



Between Academia and Home: Work–Life Balance of Married Female University Teachers in Pakistan

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Abstract

Despite the global expansion of female participation in the labor force, challenges persist in attaining work-life balance, particularly in patriarchal societies such as Pakistan. While existing studies have explored work-life balance, none have specifically examined Pakistani married female university teachers navigating dual responsibilities. This study aims to examine professional factors influencing the work-life balance of female university teachers, focusing on a family-friendly profession like teaching. Employing a quantitative approach, data were collected via stratified random sampling from university teachers ranging from lecturers to professors. Work-life balance was evaluated utilizing the Hayman questionnaire on a five-point Likert scale, supplemented by open-ended questions for demographic information and influential factors. Analysis, conducted using SPSS, included factor analysis and validation through Chi-square and Fisher's exact tests. Findings indicate a moderate levels of work-life balance among university teachers, with job flexibility emerging as a significant determinant. This study offers insights into the work-life balance of female educators and lays the groundwork for future studies, particularly in Asian contexts.

Keywords: Work-life balance, family-friendly profession, female teachers, professional factors



1. Introduction

The development of technology has significantly altered every aspect of existence. In terms of politics, culture, and economy, the world as a whole is continuously evolving. The most noteworthy are the shifts that have occurred in economies and family structures, such as the surge of nuclear families and the increasing participation of female in employment. People are struggling to make ends meet amid this constant flux, which has led to an increase in dual-income families. They are also trying to adjust to the rapidly evolving social conditions and trends. This rise in dual-income families is not only a phenomenon in the Western world but is observed globally, bringing about new challenges due to heightened competition in the world market. Pakistan has not been exempt from this trend; the steadily increasing number of working women has introduced complexities and challenges, particularly in the terms of work-life imbalances. Although work-life balance is a challenge for everyone, it poses even greater challenges for women in a society like Pakistan, where women often face marginalization due to gender inequalities. They confront double the challenges compared to men due to the multiple roles that society and culture prescribe for them. As a result, women who choose to work while having children frequently find it difficult to reconcile their personal and professional lives. Thus, the aim of this study is to examine the variables influencing the equilibrium between work and personal life among married Pakistani female university faculty members.

Work-life balance (WLB) is a comprehensive concept with various interpretations and encompasses numerous dimensions of work and personal lives. Researchers have used several terms to express this balance. Work-life balance, work-life interface, work-family conflict, and work-life initiatives are some of the terminology that researchers have used to describe this equilibrium (Omar, 2010; Lockwood, 2003). However, researchers tend to prefer the term "work-life balance." In the United Kingdom, the Women's Liberation Movement (WLM) strongly promoted workplace flexibility and maternal leave in the 1980s, emphasizing the necessity of work-life balance (Kumanu, n.d.). Work is typically believed to be "paid employment" (sometimes including unpaid hours), whereas Life is defined as "life apart from work," which includes free time (Singh & Kumar, 2011). Attaining equilibrium between home duties and work responsibilities, with minimal role conflict, results in a work-life balance. Compared to earlier generations, the current generation is more aware of the importance of work-life balance (Purohit & Patil, 2013). The concept of work-life balance has attained increasing importance due to a rise in related articles, reflecting society's and organizations' growing concern regarding professional women and their multiple societal roles. (Balaji, 2014). In this modern time, striking a balance between professional ambitions and other commitments might be difficult. Seeing this, a lot of companies have begun to take work-life balance seriously and have developed new guidelines and plans of action to help staff members overcome challenges brought on by imbalances in their personal and work lives (Khateeb, 2021).

A balance is needed in all areas of life for tranquility and orderly societal functioning. Work-life balance has become more essential than ever in modern world for job sustainability and success. It is imperative to work efficiently and effectively, while also dedicating time to family, friends, and social activities for personal fulfillment. If either of these two domains is neglected, it adversely affects the other. Attaining a harmonious work-life balance is essential for leading a fulfilling and prosperous life. Imbalances can result in stress and burnout, leading to relationship breakdowns and job turnover.



The key objective of the recent study is to measure the work-life balance of Pakistani married female university faculty. The specific objective is to investigate the professional variables impacting their work-life balance. While several research studies have identified the factors affecting work-life balance, most have focused either on school teachers and other professionals, both male and female and/or not specifically within the Pakistani context. Numerous studies have looked into various aspects of work-life balance for educators employed by private and public education institutions, such as colleges, universities, and schools. These studies suggest that to help teachers better balance their lives, work-life regulations are necessary.

Considering the findings and gap in such research, this study focuses on the work-life balance of particularly female university teachers in Pakistani society. This study will add valuable insight to the existing literature on the work-life balance for women teachers, particularly in the Pakistani context. The findings of the study will be helpful to working women who are making an effort to reconcile their private and professional lives. They may also lead to further research in this area, which will have an immense effect on society. Women who are already involved in a variety of fields, particularly academia, and those who are thinking about pursuing an employment opportunity but have reservations about these disparities may find this information to be a motivating resource.

2. Literature Review

2.1 Theoretical Background

Work-life balance, as viewed and explained by various researchers and studies, has diverse interpretations. It is increasingly considered a crucial issue, regardless of profession or gender. Attaining equilibrium between personal and professional life is particularly pertinent for females. To enhance this balance, it is necessary to identify factors that negatively influence it. The 'work-family conflict theory' originated in the late 20th century as a response to increasing tensions between work and family commitments (Greenhouse and Beutell 1985). Subsequently, theories like Boundary Theory, Preference Theory, and Border Theory were emerged in the 21st century to investigate women's preferences about work-family balance and work-life balance. Many researchers integrated these theories into their studies, proposing several directions for future research. This study primarily applies the Border theory and Boundary theory.

2.1.1 Boundary Theory

Nippert-Eng (2008) posits in her Boundary Theory as, people draw boundaries within their personal and professional lives. These boundaries prevent the two domains from intermingling but allow segmentation or interconnection as per individual needs. The demarcation is fluid and can be influenced by social (technological advancement) and economic (market competition) changes. Allen, Cho, and Meier (2014) categorize boundaries as strong (where the roles of work and family are separated) or weak (where the roles are combined). Typically, work-related roles are performed during the day and weekdays, while family-related roles are enacted during evenings and weekends. The Boundary theory suggests that boundary strength is a product of flexibility and permeability. When one domain can readily intrude on the other, as happens when an employee gets a family call at work, a boundary is said to be permeable. On the other hand, if one domain can adjust to the needs of the other, a boundary is flexible, such as when a worker leaves work early to attend to family matters. Especially in the case of female



workers, who often bear significant home responsibilities, blending of roles and crossing of boundaries may occur, making it challenging to maintain strong boundaries.

2.1.2 Border Theory

According to the Boundary theory of Clark (2000) Work and home life boundaries are blended and divided. It suggests that employees routinely traverse these boundaries, both mentally and physically. The theory presents blending as a factor influencing border strength and integrates the ideas of permeability and flexibility. Low permeability and flexibility strengthen the barrier by limiting the merging of work and family duties, whereas high permeability and flexibility facilitate role blending and undermine the border. The blurring of roles may be more common, especially for female employees who frequently deal with social expectations about taking care of their families, and this might weaken the boundaries between the work and home spheres.

The theories of Boundary and Border offer comprehensive frameworks for understanding work-life balance. They suggest that in order to attain balance and deal with issues affecting their work-life equilibrium, people can either integrate or separate their personal and professional lives. On the other hand, Border Theory is an updated theory that extends and strengthens the essential ideas of earlier theories.

2.2 Literature Review

The socioeconomic and cultural foundations that influence work-life balance policies and practices are thoroughly examined in the literature on the subject (Naseem, Faiz, & Asad, 2009; Ollier-Malateare & Foucault, 2017).

2.2.1. Women and Teaching Profession

Many studies have been conducted on the role of women in the teaching profession, and the results have shown important geographical differences as well as underlying socio-cultural variables influencing their participation. In many areas, women make up the majority of educators; in Asian, European, and American nations, this number is as high as 80%. On the other hand, significant variations have been identified within particular countries. For instance, in India, only 39% of teachers are female, while China and Pakistan exhibit higher proportions at 49%. Nevertheless, gender-based job segregation persists, leading to a lower representation of female teachers in African and Arab nations compared to the global average (UNESCO & Commonwealth Secretariat, 2011). The cultural and religious barriers limit Pakistani women's formal employment opportunities, with only approximately 25% engaged in such occupations. Despite these challenges, the teaching profession has seen a notable increase in female participation in Pakistan. The percentage of female teachers was 50% in 2002 and is rising annually (Federal Bureau of Statistics, 2010). The rise in female teachers to prevailing social perceptions and constraints restricting women's job options, leaving teaching as one of the few culturally acceptable professions (Sadaquat & Sheikh, 2011). The ideological connection between women, domestic roles, and teaching, highlights cultural discourses that advocate teaching as the ideal profession for women due to its perceived alignment with gender norms and segregation (Ullah, 2016). Numerous empirical investigations substantiated this claim that cultural, societal, and institutional factors shape the representation of women in the teaching profession, particularly in contexts like Pakistan, where cultural norms and gender roles strongly influence occupational choices.



2.2.2. Teaching Profession and Work-life Balance

It is widely accepted that women are currently more devoted to their jobs at home and work than men are. They attempt to manage challenging tasks to achieve balance (Favero & Heath, 2012). Despite this, it has been noted that stereotypes in society continue to create challenges for women (Sundaresan, 2014). It is challenging for a woman in a patriarchal society like Pakistan to find balance in her personal and professional life, which she must put in when she chooses to work. Even in the twenty-first century, women still face numerous obstacles and limitations at work and at home, making it more challenging for them to manage equilibrium. Maintaining equilibrium between home and work related obligations is a difficult task for women who are expecting or have children.

Teaching is now a more difficult profession than it has ever been. Teaching professionals struggle to attain a work-life balance because it can be challenging to establish distinct borders between their personal and professional lives. Teaching professionals must establish a work-life balance because they are the ones who inspire and mentor students toward successful learning. It seems that teaching takes less effort and a stress-free atmosphere to be productive and effective (Punia & Kamoj, 2013). However, female teachers may encounter challenges in attaining a work-life balance and satisfaction because of the diverse roles and obligations associated with their roles (Owens, Kottwitz, Tiedt, & Ramirez, 2018).

Various researches show different degrees of work-life balance in professional women. However, as compared to other professional women, teachers possess better work-life balance due to the nature of the job and sociocultural factors as discussed previously. In this context, a study conducted in The College of Arts and Science in Tamil Nadu found low to high levels of work-life balance amongst the female teachers, without the impact of various socio-demographic variables on the balance between work and life, except the monthly income, which appears to have a crucial factor on work-life balance. Professional female often struggles to break down barriers and create connections to successfully manage work and home life (Saravanan & Arumugan, 2021). Similarly, the research investigated the socio-demographic characteristics that affected the balance of work and life of Karnataka's public university faculty and highlighted the difficulties in preserving this balance. The study employed rigorous analysis techniques to examine the responses of 106 teachers in the dataset. The participants' work-life balance appeared to be moderate, according to the results (Noronha & Aithal, 2019).

Aroosiya (2018) looks particularly at the government school and divisional secretariat in Nintavur, Sri Lanka, to determine how effectively married female government teachers and divisional secretariat officers manage their work and personal lives. The findings show that, due to various factors like age, the occupation of the spouse, the number of child, the position and the working hours, and others, the majority of them having a low level of work-life balance, ranging from low to average. Naseem et al. (2020) in their study, interviewed eighteen female university instructors in Lahore (Punjab) in in-depth and semi-structured ways to find out how work-life balance was affected by personal and professional issues. The study was split up into three primary categories: the first reviewed the literature on the difficulties women face in finding work-life balance; the second examined the support faculty members received in both their professional and private lives; and the third discussed methods for achieving work-life balance. The research revealed that despite academia being considered a female-friendly domain, there persist



patriarchal obstacles preventing women from advancing in their careers. This problem has been attributed in large part to Pakistan's societal environment, which rigorously assigns women the duty of homemakers. The study emphasized how important it is for married women and family members to encourage female academics to achieve a work-life balance. It also recommended that organizational rules and regulations be changed to appropriately acknowledge and value the contributions made by women.

2.2.3. Educational Qualification and Work-life Balance

Education plays a crucial role in a person's professional trajectory and is often connected with improved work-life balance. Negi and Singh (2017) identified various factors affecting work-life balance among female faculty in India's private higher education, with educational qualification emerging as a significant influencer. However, Bell, Rajendran, & Theiler (2012) noted limited research on academics' ability to manage work-life conflicts. Although previous research has produced divergent conclusions about the relationship between educational qualification and work-life balance, this research set out to delve further into these associations. Hence, the following hypothesis is proposed.

Hypothesis 1 (H1). *Educational qualification (EQ) has a significant relationship with the Work-life balance (WLB)*

2.2.4. Job Designation and Work-life Balance

Higher job ranks often entail increased responsibilities and workloads, potentially affecting work-life balance. Aroosiya's (2018) research among government school teachers in Sri Lanka identified various factors impacting work-life balance, including job designation. Similarly, Akram & Amir (2020) in their research on evaluating the level of work-life and balance between university faculties in Punjab found a significant impact of designation. On analysis, it was revealed in their research that assistant professors had a better balance and quality of work life than lecturers followed by associate professors. Contrary to this, some researchers found no substantial connection between job designation and work-life balance among university instructors in India.

Therefore, pursuant to the contradictory findings the second hypothesis of the study is formulated below.

Hypothesis 2 (H2). *Job Designation (JD) has a significant relationship with the Work-life balance (WLB)*

2.2.5. Personal Income and Work-life Balance

Personal income influences an individual's standard of living and can impact work-life balance. According to the findings of the study of Ueda (2012), where income serves as a moderator, identifying whether or not workers receive enough money to support Work-Life Balance (WLB) programs determines how satisfied they are with them. Even when the service is available, satisfaction may decline if income is low. It also suggests that the impact of complete work-life balance programs on employee contentment differs according to income levels, with higher-paid workers possibly reaping more benefits. Similarly, Saravanan and Arumugan's (2021) study among female faculty members in Indian colleges revealed a significant association between monthly income and work-life balance, with lower incomes often associated with lower balance levels. In contrast, the study by Hashim, Jamaludin, & Zaini (2022) examined the impacts of workload, time management, and income on employees' work-life balance. The study found no substantial association between income and work-life balance among employees. However, it's important to note



that this study's scope is limited to case study research, so its conclusions may not be considered definitive.

Therefore, the following hypothesis is postulated to study the given relationship between WLB and the PI of teachers.

Hypothesis 3 (H₃). *Personal Income (PI) has a significant relationship with the Work-life balance (WLB)*

2.2.6. Job Experience and Work-life Balance

Although Akram and Amir (2020) found no significant differences in work-life balance based on experience among teaching staff, other contextual factors (such as organizational structure, workload differences, and evolving job demands) suggest that experience may still influence how individuals manage work-life balance in different settings. Therefore, the following hypothesis is suggested.

Hypothesis 4 (H₄). *Job Experience (JE) has a significant relationship with the Work-life balance (WLB)*

2.2.7. Job Flexibility and Work-life Balance

Job flexibility emerges as a critical factor in attaining work-life balance, as mentioned by Porter and Ayman (2010), who emphasize employees' preference for flexible work arrangements, including task completion timelines and locations.

Delina & Prabhakara (2013) examine the challenges faced by married working women across different industries, revealing greater difficulties in balancing personal and professional obligations, particularly in sectors like IT with rigid scheduling. Similarly, Petare (2013) find that long work hours and increased workload contribute to imbalanced work-family lives among women in the teaching profession, a sentiment echoed by Mittal (2015), who identifies overburdened work roles and a lack of social support as additional stressors. Supporting the significance of job flexibility in United States, a study found that 97% of workers reported increased happiness with more flexible work arrangements (Clockify, n.d.). Furthermore, empirical research by Hossain et al. (2019) in Bangladesh highlights the impact of job engagement, coworker support, and work overload on work-life balance among female teachers.

Adni, Abdullah, & Mustapha (2023) provide a comprehensive analysis of factors influencing work-life balance in Malaysia, identifying organizational support, job satisfaction, family support, workload, and work flexibility as key determinants. They emphasize the critical role of flexibility, with workload and flexibility issues consistently highlighted across various studies.

Therefore, based on the given discussion from the empirical-based findings, the current hypothesis intends to strengthen further the influence of Job flexibility on WLB, so the fifth hypothesis is proposed as follows.

Hypothesis 5 (H₅). *Job Flexibility (JF) has a significant relationship with the Work-life balance (WLB)*

These findings underscore the complexity of achieving work-life balance for female teachers, influenced by demographic, gender, and cultural factors. While certain demographic variables may have limited impact, factors such as personal income and job experience remain significant and the factor which emerges as a most significant is job flexibility. Thus, it is rightly deduced that various factors impact the work-life balance of female faculty in diverse and subtle ways, covering a range from low to moderate and from moderate to high levels of influence. Qualitative insights reveal ongoing societal and



cultural challenges faced by female academics, advocating for systemic reforms to ensure equitable work-life balance in academia.

3. Methodology

3.1 Research Approach

The present study uses a deductive method to investigate the influence of the specific factors on the work-life balance of married female teachers. According to Creswell (2017), a problem where the researcher wants to understand the effects or determine the influencing factors and consequences is best suited for the quantitative approach. They proceed to argue that while the quantitative approach is conventional, it is also very structured and needs to be followed precisely. According to Langkos (2014), as the quantitative approach is grounded in objectivity rather than subjectivity, it is more precise in terms of measurements and analysis. As a result, the quantitative approach is employed in this study to preserve the factors' objectivity.

3.2 Sample

The population chosen for the research study is always represented by the sample. Thus, married female teachers from the five universities make up the study's sample. The educators who were able to be chosen by the researcher using the sampling technique are the outliers (those educators who were not chosen). A sample of 200 female faculty members, ranging in rank from lecturer to professor, was used in this study. Taking into account the objective of the research, the target population for this research was limited to married female university faculty.

3.3 Sampling

Purposive and stratified random sampling were the two methods of sampling that the researcher employed in this investigation. To get the best outcome, the universe, or the universities in Karachi, was chosen using non-probability purposive sampling to gather data. Non-probability sampling, according to Etikan, Musa, and Alkassim (2016), does not give each unit of the population an equal opportunity of being chosen. Instead, the researcher uses subjective processes in his or her opinion to choose the respondents who are most appropriate and suitable for the study. However, by using the proportional allocation process, stratified random sampling, a probability sampling method, was employed to choose the participants.

The formula to obtain the proportionate stratified random sample is:

$(\text{Sample size}/\text{population size}) \times \text{Stratum size}$.

The total population size is 582, however, the sample size is 200.

3.4 Methods of Data Collection

A questionnaire was used to collect primary data for this research. One part of the questionnaire has a section dedicated to demographic data, which includes variables like age, educational background, job title, work experience, and personal income. This section consists of fifteen closed-ended questions intended to assess how demographic factors affect work-life balance. The questionnaire's second section, which evaluates university teachers' work-life balance, is adapted from Hayman's (2005) version with modifications related to this study. A five-point Likert scale is utilized to rate each of the fourteen statements: 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree.



3.5 Measurement

3.5.1. Work-life Balance (WLB)

Hayman's (2005) questionnaire was used for measuring the work-life balance of university teachers, based on 14 statements. Along with the current study, this scale has also been utilized and modified in previous research. This validated the rationale for adopting this scale to look into work-life balance. The work-life balance has an overall mean score of 2.4. It suggests that university lecturers have a moderate work-life balance.

3.5.2. Method of Data Analysis

To ensure accurate results, statistical techniques including hypothesis testing and analysis were employed. For data interpretation and analysis, the statistical package for the social sciences (SPSS) was applied. Its practicality in the domain of quantitative analysis was widely recognized. Numerous tests, including one-way ANOVA, Chi-Square, and Fischer's exact test, were employed to compute and assess the data. The means of the independent variables were compared significantly using a one-way ANOVA, which revealed information regarding the correlations between the variables.

The Chi-square test analyzed the correlation between the classified variables to determine how independent variables influence dependent variables. To validate the link between categorical variables and cross-validate ANOVA results, a rigorous non-parametric test known as the Fisher's exact test was also utilized.

4. Data Analysis

Results and Interpretation

In this research, the researcher evaluated the level of work-life balance across married female faculty members as well as the variables influencing this balance. To investigate the link and association of the variables assumed to be influencing the work-life balance of married female teachers, five hypotheses had been developed. However, one-way ANOVA was used to test and analyze the hypotheses in order to conclude the study's findings. To double-check the findings, Chi-square and Fisher's exact test were employed in this investigation. The validity of the ANOVA test results was supported by these tests, which similarly produced comparable results.

Table 1: Item by Item Mean and Standard Deviation (Measuring work-life balance)

	N	Minimum	Maximum	Mean	Std. Deviation
My personal life does not suffer because of my job (WLB)	200	1	3	2.35	0.812
I do not neglect personal needs because of work (WLB)	200	1	3	2.48	0.789
I do not miss my personal activities because of work (WLB)	200	1	3	2.38	0.805
My personal life does not drain me of energy for work (WLB)	200	1	3	2.37	0.784
I am happy with the amount of time for personal activities (WLB)	200	1	3	2.4	0.769
My work does not suffer because of my personal life (WLB)	200	1	3	2.53	0.729
It is not hard to work efficiently because of my personal	200	1	3	2.42	0.804



matters(WLB)						
My personal life gives me energy for my job (WLB)	200	1	3	2.59	0.675	
My job gives me the energy to pursue personal activities (WLB)	200	1	3	2.54	0.693	
I have a better mood at work because of my personal life (WLB)	200	1	3	2.67	0.604	
I have a better mood at home because of my job (WLB)	200	1	3	2.61	0.64	
My job does not interfere with my personal life (WLB)	200	1	3	2.42	0.739	
I am happy with the salary given to me (WLB)	200	1	3	2.17	0.875	
I can easily get leave/ half leave from work whenever I need (JF)	200	1	3	2.39	0.742	
Valid N (list-wise)	191					

Based on mean scores that range from roughly 2.17 to 2.67, faculty generally experience a moderate level of work-life balance. However, as the standard deviation figures show, there are small differences in how certain components of work-life balance are perceived. In contrast to elements where work might interfere with personal life, participants appear to feel less adversely about factors connected to their personal life helping their work (e.g., personal life generating energy for the job, better mood at work because of personal life). The mean score of 2.17 indicates that the perception of pay satisfaction is lower than other aspects of work-life balance, which may imply that some faculty are not completely content with their salary. Overall, the data indicates that although participants typically believe they have a moderate to good work-life balance, there may be space for growth in a few areas, such as salary satisfaction and limiting the impact of work on personal time. To further understand the factors influencing these perceptions and develop methods for improving overall work-life balance and job satisfaction, more qualitative research or focused interventions may be necessary.

Table 2: ANOVA

Relationship Between Groups	Sum of Squares	DF	Mean Square	F	sig
EQ-WLB	539.357	3	179.786	4.615	0.004
JD-WLB	580.572	3	193.524	4.995	0.002
PI-WLB	392.87	3	130.957	3.298	0.002
JE-WLB	363.471	2	181.736	4.583	0.011
JF-WLB	1886.261	2	943.131	29.545	0

The values in table 2 show that all independent variables have statistically significant relations with Work-Life Balance (WLB), given their p-values are below 0.05. The variation between the group mean appears to be greater than the variation within groups, as indicated by the F-value of 4.615. The statistically significant nature of EQ and WLB is indicated by the p-value (sig) of 0.004, implying that Educational Qualification significantly influences Work-Life Balance. Comparatively high F-value of 4.995 indicates a significant difference between the group means. P-value (sig) of 0.002 suggests JD and



WLB exhibit a relationship. This implies Work-Life Balance is strongly influenced by Job Designation. Personal income with $F = 3.298$, $p = 0.002$ indicates a significant relation with WLB suggests that people's ability to manage their personal and professional lives is influenced by their income levels. Likewise, Job Experience ($F = 4.583$, $p = 0.011$) demonstrates a noteworthy influence on Work-Life Balance (WLB), suggesting that employees with greater experience can perceive WLB in distinct ways. The analysis reveals that Job Flexibility (JF) significantly influences Work-Life Balance. This is proven by the highest F-value (29.545) and lowest p-value (0.000), which underscores the importance of employment flexibility for boosting work-life balance.

Table 3: Chi-Square & Fischer Exact Test

Relationship	Test	Value	Sig
EQ-WLB	Chi-Square	9.588	0.008
	Fisher's Exact Test	9.362	0.008
JD-WLB	Chi-Square	6.965	0.069
	Fisher's Exact Test	6.57	0.077
PI-WLB	Chi-Square	13.088	0.004
	Fisher's Exact Test	11.919	0.006
JE-WLB	Chi-Square	6.376	0.04
	Fisher's Exact Test	7.056	0.026
JF-WLB	Chi-Square	19.713	0
	Fisher's Exact Test	18.266	0

With a p-value of 0.008, the Fisher's exact test value of 9.362 in table 3, shows a significant association between work-life balance (WLB) and educational qualification (EQ). This implies that individuals who have completed more education have a tendency to have a better work-life balance. In accordance to the Chi-square value, which is significant at the p-level of 0.077 there appears a correlation between work-life balance (WLB) and job designation (JD). Cells with an expected count of fewer than 5 necessitated the application of Fisher's exact test, which produced a significant result and strengthened the link between the variables. For both work-life balance (WLB) and personal income (PI), the projected Chi-square value is 13.088. This value is significant at the p-level of 0.004, which provides an additional proof of the association between each of these variables. Likewise, the association between work-life balance (WLB) and job experience (JE) is supported by the Chi-square value of 6.376 ($p = 0.040$). Lastly, the Chi-Square Test value of 19.713 and a p-value of 0.000 indicates a highly significant association between job flexibility (JF) and work-life (WLB).

Overall, the results of the ANOVA and Chi-Square Tests present strong evidence that all the factors have a significant association with work-life balance (WLB); nevertheless, job flexibility considerably affects married female teachers' work-life balance.

5. Discussion and Conclusions

This study examined the relation between numerous professional factors and work-life balance (WLB) influencing female teachers, in line with previous research identifying personal and professional factors like educational background, designation, personal income, marital status, job experience, and job flexibility as significant determinants of WLB (Negi & Singh, 2017). Diverse findings from past studies underscore intricate ramifications within distinct cultural settings. While demographic characteristics are important in determining work-life balance (WLB), our research indicates that job



flexibility is a particularly important component. Teachers with more qualifications, higher positions, more experience, and larger salaries usually have better WLB. Flexibility in the workplace is essential for lowering stress and raising productivity for female instructors (Akram & Amir, 2020).

Sociocultural and structural norms pose significant hurdles for working women, with cultural and societal influences playing a larger role, especially within a patriarchal framework in Pakistan. Despite the teaching profession being perceived as family-friendly and respectable, our findings highlight complexities affecting the WLB of female teachers. The differences between public and private institutions highlight the significance of addressing institutional support and policies in addition to individual issues (Fatima & Sahibzada, 2012; Arif & Ilyas, 2013).

Reducing these differences is essential for empowering women as well as the overall efficiency and well-being of academic communities. Social norms must be updated and modernized as society develops and women look for greater opportunities beyond traditional gender roles.

In conclusion, it is critical to update and modernize social and cultural standards as society develops and women look for more options outside of traditional gender roles. Universities are crucial to this paradigm change because they develop inclusive policies that put female teachers' work-life balance first. By doing so, they improve the general well-being and productivity of their academic communities in addition to empowering women.

5.1. Limitations and Future Directions

Almost every study has some boundaries that keep the researcher staying within certain limits. Limitations may provide challenges, but by setting boundaries, they also help the researcher stay focused and on track. Researchers encounter limitations typically during the data collection phase.

In this study, the scope was confined to married female teachers from five particular universities in Karachi. Consequently, data was gathered merely from faculty members employed in public universities within Karachi, which limited the implications of the results to other universities' faculty members. To address this limitation, similar research should be carried out across different universities in various cities to enhance the generalizability of the findings. It was not feasible to collect data from all universities or all married female teachers within the selected universities due to practical constraints. Hence, the study was restricted to a relatively small sample size. For future studies, larger sample sizes and the participation of academics from private universities may be beneficial.

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