

AN ANALYSIS OF ASSOCIATION BETWEEN WORK FAMILY CONFLICT (WFC) AND QUALITY OF LIFE (QOL) AMONG FEMALE SCHOOL TEACHERS IN PAKISTAN

Arooj Fatima Mazhar^{*1}, Halima Sadia², Muhammad Umar Fayyaz³

^{*1}Department of Social Sciences, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad, Pakistan

²Department of Sociology and Criminology, University of Sargodha, Sargodha, Pakistan

^{*1,3}Department of Psychology, Riphah International University, Gulberg Green Campus, Islamabad, Pakistan

Corresponding Author: *

Arooj Fatima Mazhar

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ABSTRACT

Background: This research examines how work-family conflict (WFC) impacts quality of life (QOL) of female school teachers in terms of the relative impact of balancing professional and personal responsibilities in order to enhance their well-being.

Methods: A quantitative research methodology of cross-sectional survey with a sample of 150 female school teachers in Sargodha with the help of stratified random sampling was used for data collection. The survey employed validated scales the Carl Wobile Cohnselorganisation Scale and WHOQOL-BRT to measure work-family conflict and to determine the quality of life in four domains.

Results: Analysis showed that there was a significant negative relationship between WFC and QOL ($r = -0.909$, $p < 0.01$), which showed there was a strong inverse relationship between these two variables. Regression analysis indicated that the model of WFC explained 82.7% of the variance in QOL, and further analysis confirmed the strength of the model. These findings highlight the importance of unraveling the complexities of WFC and its broader implications for the health, satisfaction and performance of educators.

Conclusion: By identifying areas in which WFC is particularly affecting QOL, this research offers information for targeted strategies and workplace changes to be implemented for a more balanced and fulfilling professional and personal life for female educators. Such measures are essential to better teacher health and effective functioning of educational settings.

Keywords: Work-Family Conflict (WFC); Quality of Life (QOL); Females; School Teachers; WHQOL-BREF

1. Introduction

One of the most significant pillars of society is the teacher. They are crucial in educating future generations and influencing the course of the nation (UNESCO, 2015; Darling-Hammond, 2020). However, teaching is a demanding and stressful profession that requires a lot of time, heavy work, challenging students, time constraints, energy and dedication (Kyriacou,

2023; Skaalvik & Skaalvik, 2021). Teachers have to manage multiple roles, including professional responsibilities, family responsibilities, and personal life. This often leads to work family conflict which can negatively affect the QOL of teachers (Sajid, Jamil, & Abbas, 2021). WFC, which is described as a situation in which work and family responsibilities conflict, is a problem that frequently arises in today's workplace (Baka,

2020). The reason of this study is to discover how WFC and teachers' quality of life (QOL) are related. Examining this relationship is doubly imperative. To begin with, research appears that WFC has the taking after negative impacts on instructors, such as Work disappointment and burnout (Gao, Shi, Niu, & Wang, 2013; Li et al., 2024). Second, QOL is a basic perspective of human life and includes different spaces such as physical wellbeing, mental well-being and social connections (World Wellbeing Organization, 1995; Diener et al., 2018). It is basic to see into how WFC is influencing teachers' QOL given the noteworthy part they play in impacting the prospects of both people and society (Wang, Tsai, Lee, & Ko, 2019).

Background information

1.1 Work family conflict (WFC)

Although WFC is a familiar wonder, it is becoming a bigger problematic in modern society (Li et al., 2024; Ma, Liu, & Shi, 2021). It is a stressor that results from the conflicts between the responsibilities of work and family life and has a negative effect on both people and organisations (Zheng, You, & Zhao, 2021; Sajid, Jamil, & Abbas, 2021). According to recent research, balancing the demands of work and family can result in increased stress, lower job satisfaction, burnout, and poor physical and mental health (Gullett, Leech, & Haug, 2022; Dong & Abd Aziz, 2022). WFC is a major stressor that can cause detrimental effects such as burnout, absenteeism, and turnover (Sajid, Jamil, & Abbas, 2022; Sustainability, 2022). Three types of WFC have been identified: time-based, stress-based, and behaviour-based conflicts (Ahmad, 2023; Ma et al., 2021). Time-related conflicts arise when the time required for work interferes with family responsibilities and reduces the time available for family activities (Li et al., 2024). Stress conflict occurs when work stress or strain spills over into the family sphere, creating negative emotions and strains in family relationships (Zheng et al., 2021). Behavioural conflict occurs when the behaviours and attitudes expected in the workplace conflict with those in the home sphere, leading to conflicts between roles (Dong & Abd Aziz, 2022). WFC

poses particular challenges for those with caregiving responsibilities, such as parents of young children and caregivers of older relatives (Gullett et al., 2022; Ahmad, 2023). Addressing WFC is critical to promoting individual well-being and work performance and requires interventions at the individual, organizational, and societal levels (Li et al., 2024; Sajid, Jamil, & Abbas, 2021).

1.2 Quality of life (QOL)

The word "quality of life" alludes to a person's by and large joy and level of well-being in life. It could be a subjective and multidimensional concept that includes numerous perspectives of life, such as social intuitive, natural conditions, mental and physical wellbeing, and social connections. (Fayers & Machinen, 2007). It is respected as a basic result degree in wellbeing investigate and is progressively recognized as a crucial marker of the adequacy of restorative mediations and exercises (Nowak, Božek, & Blukacz, 2019). QOL is characterized by the World Wellbeing Association (WHO) as "a person's position in life inside the setting of the culture and values in which he/she lives, and in connection to his/her objectives, desires, benchmarks, and objectives. characterized as an individual's recognition of concern" (WHO, 2020). Various definitions and theoretical systems have been put out to represent the complexity of the quality-of-life thought because it has changed over time (Rondón García & Ramírez Navarro, 2018; Johnson & Brown, 2015). Physical wellbeing, emotional wellbeing, social associations, cognitive work, and natural impacts are all common characteristics of QOL. Various components, such as individual characteristics, social and social foundation, and life encounters, can have an effect on QOL (Rodrigues et al., 2020).

An assortment of measures has been concocted to degree different features of QOL since surveying QOL could be a challenging endeavour. In research and clinical settings, self-report measures, just like the WHOQOL (World Wellbeing Organization QOL Questionnaire) (WHO, 1998), are regularly utilized to assess QOL. The QOL is additionally measured utilizing extra instruments, such as clinical assessments and

objective tests of physical execution (Gill et al., 2015). The four measurements of QOL are measured by the WHOQOL-BREF survey. Physical wellbeing; this zone incorporates questions almost common wellbeing, portability, torment, vitality, rest, and other angles of a person's substantial work (Skevington, Epton, & Williams, 2019). Mental Wellbeing; this region incorporates questions almost a person's feelings, self-esteem, body picture, most profound sense of being, and other viewpoints of mental wellbeing (Fortunisa, 2022). Social Relationships; this area includes questions about relationships between individuals and others, social support and individual relationships (Smith et al., 2017). Physical environment; this domain includes questions roughly related to an individual's physical environment, including transportation, access to health services, and other resources, living environment, safety, and other aspects of the environment (Chang et al., 2020).

The spaces are for the measurement of various aspects of one's existence that may potentially affect one's QOL so that a more holistic understanding of an individual's wellbeing can be achieved. By assessing QOL in all these four domains, the WHOQOL-BREF can be used to better understand the person's QOL and which areas need mediation to progress toward a more complete well-being. In planning an intervention to improve the QOL of an individual, it is of interest to identify the determinants of QOL.

For example, social support, physical activity and enjoyment of relevant physical activity have been found to be useful in promoting changes in QOL in older adults (Smith et al., 2017). In addition, meditations based on trying to compensate for the economic determinants of well-being, for example, access to health and poverty, can increase the QOL of marginalised communities (Chelak & Chakole, 2023). Coping strategies, psychological resilience and stress management also play an important role in the maintenance of QOL, primarily for patients with chronic disease or those exposed to environmental stress (Windle 2020). In addition, cultural and religious influences have been suggested as protective factors in giving meaning, belonging, and purpose (Dein & Koenig, 2012)

and as having a positive impact on wellbeing (Almohsin, 2018).

Access to clean water, sanitation, safe housing, and reduction in pollution exposure are also essential for improving QOL, particularly in low- and middle-income contexts where these factors are strongly linked to poor health outcomes (WHO, 2021), as are gender equality, education and empowerment programmes (UNDP, 2022) to improve women's and other marginalised groups' participation in the economy and society. Overall, QOL depends on a complex interplay of social, economic, psychological, cultural and environmental factors, thus reaffirming the need for integrated and multi-sectoral approaches to the promotion of long-term well-being.

In general, an individual's well-being and wellbeing are altogether affected by QOL, which may be a vital perspective. Investigate in this zone has the potential to progress our information of the factors that influence QOL and lead to the creation of intercessions that can upgrade QOL for both people and populaces (Smith & Brown, 2021).

1.3 Statement of the problem

Work family conflict (WFC) may be a major issue in today's work situations, particularly the instructing field. Instructors habitually battle to strike a adjust between their work and domestic commitments, which can have inconvenient impacts like reduced QOL, burnout, and work discontent. An essential factor in deciding an individual's generally prosperity and level of life fulfilment is their QOL. This covers a extend of themes like physical and mental wellbeing, interpersonal associations, and natural impacts. It is vital to comprehend how WFCs influence teachers' QOL in arrange to improve their prosperity and work yield. WFC and its impacts on teachers' QOL are around the world issues that are not constrained to any one country or zone. In today's fast and evolving world demanding work scenario, it is very difficult for people at all life stages to maintain a healthy work-life equilibrium. This study will be instrumental in developing the improvement of beneficial working conditions by investigating the relationship between WFCs and

QOL among teachers. It'll in addition progress a universal understanding of the components that influence the well-being of teachers. It may give a arrange. The teaching profession is extremely respected in Pakistan as it is crucial in determining the predestination of the nation. In addition to the above, teachers in Pakistan also struggle with the challenges of making requests for changes, time constraints, and heavy workloads. Work-family pressure may exacerbate the above problems, which have been seen to have negative effects on the QOL of teachers. The special challenges faced by Pakistani teachers should be understood and interface between WFC and QOL should be investigated for more specific interventions for their well-being.

1.4. Significance of the study

This study will offer useful information for education policymakers/ instructional leaders as they develop curricular and instructional plans and interventions to support effective WFC management by teachers. By considering variables which contribute to WFCs such as work sharing and work flexibility, instructional educators are also delivering a predictable work environment which contributes to teacher wellbeing and work satisfaction. The result of this study may also be useful for teachers through raising awareness of the impact of WFCs on QOL. It can equip them with evidence-based approaches and modifying elements for superior to manage their proficient and personal requests and move towards superior well-being on a long run.

This learned adds to the information on WFC and its effects on teachers particularly. We'll discover the glaring problems experienced by this calling gather and how these problems may affect the frequent well being of teachers by investigating the link between WFCs and teachers' QOL. This study moreover gives knowledge into the pertinence and significance of existing theoretical systems, such as resource conservation theory, job demand control and support models, and stress and coping theory in the setting of WFCs among teachers. Analysing their utility in clarifying the teacher involvement and QOL results will provide assistance test and refine these theories.

1.5 Objectives

1. To explore the relationship between WFC and QOL among female teachers.
2. To investigate the effect of WFC and QOL among female teachers.

2. Review of Literature

2.1 Impact of WFC on Job Satisfaction

The relationship between work-family conflict (WFC) and job satisfaction are two of the most consistent findings in occupational psychology. Globally, the cross-country study has found the interrelation between WFC and consequent reductions in work engagement, rises in absenteeism and increase in turnover intention (Li et al., 2024; Ma, Liu, & Shi, 2021). Employees facing difficulties in balancing their competing professional and domestic demands frequently report a lack of commitment to their organization, which has been confirmed across a range of industries and cultures (Zheng, You, & Zhao, 2021; Özkan & Özdevecioğlu, 2021). For example, in a longitudinal study, WFC was found to significantly predict decreases in job satisfaction at a later time, even when workload and job control were controlled (Gullett, Leech, & Haug, 2022). In Asian settings especially in collectivist cultures, the impact of the WFC on job satisfaction is often more extreme because of the rigid gender norms that allocate the primary caregiving burden to women (Ahmad, 2023; Dong & Abd Aziz, 2022).

Similarly, the data from India and Bangladesh has found that women with WFC tend to be more likely to consider taking a career break or working part-time to match the needs of their families and consequently, are less likely to be satisfied with their jobs and career progression (Rodrigues et al., 2020). For the case of women teachers of Pakistan, factors related to culture and structure work in combination to produce the impact of WFC on job satisfaction. Presently, teachers are obliged to work overtime, in addition to the mandatory participation of teachers in the administration and organization of lessons after school hours (Farooqui and Alwi, 2023). Further, the unavailability of any institutional support, flexible working arrangement and social expectations

placed on women of domestic responsibilities worsen the incompatibility between professional and family life (Ali & Ullah, 2021).

Studies also show that women teachers in Pakistan tend to experience role overload, stress and low well-being as a result of combining professional duties with care-giving responsibilities (Mahesar, Chaudhry, & Rasool, 2020). Such challenges are not only adding to their dissatisfaction at work and career growth, but they also increase the disparities between genders in the education sector. Limited institutional autonomy, insufficient teaching resources, and a large class size contribute to professional strain (Mahesar, Chaudhry, & Rasool, 2021). Cultural expectations demand that women should put first their domestic duties (meal preparation, babies, elders, etc.) instead of working (Farooqui & Alwi, 2023). This two-fold pressure results in emotional burnout and low morale at work and job satisfaction, which is why specific policy responses like flexible scheduling arrangements and redistribution of workload are crucial (Abdullah, 2023; Muslim, 2023).

2.2 Impact of WFC on Health and Well-being

WFC not only lays the foundations for job dissatisfaction but also impacts the health and well-being with profound implications. Globally, research has consistently linked WFC to negative health-related physical and mental health outcomes (Zhou, Wang, & Zhang, 2021). Recent evidence reveals that WFC is strongly linked to elevated somatic complaints, chronic fatigue and elevated risk of developing depression and anxiety (Li et al., 2022). Similarly, studies show that WFC is linked with the increased presence of family tension, which can result in the breakdown of emotional stability and interpersonal relationships (Misfin, Singh, and Phoolka 2024). More recent evidence provided by Limon et al. (2023) suggests that Turkish teachers dealing with high WFC showed a reduction in their subjective well-being, resilience, and vulnerability to occupational burnout ((Junça-Silva & Freire, 2022).

In the low-and middle-income countries, these health risks are further complicated by poor availability of occupational health services and the

social stigma associated with mental health problems (Chelak & Chakole, 2023). In South Asia, the double burden of the working and family roles often leads women to suffer from "role overload," in which the simultaneous responsibility of the working role and the family caregiving role causes chronic stress and low physical capacity (Rodrigues et al., 2020). This stress is often manifested in sleeping problems, cardiovascular strain and chronic tiredness which all in all result in a weakening of the quality of life (QOL).

In the case of Pakistan, it is an issue that female teachers are facing in a much more complicated way. Teacher burnout has become a growing concern with its symptoms like emotional distance from the students, lack of interest in teaching, tension in social relationship at work place and at home (Fernet et al., 2012; Zeng et al., 2016; Farooqui and Alwi, 2023; Mahesar, Chaudhry, & Rasool, 2021). These are compounded by the fact that mental health services are unavailable in schools and by unhelpful norms that make it socially unacceptable to be open about experiencing stress. Further, the lack of structural supports (such as employee assistance programmes, professional counselling services), in turn, increase the health consequences of WFC (Shaukat, Bendixen, & Ayub, 2022; Akhtar et al., 2022; Kashif et al., 2023).

2.3 Cultural Context of Female Educators in Pakistan

Although WFC has been well documented as an international phenomenon, the nature and extent of WFC is highly embedded in culture and social structures. In Pakistan, family harmony is also very important and traditional gender roles are still dominant, so women are expected to contribute to domestic activities in addition to their professional responsibilities (Sarwar & Imran, 2019; Misfin, Singh, & Phoolka, 2024). This need is present in both urban and rural areas, but with variations, depending on socioeconomic and family structure.

In the school context, WFC is supported by culturally-specific behaviors that are consistent with occupational requirements. Large student-to-

teacher ratio, restrictive curricula, administrative control and a scarcity of teaching materials are high pressure environments (UNESCO, 2023; Junça-Silva & Freire, 2022). Female teachers in state schools, more broadly, are subjected to the "double burden" of being successful at work, whilst simultaneously being responsible for caring and domestic responsibilities (Mahesar, Chaudhry, & Rasool, 2021). Since there is double the demand, there is no room for self-care, professional development, or recreation, which eventually leads to decreased quality of life.

Family composition contributes to this mix, too. Women in joint families may find in-laws and other family members imposing a greater domestic burden, but they may also share child-rearing and household responsibilities. Women in nuclear families may have more agency, but still often carry the whole burden of domestic work themselves (Farooqui & Alwi, 2023). Further, restrictive cultural norms have been shown to limit women's access to professional networks or education, which can lead to occupational stagnation and job dissatisfaction (Akhtar et al., 2022; Shaukat, Bendixen, & Ayub, 2022).

Pakistan therefore needs a multi-level intervention: changes in the workplace, including flexible working, reasonable workloads; but also grounded in community-level shifts in social norms related to gender roles and the value of work-life balance.

2.4 Theoretical framework

2.4.1 Conservation of Resources (COR) Theory

The Conservation of Resources (COR) theory of Hobfoll (1989) is well known for describing how stress is caused by the threat, loss, or inadequate gain of valued resources. These resources may be individual (e.g. self-esteem, energy, skills), social (e.g. support networks) or material (e.g. income, job security). Studies globally have demonstrated that WFC depletes individual and interpersonal resources, leading to burnout, reduced satisfaction and compromised quality of life (QOL) (Amstad et al., 2011; Rodrigues et al., 2020). COR theory highlights the understanding that among those who have a limited amount of resources, they are even more susceptible to the exhausting impact of

WFC, because they have less capacity to prevent losses (Hakanen et al., 2006). Lifestyle Expectations In South Asia cultural expectations add to resource depletion. Women, in particular, working mothers, are often in charge of managing both the professional and long domestic responsibilities (Byron, 2005). In Pakistan, the female teachers often put in a lot of energy in relation to the preparation of lessons, administration, and additional-curricula activities, in addition to taking care of the household, caring for children, and for the elderly (Kyriacou, 2023). Limited institutional support such as lack of on-site childcare or flexible working arrangements prevent resource replenishment, increasing the susceptibility of stress and diminishing QOL (Kossek et al., 2011).

2.4.2. Job Demand- Control- Support (JDCS)

The Job Demand- Control- Support (JDCS) model developed by Karasek, Theorell in 1990 argues that job strain arises from high job demands and low job controls and that social support buffers against job strain. International research has confirmed this model in all walks of life, where if employees are exposed to heavy workloads and lack autonomy they are also more likely to experience stress, disengagement and health issues (Fernet et al., 2012; Matthews et al., 2014). In terms of education, requirements such as lesson planning, classroom management, grading, and administration are demanded. Globally, teachers in high demanding environments with low decision making power report greater levels of burnout and low QOL (Zeng et al. 2016). In Pakistan, public school teachers often operate in such high-strain conditions, with overcrowded classrooms, rigid curricula, and strict top-down management that limits autonomy. While collegial support can buffer some of these effects, it is often informal and inconsistent, especially in under-resourced rural and peri-urban schools (UNESCO, 2015). The JDSC model posits that in the absence of formalized institutional support, female teachers in Pakistan are more vulnerable to stress and low levels of QOL as a result of the ongoing high demands and low levels of control.

2.4.3 Stress and Coping Theory

WFC is considered a major stressor and can be offset or enhanced by coping strategies, according to Lazarus and Folkman's (1984) Stress and Coping Theory. Coping strategies may be problem-focused such as time management or task delegation or emotion-focused such as reframing situations or seeking emotional support. International studies indicate that effective coping moderates the relationship between WFC and negative outcomes, preserving aspects of QOL (Matthews et al., 2014). In South Asia, however, women may face cultural barriers to implementing certain problem-focused strategies. Delegating domestic responsibilities may be culturally discouraged, and discussing occupational stress openly may be stigmatized (Chelak & Chakole, 2023). In Pakistan, female teachers often rely on emotion-focused coping (e.g., seeking reassurance from family or prayer), which may reduce emotional strain temporarily but does not address structural causes of WFC (Liu & Wang, 2017). This reliance aligns with the theory's assertion that coping style significantly affects long-term well-being.

2.4.4 Social Exchange Theory

Social Exchange Theory (Blau, 1964): This theory argues that relationships are only seen as either positive or negative depending on the perceived costs and benefits of the relationship in the workplace or at home. In the context of WFC, if the professional role is regularly associated with high costs (e.g., emotional exhaustion, time loss) for low perceived rewards (e.g., recognition, career growth), there is a possibility that individuals will become disengaged when faced with such high costs-low rewards, leading to reductions in both job satisfaction and QOL (Kossek & Ozeki, 1998). Globally, undervalued teachers lose motivation and their WFC is increased by their educational institutions (Grzywacz & Marks, 2000). In

Pakistan, the "cost" side is often multiplied for women as the professional efforts are superimposed on a pile of extensive domestic responsibilities with no corresponding rewards. Limited opportunities for promotion, low pay scales in relation to workload and mixed societal perceptions of working women provide a context where the perceived benefits of work are outweighed by the costs, perpetuating the negative impact that WFC has on QOL.

2.4.5 Spillover Theory

Spillover Theory (Edwards & Rothbard, 2000), hold that experiences in one domain of life, positive or negative, can spill over into another effects on behavior, emotions and well being. Negative spillover is when stress in an area (such as work) interferes with functioning in another area (such as family). Comprehensive school reform efforts have been associated worldwide with high WFC, which in turn has been associated with greater conflict in marriage and stresses of parenting as well as decreased job performance (Grzywacz & Marks, 2000). Social and family structures in Pakistan often negate the boundaries between work and home. Female educators may come home after a tiring day and still go on with the responsibility of taking care of the house without a break, resulting in added stress and emotional exhaustion. Likewise, unresolved family problems may impact on classroom performance. Because of the magnitude of extended family systems, spillover is both positive and negative: extended family may offer shared childcare (as a source of reduced WFC), but it may also entail added family obligations (as a source of increased WFC) (Gao et al., 2013). This cyclical reinforcement between the domains makes QOL especially sensitive to the interplay between WFC in the Pakistani cultural context. The theoretical framework of the study is illustrated in figure 1.

Theoretical Framework

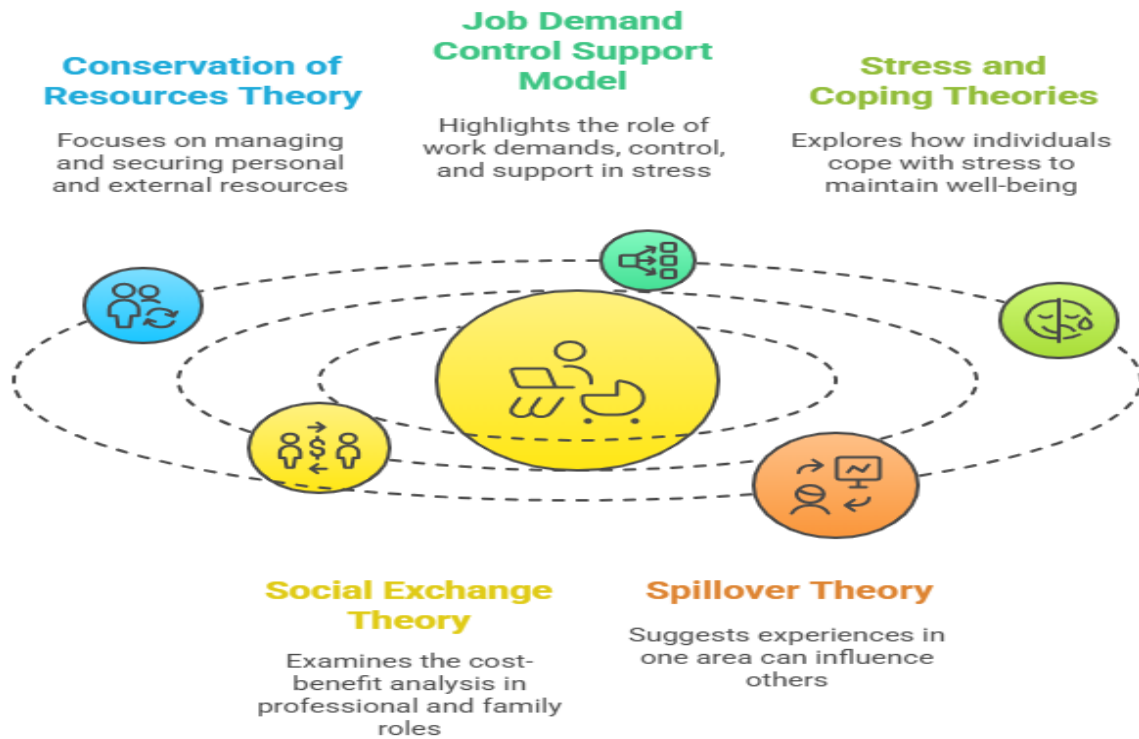


Figure 1: Theoretical Framework of the Study

2.5 Conceptual Framework

The conceptual framework of the study has been presented as Figure 2.

Conceptual Framework



Figure 2: Conceptual Framework of the Study

3. Methods

The methodology of this study relates to positivism and uses a quantitative study design.

The ontology was based upon the belief that the concepts of WFCs and teacher QOL are measurable concepts of reality that exist in the

world. Epistemology sets forth the argument that through empirical research using observations, measurements and/or data analysis, insight into the relationships between such variables can be gained. The methodology used was of quantitative nature (cross-sectional survey design) to gather the data from a sample of teachers. The axiology of the study values the well-being of teachers and emphasizes ethical research practices. The study design chosen for this study was a cross-sectional survey. A descriptive survey deemed appropriate to characterize the variables under study. The sampling technique used was a stratified random sample, ensuring a representative representation of female teachers from different regions of Sargodha. The target population comprised of female teachers from the Sargodha city locale and the sample estimate was decided to be 150 members. Through adaption, data were assembled employing a scale dump cart, The WHOQOL-BREF survey, made by the World Health Organization, was utilized to assess QOL over four categories whereas the WFC Scale, made by Carlson (2000), was utilized to degree WFC. When portraying test characteristics, information investigation employments graphic insights like cruel, standard deviation, and recurrence. WFCs and the QOL of female teachers were investigated utilizing inferential insights, such as relationship examination and relapse investigation. The study's discoveries help in our understanding of how WFCs influence the QOL for female teachers and

may serve as the establishment for intercessions to upgrade their prosperity.

4. Results

The majority of respondents fall into the age groups 20-25 (30.7%) and 25-30 (34.0%). The age groups of 40-45 years old (18.7%), 30-35 years old (10.0%), and 35-40 years old (6.7%) are small in number. The percentage of respondents with a master's degree was the highest (53.3%). This is followed by bachelor's degree holders (26.7%), MPhil holders (16.7%), and PhD holders or above (3.3%). Most of the respondents are single (56.7%), followed by married (33.3%). Divorce (6.7%) and bereavement (3.3%) rates are lower. The majority of respondents have no children (58.7%). Among those with children, having children is the most common scenario (18.0%). A low proportion of respondents had two children (10.7%), three of hers (9.3%), or more than three of hers (3.3%). Looking at the income distribution, the majority of respondents said he has income in the range of 15,000-20,000 (26.7%). This is followed by those whose income ranges from 10,000 to 15,000 (26.7%), 20,000 to 25,000 (16.0%), less than 10,000 (13.3%), 25,000 to 30,000 (9.3%), and 30,000 or more (8.0%). The majority of respondents are from nuclear families (76.6%). The proportion of respondents belonging to joint families is small (23.3%) (Table 1).

Table 1: Demographic table

Sr	Variables	Categories	Frequency	Valid presentation
1	Age	20-25	46	30.7
		25-30	51	34.0
		30-35	15	10.0
		35-40	10	6.7
		40-45	28	18.7
2	Qualification	BA	40	26.7
		MA	80	53.3
		MPhil	25	16.7
		Doctorate or higher	5	3.3
3	Marital status	Single	85	56.7
		Married	50	33.3
		Divorced	10	6.7

		Widowed	5	3.3
4	Number of children	No	88	58.7
		One	27	18.0
		Two	16	10.7
		Three	14	9.3
		More than three	5	3.3
5	Income	Less than 10,000	20	13.3
		10,000 - 15,000	40	26.7
		15,000 - 20,000	40	26.7
		20,000 - 25,000	24	16.0
		25,000 - 30,000	14	9.3
		More than 30,000	12	8.0
6	Family type	Nuclear	115	76.6
		Joint	35	23.3

There was a significant and negative association between work-family conflict and quality of life, with the r value being $-.909^{**}$ and the sig value

being 0.01. Additionally, the r value is greater than 0.7, indicating a strong relationship between work-family conflict and quality of life (Table 2).

Table 2: Correlation Matrix

	WFC	QOL
WFC	1	$-.909$
QOL	$-.909$	1

****Correlation is significant among variables at the 0.01 level (2-tailed).**

An R value in the table indicates the correlation. According to the R square value, a unit change in one of the independent variables would have the same impact on the dependent variable. The dependent variable changes by .827 when an independent variable changes, as shown in the above table's R square values of .827. Thus, work family conflict, an independent variable, accounts for a variance of .909a in quality of life. The

population implications of the sample findings are shown by the updated R square. The little difference between R square and adjusted R square suggests that the population is more strongly impacted by the sample result. Additionally, the sig value of .000 indicates that the independent and dependent variables have a strong association (Table 3).

Table 3: Adjusted R Values

R	R Square	Adjusted R Square	Sig. F change
.909a	.827	.826	.000

To assess how well the model fits the data, an ANOVA table is employed. The model is said to be well-fitted when F exceeds 5 and the significance level is less than 0.05. As we can see

from the ANOVA table, the F value is larger than 5, or 708.235, and the significance level is less than 0.05, or 0.001, indicating that the model is fit and has a good fit (Table 4).

Table 4: ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	42740.285	1	42740.285	708.253	.000
Residual	8931.215	148	60.346		

Total	51671.500	149
a. Predictors: (Constant), WFC		
b. Dependent Variable: QOL		

Table 5 is used to determine the influence of the independent variable on the dependent variable, i.e., the effect of work-family conflict on the dependent variable, quality of life. The independent variable, work-family conflict, has a

negative and statistically significant relationship with quality of life, with a coefficient of $-.909$ and a significance level of $.000$. As a result, work-family conflict is negatively connected with quality of life.

Table 5: Coefficients

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
	B		Beta		
1 (Constant)	110.497	2.436		45.357	.000
WFC	-1.780	.067	-.909	26.613	.000

Dependent Variable: QOL

5. Discussion

The present study found a strong and statistically significant negative correlation between work-family conflict (WFC) and quality of life (QOL) ($r = -0.909$, $p < 0.01$). This result is consistent with the Conservation of Resources (COR) theory (Hobfoll, 1989), which holds that people work to conserve their personal and social resources. The strength of the negative relationship implies that high WFC depletes emotional energy, time and social support resources that are crucial in maintaining QOL to a very high degree. When teachers keep investing their resources in one area (work) with little replenishment, they are at risk of cumulative resource loss, resulting in burnout, poor working satisfaction, and overall well-being (Junça-Silva & Freire, 2022).

Regression results revealed that WFC explained 82.7% variance of QOL, indicating the large predictive power of WFC on determining life quality in female educators. From the perspective of the Job Demand- Control- Support (JDCS) model (Karasek & Theorell, 1990), this indicates that the combination of high job demands with low control over teaching conditions and inadequate institutional support provide a high strain work environment. Such environments increase WFC leaving teachers with fewer options to cope, and hence lower QOL. The substantial

amount of variance accounted for by WFC is a reflection of how central the demand-control-support motions are in shaping teachers' day-to-day experiences.

The negative association is also consistent with Spillover Theory (Edwards & Rothbard, 2000) that there is a transfer of stress and strain in one area to the other. In this study, high WFC was likely to have caused negative emotional and behavioral spillover from the workplace into the home environment and vice versa, further eroding well-being. The strength of the correlation implies this type of spillover effects are widespread and mutually reinforcing - stress at school reduces satisfaction at home and unresolved domestic pressures compromise workplace engagement and performance.

These findings are in line with previous findings from around the globe. Li et al. (2024) found similar patterns with Chinese teachers such that WFC had a negative relationship with work satisfaction and with life satisfaction. Misfin, Singh, and Phoolka (2024) found that resilience was found to moderate the relationship between the variables of WFC, health, and satisfaction among Ethiopian female teachers, indicating that institutional support may act as a buffer against the effects of WFC. Ma, Liu, and Shi (2021) further confirmed that WFC is positively related

to burnout and reduced well-being among Chinese educators, emphasizing that the COR framework is particularly concerned with resource depletion.

In the Pakistani context, these findings are especially relevant because there are cultural expectations that women take on significant caregiving responsibilities in addition to professional roles (Mahesar, Chaudhry, & Rasool, 2021; Shaukat, Bendixen, & Ayub, 2022). The observed strong negative relationship can be understood as being the aggregate result of institutional autonomy limitation (JDCS), chronic role overload (COR) and frequent cross domain spillover effects. Without systemic changes (including flexible scheduling, workload adjustments, and more access to social support) female educators are likely to continue to be vulnerable to the deteriorations in health, satisfaction, and performance that are associated with high WFC.

6. Conclusion:

According to study's findings that WFC has significant and negative impact on QOL. Individuals experiencing higher WFC may have worse levels of well-being and happiness in many areas of their lives. The findings point out the importance of solving WFC and the ways to improve work-family balance and consequently QOL of individuals.

7. Limitations and Future Directions.

It is important to have a keen sense of study limitations to be able to correctly interpret the results. One limitation is the focus on self-report measures; whether these items may cause response bias. Participants may have underreported or overreported their experiences because of social desirability, particularly in a cultural environment in which discussing personal or family difficulties may be sensitive. The cross-sectional design of the study also restricts the possibility of identifying causal relationships and understanding patterns of results over time between WFC and QOL. Future research should use longitudinal research designs to explore how these relationships develop over time and under different professional or personal

circumstances. Another limitation is the cultural specificity of the sample. The participants were recruited from only one area, i.e., Sargodha which has its own peculiar set of social norms, gender expectations, and the work culture. These results may therefore be cultural patterns relating to this part of the country and may not depict the experiences of female educators in other parts of Pakistan. Differences in provincial policies, school infrastructure and social attitudes might result in differences in the WFC-QOL relationship. Furthermore, the findings may not be generalizable across all demographic contexts for example, rural versus urban, or for the public versus private school systems. Omitted variables such as the type of school, teaching subject, marital support systems and availability of childcare could also affect both WFC and QOL outcomes. Lastly, the emphasis on female teachers, which means the results cannot be generalized to male teachers or professionals in other fields. Comparative studies, involving male educators and other groups of occupations, would be helpful to offer a more complete understanding of the ways WFC functions in different populations.

8. Implications

The results of this study show the negative influence of WFC on the QOL of female teachers. This study adds more strength to the appeal for educational leaders, administrators and policy makers to reimburse WFC through constructive policies and programmes fostering support. If these factors are not addressed, WFC will lead to lower job satisfaction, emotional exhaustion, and stress, which not only has a negative impact on the well-being of teachers, but can also have an impact on the quality of education as well. The understanding of specific mechanisms of WFC activity opens up fruitful territory for thinking about the design of specific interventions allowing teachers to better manage competing professional and personal demands. These findings also suggest that the wellbeing of teachers has to become mainstream into institutional strategy so as to ensure sustainable improvements in individual and organizational effectiveness.

9. Recommendations

To mitigate the detrimental impact of WFC on professional and personal lives of women teachers, policymakers and school leaders need to prioritise workplace management practises and flexible working arrangements that can better support teachers in their various roles. To maintain this balance, colleges and universities can offer training in time management, stress reduction and professional skills development, as well as provide a collegial work environment where open communication, collegiality and mutual support are encouraged. Social support systems: The presence of strong social support systems, such as peer support groups, mentorship programmes, and teacher associations, can offer emotional support and practical guidance to individuals who may be struggling to manage their various responsibilities and obligations. In addition, by linking career development activities with teacher wellbeing, professional development is not undertaken at the expense of wellbeing. Professional development opportunities that train teachers to be resilient, adaptable and time-managers will enable teachers to manage multiple roles. Finally, if WFC is to be reduced and the quality of life for teachers improved, there must be the right school ethos in place in which teacher well-being is valued and where the cooperation between institutional leaders, teacher unions and government policy makers is encouraged.

Data Availability Statement

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

Ethics Statement

The ethical approval of the study was taken from the Ethics Committee of the Department of Applied Psychology, Faculty of Social Sciences and Humanities, Riphah International University, Islamabad, Pakistan vide letter no. 175-DAPEC. Moreover, informed written consent was obtained from all the study participants. All the research protocols were carried out in accordance with the Declaration of Helsinki.

Consent to Participate

Not applicable

Consent to Publish

Not applicable

Author contributions

HS: Conceptualization, Data curation, Methodology, Writing original draft. **AFM:** Conceptualization, Data curation, Methodology, Writing original draft. **MUF:** Conceptualization, Formal analysis, Writing review & editing.

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Conflict of Interest

The authors declare that they do not have any conflict of interest.

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