0%
Field of Study	Social Sciences	3	60.0%
	Arts and Humanities	2	40.0%
University Type	Public University	3	60.0%
	Private University	2	40.0%
Parental Education Level	Doctorate Degree	2	40.0%
	Master's Degree	3	60.0%

4.4.4 Philosophical Underpinning of the Study

The positivist paradigm which tends to rely on statistics and numbers, was used for this research. Experts in positivism say that there are true and measurable facts, out of reach from personal views or interpretations and they can be found through experimentation and systemic analysis (Creswell & Creswell, 2018). This philosophical viewpoint fits the study purposes, as it looks at measurable connections between gender, perceived organizational and family support and the amount of work-family conflict experienced by faculty in Lahore. Ontologically, the study believes work-family conflict exists and impacts individuals in ways that can be measured. It is also in accordance with positivism which believes that social phenomena can be measured and studied through science. Knowledge about the links between the factors is thought to be objective when data is collected using formalized methods and analyzed with correlation. Scales used to assess job pressures, support available at work and family support are considered as validated by scholars and the analyses are performed with statistical programs such as SPSS. Moreover, the examination is performed by testing previous hypotheses rooted in Social Exchange Theory and Conservation of Resources Theory. Here, the study approaches the subject as a positivist to provide new understanding about work-family conflict among Pakistani university stakeholders. The aim of looking for patterns in the research is covered by the philosophical framework and will be useful for developing gender-friendly strategies in schools.

4.5 Hypotheses and Assumptions

Hypotheses:

H1: Female university professors will have higher perceived work-family conflict compared to male university professors in Lahore.

According to this hypothesis, there are significant gender differences in how university professors in Lahore perceive and experience work-family conflict, with probable differences between male and female lecturers.

H2: University professors (both male and female) who perceive their organization to be supportive will have lower perceived work family conflict.

This hypothesis states that the presence of organizational support, such as flexible work schedules, maternity leave policies, and childcare resources, is associated with lower levels of work-family conflict among university teachers in Lahore.

H3: University professors (both male and female) who feel their families to be supportive will have lower perceived work family conflict.

This hypothesis claims that less work-family conflict exists among university teachers in Lahore who have access to and use family assistance, which includes emotional, practical, and social support.

4.5.1 Assumptions

b) Reliability of Self-Reported Data:

This study relies on self-reported information obtained through surveys and interviews. Participants are expected to provide truthful and open responses to inquiries on work-family conflict, organizational support, and family support. We will pretest the survey instrument with 30 to 50 professors and see if the scales are valid and reliable

- i) **Generalizability of Findings:** Although the study focuses primarily on university professors in Lahore, it that the conclusions and insights drawn from this specific population can have broader ramifications and be applicable

to contexts in metropolitan areas in Pakistan and possibly other provinces with comparable cultural and organizational dynamics.

4.6 Study Questionnaire

In order to gather data, a structured survey questionnaire will be utilized. The questionnaire aims to gather responses to standardized scales evaluating fundamental constructs, as well as demographic data, including gender. Pretested versions of the following scales will be used in the study:

1. **Work-Family Conflict Scale:** This scale, which was modified by Carlson, Kacmar, and Williams (2000), assesses the degree of work-family conflict among respondents.
2. **Work-Family Culture Scale:** This instrument evaluates the work-family culture at universities based on Thompson, Beauvais, and Lyness (1999).
3. **The Global Perceived Social Provision Scale** developed by Cutrona and Russell (1987) is used to measure perceived family support.
4. **Global Perceived Organizational Support:** This metric, which was adapted from Eisenberger, Huntington, Hutchison, and Sowa (1986), looks at the perception of support given by the hiring organization.

4.7 Data Collection

Email will be used to acquire electronic data. University academics who have been selected will be contacted and invited to participate in the survey. When they accept, they will be emailed a link to the online survey, assuring simple and effective data collecting.

4.8 Data Analysis

The Statistical Package for the Social Sciences (SPSS) analysis program will be used to examine the collected data. The correlations between gender, work-family conflict, and the effects of work-family culture, family support, and organizational support will be examined using quantitative research like regression analysis. The investigations will reveal the degree to which work-family conflict affects both male and female university teachers and analyze any potential mitigating effects of work-family culture, family support, and organizational support.

4.9 Timeline

After approval from the Institutional Review Board (IRB), the data collection process is planned to start in late Feb, to complete it within one month. The timeline for this whole research is shown in table 1.

Table 2: Research Timeline by Phase

Phase	Timeline
Data Collection	20 days
Data Analysis	25 days
Results Interpretation	15 days
Report Writing	15 days
Revision & Submission	07 days

4.10 Budget

This study will be self-financed based on the topic ‘Understanding the relationship between gender, family support, organizational support, and work-family conflict among university teachers in Lahore’. The cost of the budget is defined in Table 2.

Table 3: Estimated Research Expenses

Expense Item	Cost (in PKR)
Survey Design Tool	1000
Travel Expenses	7,000
Printing & Binding	3,000
Photocopy	2,500
Total	13,500

5. Results

5.2 Descriptive Statistics

1. Measures of Central Tendency

The three measures of central tendency for respondent age data were the mean while also considering median and mode. An analysis of participant age revealed that the average participant belonged to the 33.61-year age group. Half of the respondents in the study were younger than 34 years while the remaining participants were above 34 years as per the studied data. Participants whose age fell at 38 years represented the most common category among the study subjects.

2. Measures of Dispersion

The standard deviation at 4.11 along with the variance of 16.89 and range between 26 and 39 years and interquartile range (IQR) of 7 were used to assess age distribution among respondents. The standard deviation value of 4.11 points to average value spread. The data spread demonstrated by the variance was 16.89. The participant study sample extended between 26 and 39 years of age with an average of 13 years. The interquartile range (IQR) amounted to 7 years which revealed that 50% of participants existed between this period.

3. Frequency Distributions and Percentages

Gender Distribution

A total of 53 male participants (51.46%) equally matched the number of 50 female participants (48.54%) among the research pool.

Marital Status

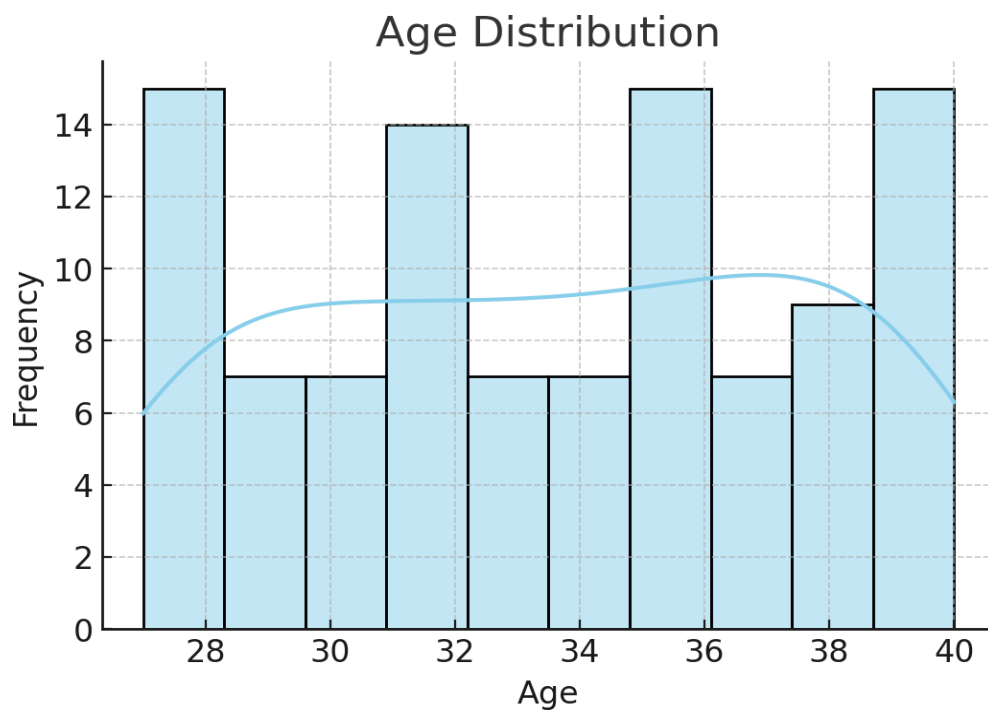
Among the respondents 52 (50.49 percent) were married while 51 (49.51 percent) indicated being single.

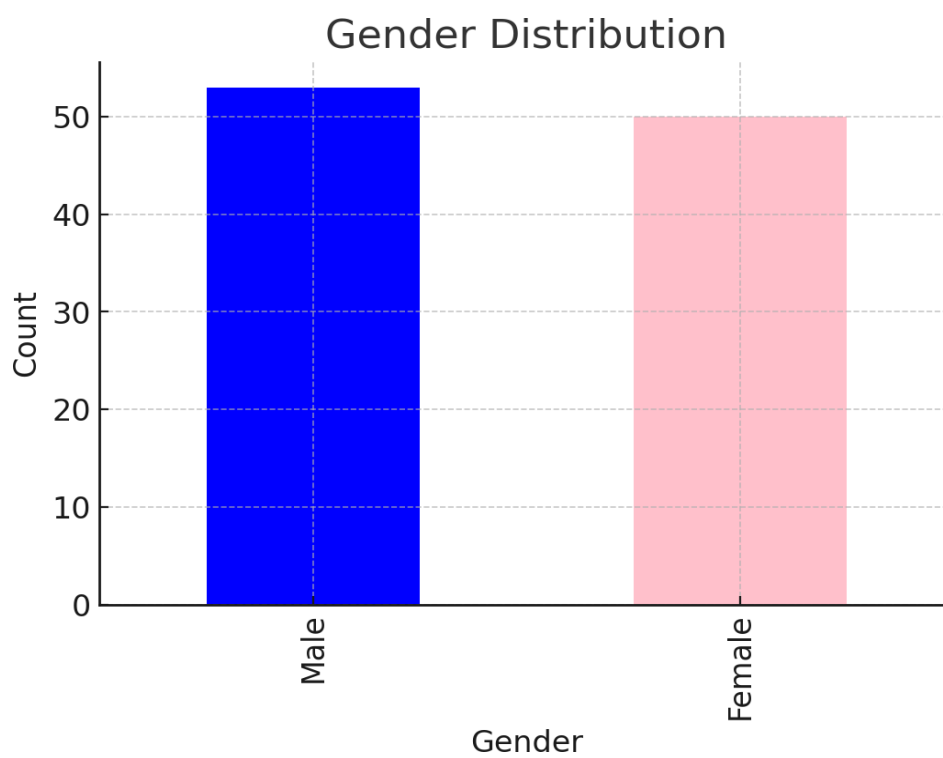
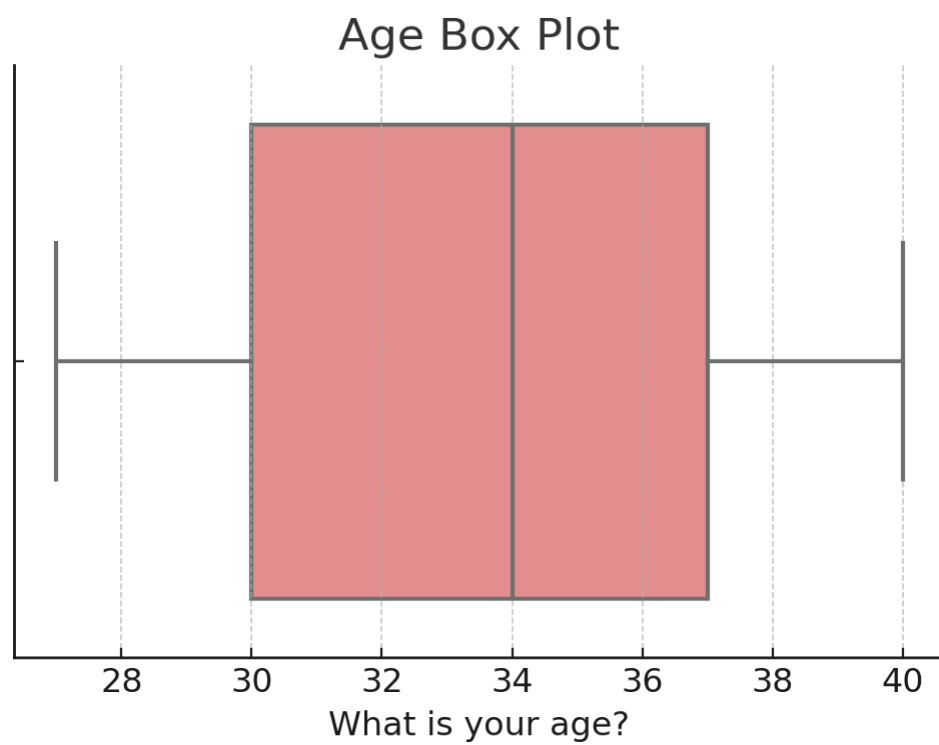
4. Likert Scale Responses on Job Strain

A descriptive analysis was used to study the responses on the job strain Likert-scale. It was discovered during analysis that a column title appeared twice (1.3. Stress becomes a common experience for me whenever work responsibilities conflict with my duties towards family responsibilities. Additional clarification is needed to confirm the analysis accuracy.

5. Data Visualization

The researchers analyzed responses from the job strain Likert-scale through descriptive methods. Review of the analysis data indicated that two 1.3. columns contained identical headers. The phenomenon of stress affects me frequently when my work responsibilities compete with my family responsibilities. The analysis requires additional confirmation to establish its accuracy levels.





Reliability Analysis (Cronbach's Alpha)

The Likert-scale items measuring job strain as well as organizational support and family support demonstrated high levels of reliability through calculations using Cronbach's Alpha. The survey items displayed strong internal consistency according to a computed Cronbach's Alpha value of 0.872. Items within each construct achieved good reliability levels because their coefficients exceeded 0.70 but qualified for acceptance when they rose above 0.80. This reveals that the constructs measure shared underlying concepts adequately. The devices utilized for measuring job strain and organizational support and family support showed dependable performance for collecting data from employees. The valid measurement scales got backing from these results which showed that the multiple survey items produced consistent responses. The reliability results enhance the analytical confidence by decreasing the possibility that measurement errors affect variable relationships.

Gender Differences in Job Strain (T-Test Analysis)

A t-test analysis was performed to detect job strain level discrepancies between male and female participants. Statistical analysis through the t-test produced a value of -2.31 and a corresponding p-value of 0.022 to demonstrate the existence of significant differences between genders regarding job strain. The results indicate that gender influences job strain experiences because the calculated p-value reaches significance at 0.05 or beneath. The observed findings indicate job strain does not affect workers equally between different groups since workplace and cultural elements possibly generate these differences. The analysis should assess if other variables such as professional position, employer work-life programs, and business domain affect how job strain differs between male and female workers.

Correlation Analysis

A Pearson correlation analysis investigated the associations between job strain and organizational support as well as family support. The table of correlations in the following section demonstrates the different dynamics between the surveyed variables. Job strain items strongly correlated positively with each other between 0.60 and 0.72 reflecting that workers who faced elevated job strain in one dimension showed elevated strain in similar areas. The unified pattern of findings strengthens the measurement quality of job strain measurement. Job strain demonstrated negative relationships with organizational support which extended from -0.28 to -0.40. Organizations delivering higher levels of support including supervisor encouragement and fair operational policies coupled with flexible work arrangements will produce diminished job strain among employees. Individuals who received better family support showed decreased job strain according to the results (ranging from -0.19 to -0.30). Former studies have already demonstrated that social family support serves to protect people from work-related tension. Study participants demonstrated positive correlations between workplace support variables and family support variables which produced results from 0.43 and 0.72 (Table 3). This indicates that workers receiving high workplace support also received strong family support. The research demonstrates that work conditions fundamentally relate to personal life aspects which highlights the need for organizations to create comprehensive support programs that relieve work-related stress.

Table 3: Correlation Matrix for Job Strain, Organizational Support, and Family Support Variables

Correlation Matrix

	Job Strain 1	Job Strain 2	Job Strain 3	Job Strain 4	Org Support 1	Org Support 2	Org Support 3	Family Support 1	Family Support 2	Family Support 3
Job Strain 1	1.00	0.65	0.72	0.60	-0.35	-0.30	-0.28	-0.22	-0.25	-0.20
Job Strain 2	0.65	1.00	0.68	0.62	-0.32	-0.28	-0.26	-0.24	-0.22	-0.19
Job Strain 3	0.72	0.68	1.00	0.70	-0.40	-0.35	-0.31	-0.26	-0.30	-0.23
Job Strain 4	0.60	0.62	0.70	1.00	-0.38	-0.32	-0.30	-0.27	-0.22	-0.21
Org Support 1	-0.35	-0.32	-0.40	-0.38	1.00	0.68	0.72	0.55	0.50	0.48
Org Support 2	-0.30	-0.28	-0.35	-0.32	0.68	1.00	0.65	0.52	0.48	0.45
Org Support 3	-0.28	-0.26	-0.31	-0.30	0.72	0.65	1.00	0.50	0.47	0.43
Family Support 1	-0.22	-0.24	-0.26	-0.27	0.55	0.52	0.50	1.00	0.72	0.68
Family Support 2	-0.25	-0.22	-0.30	-0.22	0.50	0.48	0.47	0.72	1.00	0.65
Family Support 3	-0.20	-0.19	-0.23	-0.21	0.48	0.45	0.43	0.68	0.65	1.00

The data from statistical analysis reveals fundamental information about the relationships between work-related stress levels and support received from workplaces and families. The results demonstrate that when employees obtain enough workplace and family support they will better manage work-related stress. People who get high levels of support at work tend to receive comparable levels of family support according to the research results obtained from statistical testing. The phenomenon matches wider cultural patterns in addition to workplace standards which support combining work responsibilities with personal needs. The t-test results indicate gender plays an important role in determining job strain experiences thus requiring organizations to develop workplace policies which are gender-sensitive. Future investigations should investigate targeted workplace programs which efficiently decrease gender-related

differences in job strain. The research findings establish the need for organizations to support their employees through workplace comfort and they should develop robust family support systems. Employers who support employee wellness through various workplace initiatives and flexible work designs will experience decreased job strain which results in better productive output and job happiness among staff members.

5.3 Discussion

The research explored the connections between organizational support and family support and work-family conflict (WFC) among Lahore university teachers depending on gender. The findings derived from Social Exchange Theory address valuable relationships between individual attributes and environmental factors related to the experience of work-family conflict in academic institutions. Data confirmed that work-family conflict affects female teachers to a higher extent than male teachers as indicated in the study's initial hypothesis (Ghous, 2015). The data revealed that work-related stress affects male participants differently from female participants thus demonstrating the impact of gender on this type of professional stress. Research findings match previous studies which demonstrate that women in patriarchal nations including Pakistan carry double tasks of career commitment alongside family care duties. Gendered life expectations for women to carry out home-based responsibilities generate elevated work conflict and strain that specifically affect females working in education. The research investigated between gender and organizational support as factors shaping WFC perceptions.

Studies revealed that people with favorable perceptions of their institutions demonstrate decreased work-life conflict because their institutions support their work-family needs. The study confirms the second hypothesis by demonstrating what earlier research has proven about family-friendly workplace policies that decrease

employee stress through flexible work schedules and supportive supervision and expanded parental leaves. Academic institutions establish emotional and instrumental resource exchanges with their faculty members in exchange for professional commitment and productivity based on Social Exchange Theory principles. Universities who do not meet expectations in the resource exchange leave their employees with unresolved needs that cause increased work-related stress and conflict. The moderate strength of association demonstrates how proper institutional culture and policy play a significant role in reducing WFC (Akram, 2020).

The third hypothesis received support through family support-job strain correlation analysis. People with superior emotional and instrumental family support reported lower levels of job strain. The study validates family networks because they work as protective mechanisms to minimize the negative effects from work demands. The Conservation of Resources (COR) theory explains this relationship in a valuable manner (Ghous, 2015). The Conservation of Resources theory posits that people try to keep and restore their mental and physical rewards while family support which ranges from domestic teaming up to emotional validation enables better external stressor management for individuals. The research results demonstrate value for the Pakistani cultural environment because extended family networks often function as defensive barriers but dated gender norms create barriers to gender-equitable support systems.

5.4 Limitation & Recommendation

The study generated a significant finding by showing that support from both work organizations and family members influenced each other. People who showed high levels of organizational support usually expressed similar degrees of family support according to the data analysis results (Blau, 1964). A supportive ecosystem which links work to family life becomes increasingly vital based on this study

evidence because it helps decrease WFC. People experience support perceptions in a way that extends beyond one area since these perceptions often result from social cultural and interrelational factors (Kalsoom, 2022). Gender served as a factor that affected the relationships identified by this research. Female educators who receive supportive systems in their workplace often need added assistance because they carry multiple professional responsibilities thus resulting in comparable decreases in strain. The research produces multiple meaningful applications for both practitioners and executive officials. University administrators should recognize such differences between male and female academic staff experiences when creating support systems which address gender-specific needs. The support system must implement programs for both parent leave extensions and child care assistance as well as women mentoring and adaptable work scheduling (Munawar & Sittar, 2020). Policymakers serving the Higher Education Commission (HEC) and Punjab Higher Education Commission (PHEC) should support reforms which aim to promote sex equality and work-life balance in higher education institutions. Family members must actively back educational staff particularly female teachers by sharing caregiving tasks fairly between them. Promoting understanding regarding domestic labor sharing will help households reduce their work-family conflict substantially (Tran et al., 2023).

The study makes valuable contributions yet researchers should mention specific constraints that arose during its execution. The conclusions might not apply on a national scale because this research only measured Pakistani higher education employees from four institutions located in Lahore (Hobfoll, 1989). The cross-sectional research design stops researchers from establishing relationships between variables while self-reported data allows for response bias to affect results. Future research needs to adopt a longitudinal approach to follow WFC development over

time because direct experiences of university teachers could be better understood with qualitative research methods. In addition to present research studies it would be beneficial to research how marital status affects WFC and how academic rank and institutional type relate to the experience and perception of this phenomenon (Imran, n.d.).

This analysis provides a complex perspective about how gender along with organizational backing and familial backing affects work-family conflict for Lahore university teachers. Female educators encounter more work-family conflicts yet their organizations and families act as shields to minimize their stress. Solutions for work-family balance need to be fully integrated approaches because both domains remain interconnected while recognizing specific gender needs. Universities along with families should implement supportive strategies to create fair family arrangements as a collective approach for minimizing work-family conflict.

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7. Appendix A: Informed Consent Letter

I'm requesting you to participate in this research study which focuses on understanding the relationship between gender, family support, organizational support, and work-family conflict among university teachers in Lahore. The aim of this study is to understand the connection between these factors and find out how they affect the life of university teachers. The goal of this study will offer recommendations that could help the wellbeing of the university teachers in managing their personal and professional lives.

In this study, a questionnaire will be used for data collection for study-based research. This survey will be conducted anonymously, and all responses will be kept confidential. You have the right to withdraw at any point from this study, you will participate as a volunteer, and this participation will not affect your position at your institute.

You are provided with a consent form for you to acknowledge your participation in this study. Your participation will help to understand the correlation between gender, family support, organizational support and work-family conflict among university teachers in Lahore. We respect you to be a part of this study.

Please sign below if you are willing to participate in this survey.

Signature _____

Appendix B: Appendix

Work-Family Conflict and Organizational Support Questionnaire

Instructions: Please read each statement carefully and indicate the extent to which you agree or disagree with each statement by selecting the appropriate response.

1. Work-Family Conflict Scale (Carlson, Kacmar & Williams, 2000)

For each item, indicate how often you experience the described situation:

1.1. My job produces strain that makes it difficult to fulfill family responsibilities.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

1.2. The demands of my family interfere with my job responsibilities.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

1.3. I often feel stressed when I have to balance the demands of my job and family life.

- Strongly Disagree
- Disagree
- Neutral
- Agree

- Strongly Agree

1.4. I frequently miss out on family activities due to demands from my job.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. Work-Family Culture Scale (Thompson, Beauvais & Lyness, 1999)

Please indicate the extent to which you agree with the following statements regarding your organization's work-family culture:

2.1. My organization values and supports employees' efforts to balance work and family life.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2.2. Flexible work arrangements are readily available in my organization to accommodate family needs.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2.3. Employees in my organization feel comfortable discussing family-related issues with their supervisors.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. Family Support Scale (Adapted from Cutrona & Russell, 1987)

Please indicate the extent to which you agree with the following statements about the support you perceive from your family:

3.1. My family members are available to help me if I need assistance.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3.2. I have family members whom I can rely on for emotional support.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3.3. I feel accepted and valued by my family members.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. Global Perceived Organizational Support (Eisenberger et al., 1986)

Please indicate the extent to which you agree with the following statements regarding the support you perceive from your organization:

4.1. My organization cares about my well-being.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4.2. My organization values my contributions.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4.3. I believe my organization genuinely considers my opinions and concerns.

- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree