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<b>Article:</b>	<b>Effect of Social Stressors on Work-Family Conflict Experienced by Female Faculty Members at Public Sector Schools in District Lahore, Pakistan</b>
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**ABSTRACT**

The goal of this study is to find out how work-family conflict (WFC) affects the quality of service that female school faculty provide. A healthy balance between work and personal life includes both work and personal activities. Because their workloads are getting bigger, it's getting harder for women faculty members to balance work and family life. The gender gap puts more stress on the female faculty, which makes it harder for them to give good care. This study uses a positivist research paradigm to get information from female teachers in Pakistan's Lahore District public schools. The focus of this study is on female teachers from a variety of public schools in District Lahore, Pakistan. For this study, a representative sample of female teachers from 203 public schools in the Lahore District of Pakistan was chosen. Cronbach's Alpha (Sarstedt et al., 2019) ranges from 0.681 to 0.931 and a composite range of 0.826 to 0.954, which shows that the results of this study can be trusted. The Fornell-Larcker criterion (Henseler, 2015), cross-loadings, and heteronormativity are used to figure out whether the results are similar or different. Structured equation modelling (SEQ) is used to look at the data (Cheung & Wang, 2017). This study found that role ambiguity and role conflict at work, as well as interactions between parents and spouses at home, have a negative effect on WFC. People are affected by work pressures, which can lead to job stress and, in the long run, depression. When women in the academic workforce experience WFC, it makes their depression worse. Respondent views of ISQ were average when it came to dependability, empathy, responsiveness, and concreteness (Reynoso et al., 1995). WFC hurts the ISQ of female faculty members because it makes them more likely to get depressed. This study also shows that more research needs to be done using different methods, like qualitative analysis and triangulation. This means that in Pakistan, WFC in female faculty can be studied in both public and private schools. Lastly, the study makes some suggestions for future research on WFC and gives management some tips on how to help the female faculty members raise the ISQ.

**Keywords:** Work-Family Conflict (WFC) in Pakistan; Causes of Work-Family Conflict; Consequences of Work-Family Conflict; Female Faculty Members in Public Sector Schools and Work-Family Conflict; Internal Service Quality (ISQ) and Work-Family Conflict

## Introduction

Women's participation in the labour is more important in today's economy, and their efforts are crucial to national success. The half-female population of Pakistan has made significant contributions that should not be ignored. By having more women in the labour force, a country is more likely to advance economically and become secure in its financial situation (Batool et al., 2019). When more women work, the economy benefits. According to the International Monetary Fund, Pakistan's GDP might grow by one-third if both men and women participated equally in the labour force. Recent research from the International Labor Organization (ILO) suggests that empowering more women in Pakistan's economy through expanded access to education, training programmes, and work opportunities will have a positive impact on the country's gross domestic product. If women in Pakistan were to contribute to the economy, the country's GDP might grow by 9%, or \$ 139 billion. This is more than the growth spurred by US aid and CPEC loans and investment (Ahmad, 2019). Experts agree that hiring more women is good for business and people in general (Ajala, 2017; Woytek, 2013). According to the Pakistan Bureau of Statistics and the World Bank, women's economic participation in Pakistan is low. Women in Pakistan tend to work in the fields of education and medicine. As an example, they often choose to work as nurses in the medical profession.

Women benefit more socially from these occupations (Majid, 2017). Education is essential to individual development and national success, making it a fundamental human right. To improve a country's economy and social standing, education is essential. Employees' mental and physical health can be better protected, and new ideas can be more readily accepted, with proper training and education. Nevertheless, the glass ceiling, WFC, and a lack of family support create barriers for women who want to advance in their employment. Educators, especially women, have a lot on their plates outside of the classroom: grading papers, grading tests, grading papers, grading papers, grading papers (Maliki et al., 2021). The quality of an institution's academic staff is crucial to its overall performance. ISQ is a helpful tool for enhancing service delivery in the workplace (Khan et al., 2011). The calibre of educational services depends on many factors, including the expertise of the teaching staff, the efficiency of the administration, and the safety of the campus (Kashif et al., 2016).

There is a two-way street between job and family life. Studies suggest that the impact of job on family is greater than the reverse (Frone et al., 1992). Women's lives everywhere, including Pakistan, centre on their families. Her priorities in life are her loved ones. She has a hard time balancing her work and family obligations. Women tend to focus more on a specific problem or cause than men do (Bimrose, 2019). In these areas, women face significant challenges. For women, prioritising family over work can have negative consequences and vice versa. Stress on women and their families is exacerbated by the many hats that working women must wear. There is a link between stress and WFC. Workplace stressors like role ambiguity and role conflict are distinct from family stressors like marital and parental relationships. The wellbeing of women and the standard of care provided are both compromised by these factors. Pressure builds up at home and at work when tasks pile up. People's health is negatively impacted by WFC because stress and anxiety lower productivity, increase the likelihood of mistakes being made, and lower morale. This study provides important insight into why the experiences of women faculty in Pakistan differ from those in the West. This study is useful

for school administration in coordinating the efforts of women who perform multiple roles within the institution.

### **Research Questions**

The following research questions are formulated to find answers that can satisfy the research objectives;

1. How do job stressors affect WFC among female faculty members in public sector schools in District Lahore, Pakistan?
2. How do family stressors affect WFC among female faculty members in public sector schools in District Lahore, Pakistan?
3. How does Depression affect WFC among female faculty members in public sector schools in District Lahore, Pakistan?

### **Objectives of the Study**

To address above stated research questions the following objectives are set for this research;

1. To inspect causes of WFC among female faculty members working in public sector schools in District Lahore, Pakistan.
2. To examine the consequences of WFC experienced by female faculty members working in public sector schools in District Lahore, Pakistan.
3. To examine ISQ and its association with WFC experienced by female faculty members working in public sector schools in District Lahore, Pakistan.

### **Significance of the Study**

The number of Pakistani women who want to work in order to provide for their family is growing. This forces them to juggle their time between employment and school in a way that is not easy for them. Women's performance suffers when tasks are distributed unevenly. Women's productivity and well-being are hampered by the hopelessness caused by the gender gap. Management can attract, maintain, and develop a high-quality workforce by analysing work-family conflict (WFC) among female faculty members. It will also improve the quality of instruction provided by faculty. The negative effects of stress on women's physical and mental health are exacerbated by WFC. Because of this, many mothers have children that are intellectually and physically impaired and, as a result, the women's productivity at work suffers greatly.

### **Literature Review**

WFC is a global phenomenon, including Pakistan. Although widespread, its incidence and severity might differ greatly from one country to the next. WFC is a problem for both emerging and industrialised nations. Disharmony on the job or in one's personal life is bad for business. As a result, experts, academics, and policymakers are always trying to figure out what causes this and how to improve the work-life balance for everyone (Westrupp et al., 2016). As working conditions change, so do attitudes on family and employment. Opportunities, education, and price increases are pushing more and more women into the labour force. Researchers examine the Work-Family Conflict (WFC) that arises in dual-income couples, where both the husband and wife have jobs and must work together to pay the bills. WFC is associated with deadlines and productivity (Anwar & Shahzad, 2011).

The academic careers of women are the subject of this investigation. Because of gender differences, demographics are taken into account when resolving disputes where women and men hold conflicting views on their respective roles. Because of their increased emotional

investment in their children and the greater emphasis placed on women as caregivers in our culture, women are more likely to experience work-family conflict (WFC) as a result of sacrificing their careers to care for their families (Cohen & Liani, 2009). The two forerunners of bidirectional WFC used in this study are Work-Interfering Family (WIF) Conflict and Family-Interfering Work (FIW) Conflict (Kim, 2019). Problems at home, rather than at the office, are the result of a job that interferes with family life. Workplaces can be negatively impacted by family responsibilities. Due to its prevalence and negative effects, WFC is a major concern. The authors of this study relied on the Frone Model (Frone et al., 1992), which includes specific components for analysing work-family conflicts. Women in Pakistan are the primary subject of this study, giving a fresh pool of data from a developing Islamic state. This study contributes to the existing paradigm by discussing the association between depression/stress and ISQ. Work-family conflict (WFC) research in business settings follows the same methodology and sets of variables as WFC research in schools (Khan, 2018).

### **An Overview of Working Women in the Academic Sector in Pakistan**

Pakistan places a higher priority on female faculty than faculty members. In terms of academic achievement, an appraisal by a more senior teacher or instructor from the same school is the most reliable indicator. A third party is sometimes brought in to do such an assessment. This is a challenging role since you are a liability. Women in academia need to keep up with the latest research and perform at a high level if they want to remain competitive. Even though women make up a sizable portion of the teaching workforce, they nevertheless face several obstacles in the field. Whether in private or in front of others, tension is high. Females face numerous obstacles in the areas of work, family, and child care (Nadeem et al., 2011; Sandstrom & Chaudry, 2012).

### **Work-Family Interface (WFI) and Work-Family Conflict (WFC)**

**WFI:** There are many fields of study where the term "work-family interface" (WFI) is being considered (Sweet & Moen, 2006). There have been many researchers in recent decades who have been attracted to the concept of WFI in order to better understand its recent proliferation. Researchers into WFI use a wide range of factors in their studies (Poelmans et al., 2013). Relationships between the workplace and the home are what make up the Work-Family Interface (WFI). The next sections provide an explanation of WFC in terms of role theory and spillover theory.

**WFC:** Work-family conflict (WFC) was first defined by Greenhaus and Beutell (1985) as "a type of between-part struggle in which part weights from the work and family areas are inconsistent in some way." This means that the prudence of interest in the family- (work-)part makes the work- (family-)part more difficult. When a person has many responsibilities, their time and energy must be spread out. Depending on the type of project, one part may take more time and work than the others (Greenhaus & Powell, 2006). Because resources aren't shared fairly and people can't do well in different situations, WFC is unavoidable (Karatepe & Bekteshi, 2008). Married women in Pakistan can count on having a job and being able to pay their bills, but doing both can be hard work.

### **Job stressors**

In this case, a "stressor" is anything that is out of a person's control and makes them feel vulnerable or uncomfortable. Stress from work and family life could cause mildness, irritability, and tension (such as work requests). Your life's health can only be judged by how

well your job and your family life fit together. Changes in work and family life in the 21st century have made this problem harder to solve. Higher education is changing quickly, and teachers are making changes to keep up. Because they have to take care of their homes, women have less time to study in college, while men have a clear advantage (Ren, 2020). In the United Kingdom, work-related stress can make it hard to have a good balance between work and life. "It's never easy to do both, and you never know how much work you'll have to put in," said a married teacher (Ren, 2020).

WFC problems are common in Chinese universities. Work-related stress is a cause of WFC, and it should be reduced. There are stressors at work. There are a lot of ways that stress hurts a person's ability to do their job well. College is hard, and this is a big reason why people feel stressed. It has many different parts, such as mentoring future leaders, doing original research, overseeing student projects, keeping a research portfolio, and taking care of administrative tasks. It has been shown that stress at work makes people less productive. Research shows that the heavy workload in Africa leads to a lot of stress at work (Simons et al., 2019).

### **Research Methodology**

This part includes research method; population; sampling technique; sample size; and data collection tools.

#### **Research Method**

This research is based on quantitative methods and data collection was done through fixed-response questions.

#### **Population**

The study's targeted population is the public sector schools in District Lahore, Pakistan.

#### **Sampling technique**

Respondents from public schools in District Lahore, Pakistan, were selected using a simple sampling technique.

#### **Sample Size**

For this research, 203 female faculty members from public sector schools of District Lahore, Pakistan were selected as sample.

#### **Instrumentation/Tools**

Data was collected by questionnaire. The questionnaire questions were based on the research's theoretical framework.

### **Data Analysis and Result**

#### **Qualification**

Table 1: *Qualification*

Frequency		Percent	
Valid	Bachelors	2	1.0
	Masters	197	97.0
	Ph.D.	4	2.0
	Total	203	100.0

Table 1 displays the study participants who were asked to submit background information. The vast majority of respondents held master's degrees (197, 98%), with only 2%

holding PhDs and 1% holding bachelor's degrees. The table displays a classification of responses according to their credentials.

Table 2: *No. of Children*

	Frequency	Percent
Valid	0	59 29.1
	1	35 17.2
	2	61 30.0
	3	27 13.3
	4	13 6.4
	5	4 2.0
	6	4 2.0
	Total	203 100.0

Table 2 shows the people who took part in the study and were asked how many children they had. Most of the people who answered (61, or 30%) had two children, but one in four (13, or 29.1%) had four. In the same way, two people (1% each) said they had five children, and four people said they had six children. On the other hand, 35 people (17.2%) were only having one child. Only 59 of the people who answered (29.1%) did not have children.

Table 3: *Marital Status*

	Frequency	Percent
Valid	Divorced	2 1
	Engaged	4 2.0
	Married	174 85.7
	Never Married	23 11.3
	Total	203 100.0

In Table 3, you can see that the people who took part in the study were asked about their marital status: divorced, engaged, married, or never married. Most of the people who answered (174, or 85.7%) were married, while 27 (11.3%) were not married. But only 1% of the people who answered were divorced, and 2% of the people who answered were engaged.

Table 4: *Employment Status*

	Frequency	Percent
Valid	Permanent	140 69.0
	Temporary	63 31.0
	Total	203 100.0

Research participants were also asked to identify their employment position (permanent vs. temporary, as shown in Table 4). About two-thirds of respondents (140) held full-time jobs, while another one-third (63%) held temporary positions.



Table 5: *Descriptive Statistics for Family Involvement*

	N	Minimum	Maximum	Mean	Std. Deviation
FI1	203	1	5	4.59	0.865
FI2	203	1	5	4.57	0.890
FI3	203	1	5	4.64	0.793
FI4	203	1	5	4.55	0.874
FI5	203	1	5	4.53	0.869
FI6	203	1	5	4.62	0.821
FI7	203	1	5	4.56	0.796
FI8	203	1	5	4.68	0.668

In Table 5, respondents' own words describe how they contribute to their families. This variable tells us how seriously each respondent takes her roles as a mother and a wife. So, a descriptive analysis was done to find out how respondents felt about their own family-related activities in general. The descriptive data table for Family Involvement shows that respondents care a lot about their families and worry about their roles as husbands and mothers.

Table 6: *Descriptive Statistics for Family Stressor*

	N	Minimum	Maximum	Mean	Std. Deviation
FS1	203	1.00	5.00	2.2956	1.38283
FS2	203	1.00	5.00	2.3300	1.40171
FS3	203	1.00	5.00	2.0049	1.25271
FS4	203	1.00	5.00	2.2266	1.27345
FS5	203	1.00	5.00	2.2365	1.31753
FS6	203	1.00	5.00	2.0542	1.29814
FS7	203	1.00	5.00	2.3990	1.05933

Table 6 shows how parents and married people feel about family pressures. This variable helps us figure out how much respondents' jobs as mothers and wives and their relationships with their partners add to their overall stress levels. The responses to the different stresses were looked at in a descriptive way to see how people in general felt about them. If we look at the table of descriptive statistics for family stresses, we can see that, on average, respondents aren't having any problems with their parents or spouses.

Table 7: *Descriptive Statistics for Work-Family Conflict (WFC)*

	N	Minimum	Maximum	Mean	Std. Deviation
WF1	203	1.00	5.00	1.49	1.012
WF2	203	1.00	5.00	2.10	1.471
WF3	203	1.00	5.00	1.39	0.950
WF4	203	1.00	5.00	1.37	0.943
WF5	203	1.00	5.00	1.43	0.922
WF6	203	1.00	5.00	1.32	0.820
WF7	203	1.00	5.00	1.93	1.108
WF8	203	1.00	5.00	1.93	1.143
WF9	203	1.00	5.00	1.98	1.123

In Table 7, we can see how the family interferences in work life element of WFC is measured. This variable helps us grasp how much time, stress, and behavioural interference the respondents experience from their families. The respondents' collective impression of these disruptions has been measured using descriptive analysis. According to the descriptive statistics for WFC, respondents do not believe that personal obligations at home cause disruptions at the office.

### **Discussion**

The results of this study show that job stressors make job stress worse for female teachers in public schools in Pakistan's District Lahore. On a list of jobs that are very stressful, teaching is near the top. WFC was linked to depression in women teachers, but not to job stress. The WFC did not make women faculty members more stressed, but it did make them sad. In his research, Jaegers (2021) came to the same conclusion. One study found that women with WFC are more likely to have depression. Mohamed et al. also found that work-related stress was a major cause of depression in the women who worked in healthcare in Tanzania and Sudan (2021).

### **Conclusion**

The purpose of this study was to find out what causes Work-Family Conflict (WFC) and how it affects Internal Service Quality (ISQ) among female teachers in public schools in Pakistan's Lahore district. This study filled a gap in the research by looking at the link between WFC and ISQ, which most other studies, especially in Pakistan, had not looked at. With that in mind, the goal of this study is to close a knowledge gap in Pakistan between WFC and ISQ. Also, most of the work done on WFC before has been done in the West, so it doesn't have much use in the East. So, this research is important because it helps us learn more about WFC in the East, especially when it comes to women in academic leadership roles in countries like Pakistan. Since WFC affects a person's job, family life, and overall happiness so directly, it can be found in almost any career path. We looked closely at the things that affect WFC and put them into four groups: work-related (job stressors), workplace-related (job involvement), family-related (family stressors), and family-related (family involvement) (family involvement). Women's empowering cultures (WFC) often make it harder for women to give great customer service. So, the study's goal was to figure out what effect WFC has on ISQ. This study ends by explaining how being around WFC can make people feel sad.

### **Recommendations and Suggestions**

In the future, research could be done on WFC among Pakistani women who work in both big and small businesses. Depending on what information is used in the investigation, different things about WFC could be found out. Pakistan is made up of four different provinces. In these provinces, research can be done to find out if the Pathan, Sindhi, Balochi, and Punjabi people of Pakistan face the same WFC problems at work or if the size and scope of the problem is different for each group because of their different norms, practises, and value systems. The good things about women working aren't talked about enough in this study. Having a job gives women the chance to learn new things, get more experience, and become financially independent. So it's important to look at this good thing in the context of Pakistan. This study found that women teachers at public schools in Lahore, Pakistan, have less WFC than men teachers at the same schools. When thinking about how women interact in other fields, many different factors can be taken into account. A mix of techniques is the best way to do a subjective evaluation of WFC. In the future, academics need to pay more attention to a study that compares the effects of WFC on women who are working and on those who are unemployed. When comparing the number of women in upper-level management roles to the number of women in lower-level management roles, Women's Financial Group (WFC) may be very different from other companies. WFC can be studied by comparing it to fields like finance, engineering, and the travel and tourism business, which have traditionally been dominated by men. Last but not least, there is still more to learn about WFC in places of work where men and women work together.

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