



# **FORMAN CHRISTIAN COLLEGE**

**(A CHARTERED UNIVERSITY)**

## **Gender Differences in Work-Life Balance of University Teachers in Lahore**

**Name: Fakiha Sadaqat  
Roll Number: 221438033**

**SOCL 499: Final Year Independent Research Project  
2022**

**Thesis Supervisor: Shermeen Bano**

**Department of Sociology  
Forman Christian College (A Chartered University)**

# Contents

Contents ..... 1

Abstract..... 2

Introduction ..... 3

Theoretical Framework ..... 5

Literature Review ..... 6

Methodology ..... 9

Findings .....12

Discussion .....19

References .....21

Appendix A .....23

Appendix B .....27

## **Abstract**

This research aimed to find if different gender roles also result in gender-based differences in work-life balance of university teachers. Previous studies have discussed overall work-life conflict and its various possible reasons, including gender differences in the work-environment and how it impacts the growth of employees, but this research specifically tried to find if women have lower work-life balance than men through a cross-sectional quantitative study. A total of 106 university teachers from public and private universities filled the surveys. The data was analyzed through SPSS and frequencies and independent sample t-test was conducted. Results showed that female teachers (42.4%) have lower work-life balance than male teachers (36.4%), while males (27.3%) have higher work-life balance than females (16.9%). One of the limitations was the small sample size due to which differences that appeared in frequencies could not be observed as statistically significant. Future research can be conducted on a bigger sample than the current one, so the results can be more significant, and increase the generalizability.

**Keywords:** Gender Differences, Work-Life Balance, Work-Life Conflict, University Teachers

## **Introduction**

This is quantitative research that will study the work-life balance among male and female university teachers in Lahore.

The concept of work-life balance (WLB) has gained significance in higher education research as links between WLB and job satisfaction, psychological well-being of university employees and turnover rate have been found consistently around the world. Importantly, the work-life conflict has been found to adversely impact the quality of higher education as well (Elliott, 2003). Research findings have suggested that balancing the demands and expectations related to work and family life is a common challenge experienced by university teachers around the world and tends to adversely affect their personal and professional outcomes. According to Anderson, Morgan and Wilson (2002), dissatisfaction with work-life balance was found to be higher among university staff as compared to corporate employees. This dissatisfaction with work-life balance was further linked to an increase in stress and a decrease in job satisfaction among university staff. Similar findings have been reported in Pakistan. A study based on a sample of 171 employees at the university of Gujrat showed a significant positive relationship between WLB and job satisfaction, and organizational commitment of university teachers (Arif & Farooqi, 2014). Another study by Fatima & Sahibzada (2012), based on a sample of 146 teachers from universities in Pakistan showed that support from partners and colleagues, and resources available at the job were positively associated with WLB.

In addition, research has found important gender differences in the WLB of male and female employees. Research indicates that women as compared to men experience higher strain in WLB due to the double burden of child care and caring for elders (Daly & Lewis, 2000; Cross and Linehan, 2006). In addition, female university teachers have been found to experience gender discrimination, have lower job satisfaction, and are underrepresented in decision-making in

universities in Pakistan (Shauka et al., 2014). For this reason, it is important to examine differences in the WLB of male and female university teachers in Pakistan.

### **Research Objectives**

The objectives of this study are as follows:

1. To identify the overall work-life balance of male and female university teachers
2. To examine gender differences in the work-life balance of male and female teachers
3. To examine the differences in the work-life balance of private and public university teachers.

### **Significance of the Research**

This research will study the level of work-life balance among instructors of different universities and will also try to find out if their gender is playing any role in that balance or conflict of work-life.

Thus, this study will be a useful addition to the Pakistani literature on WLB and gender differences there and it will also help the authorities to try and reduce the gendered differences in the job sectors. It will also help the general masses to understand the concept of work-life balance and conflict in general and through the lens of patriarchy and gender differences, thus asking them to try their best to not be a part of gender discrimination.

This study will try to identify the work-life balance of university teachers and gender differences among male and female teachers if exist any. Moreover, this study will try to find the differences in the work-life balance between private and public university teachers.

## **Theoretical Framework**

I used patriarchal theory for my research. Just as we learned that women have a disadvantage as compared to men regarding work-life balance as they still tend to the domestic and child-rearing duties more than their male counterparts (Dilmaghani & Tabvuma 2019), this basically can be explained through the concept of patriarchy. Patriarchy basically can be defined as men having advantages over women in social, structural, and economical perspectives, and at the state level (Hunnicut, 2009), and men exploit others, especially women, and oppress them to gain social advantages, attain power, and to control the property. Thus, the same is still happening in this capitalist society even though women tend to do jobs and work to earn money much more than before. Now though women are working outside their homes, they still have to cater to most of the domestic responsibilities if not all (Dilmaghani & Tabvuma 2019), and when working their jobs outside the homes, have to face multiple such issues that men do not usually and also those issues are because of the patriarchal system. For example, women are paid less for the same work than their male counterparts and face more harassment. Even though women have equal abilities as men, they still are biased (discriminated, prejudiced, partisanship) against and not given equal opportunities and jobs because of this patriarchal system that favors men. They are prejudiced even when they are much more capable than men and are not allowed authority positions just because they are women (Crenshaw, 1989).

Thus, I hereby have studied the work-life balance and work-life conflict among university instructors, the job of teaching, and if there are any gender differences in that balance and conflict because of the patriarchal differences.

## Literature Review

The achievement of a satisfactory work-life balance (WLB) by employees has been a focal point for human resource professionals, legislators, and academics. Several reviews and Special Issues in academic journals have resulted from the scholarly interest. The growing interest stems in part from major cultural transformations in recent decades toward more gender equality in education and labor market attainment. In most industrialized countries, the conventional model of a male earner and a female housewife now only applies to a small percentage of children's households. Even though males are becoming more involved in family life and childcare, women continue to bear the brunt of homemaking and childrearing responsibilities. In this new environment, women are often burdened with both paid and unpaid domestic labor. (Dilmaghani & Tabvuma 2019)

Despite advances in study on professional/work stress, job satisfaction, and work-family conflict in numerous professions, there are few indigenous studies in this field. Academia or educational institutes are the backbones of every nation because they not only educate the public but also shape the nation's future. Of course, teachers are the most significant section in imparting education and shaping the nation's future character. The significance of research into the impact of stress related to the job and work-life balance among university teachers has been motivated by increasing stress-inducing organizational changes across universities (Bell et al., 2012).

Organizations must provide a supportive atmosphere to enhance employee well-being and a balance between work and family as males take on more family obligations over time, with women still shouldering far more childcare and housework. Because of challenging working conditions (e.g., high workload, inadequate job security), young academics face a huge challenge

in balancing work and personal life. Due to increasing family responsibilities, it is especially powerful for young female academics.

According to the Council of Economic Advisers, work-life conflicts are experienced by both men and women. Work-life conflict, defined as "a specific sort of inter-role conflict in which work-related pressures are incompatible with life-related pressures," is linked to increased turnover intentions and job dissatisfaction (Trzebiatowski & Triana, 2018).

Work-life conflict is characterized as a conflict between roles in which the roles played at work and home are incompatible. This concept's theoretical foundation is role theory which believes that a person takes on numerous identities (e.g., employee, wife, mother, friend, and citizen). These identities, each requiring specific investment in form of time and energy, produce conflict by impinging on the performances required by each identity. As a result, conflicts arise in the life of a person performing these identities. Work-life conflict is divided into three types: time-based, strain-based, and behavior-based (Greenhaus & Beutell, 1985).

Time-based conflicts occur when time devoted to one role is no longer available for other roles; strain-based conflicts occur when one role is stressful, making it more difficult to fulfill other roles; and role-based conflicts occur when one role is stressful, making it more difficult to fulfill other roles. Individuals are challenged with varied behavioral demands in different roles, resulting in behavior-based conflicts (Greenhaus & Beutell, 1985).

Work-to-life conflict and life-to-work conflict are the two types of work-life conflicts. They differ in terms of whether work interferes with personal life (work-to-life conflict) or personal life interferes with work (life-to-work conflict). Both types of conflict can be



more or less pronounced, according to studies, and they can be driven by the same or distinct reasons. (Dorenkamp & Süß , 2017)

WLB satisfaction has been demonstrated to be influenced by gender. This pattern is attributable to the fact that, regardless of their professional positions, women tend to have more responsibilities in the home and childrearing than males. As a result, women are more prone to suffer the negative consequences of work-family conflict (Dilmaghani & Tabvuma, 2019).

## Methodology

### Research Design:

This study used a cross-sectional quantitative survey design to examine gender differences in WLB of male and female university teachers in universities in Lahore.

### Conceptualization of terms:

**Work-Life Balance:** when the roles and responsibilities played at work harmonize and have a balance in the pressure of roles in life, and vice versa. (Dilmaghani & Tabvuma, 2019; Bell et al., 2012).

**Gender Differences:** In this research, gender differences would be the differences in roles and responsibilities at work and family life among male and female university teachers (Daly & Lewis, 2000; Cross & Linehan, 2006).

### Operationalization of Variables:

The independent variable is gender. It was measured as respondents self-identified themselves as “male” or “female” on item no. 1 of the socio-demographic section of the questionnaire.

The dependent variable is Work-Life Balance, and it was measured by a 10-item scale called the “Work-Life Balance Scale” designed by Daniels and McCarraher in 2000. Responses on each item were scored as follows:

1=Agree

2=sometimes

3=disagree

The score for responses on this scale ranged between 10-30. The higher the respondent's score, the lower the work-life balance will be.

**Work-Life Balance Categories:**

High WLB: Scores ranging from 10 to 16.

Moderate WLB: Scores ranging from 17 to 23.

Low WLB: Scores ranging from 24 to 30.

**Hypotheses:**

**H<sub>1</sub>:** Female teachers have an overall low work-life balance than male teachers. (Yasin & Naqvi, 2016)

**H<sub>2</sub>:** Male teachers have an overall higher work-life balance than female teachers. (Cross and Linehan, 2006)

**H<sub>3</sub>:** Teachers of private universities have a lower work-life balance than teachers of public universities.

**Population and Sample:**

The population of this study is male and female university teachers in Lahore.

The sample was collected from the public and private universities of Lahore. The sample size was 106 university teachers. The selection criteria were:

- Male and female full-time teachers currently employed in public and private universities of Lahore

Teachers must have at least one year of full-time teaching experience at a Higher Education Institute.

**Sampling Design and Selection Criteria:**

Non-random purposive sampling was used to collect data from eligible university teachers in Lahore. Furthermore, cluster sampling was used to collect the data from male and female university teachers of different teaching departments in the universities in order to have a representative sample.

**Recruitment:**

Respondents for this study were recruited in the study sample through email invitations to the respective departments of universities and the utilization of personal contacts at the universities. Most of the responses were collected by physical walk-ins through print-out surveys, and some of the responses were also collected via email through a google survey.

**Ethics:**

- Participants were briefed on the topic of my research.
- Informed consent was taken from the participants.
- Participants were able to withdraw from the research anytime they wanted.
- Confidentiality and anonymity were maintained.
- The collected data was only used for research purposes and could only be accessed by the researcher.
- No deception technique was used.
- No physical or psychological harm came to the participants.

## Findings

### Data Analysis

SPSS was used to analyze the data and frequencies and an independent sample t-test was conducted.

**Table 1**

*Frequency of socio-demographic variables used for this study*

	Frequency	Percentage
<b>Sex</b>		
Male	47	44.3
Female	59	55.7
<b>Age</b>		
Less than 40	65	61.3
40 to 49	23	21.7
50 and above	18	17.0
<b>Education</b>		
MS/MPhil	52	49.1
PhD	48	45.3
Post/doc	6	5.6
<b>Marital Status</b>		
Single	26	24.5
Married	79	74.5
Divorced/Separated	1	1

---

**Caring Responsibilities**
**(elders, sick)**

Yes	80	75.5
No	26	24.5

**Type of Institution**

Public	54	51
Private	41	38.6
*Semi-government	6	5.7

---

\*Missing Values =5

The demographic information of the participants is given in Table 1. The total sample size was 106, out of which most of the participants were female 55.7% (n=59) and 44.3% were males (n=47). 61.3% of the participants (n=65) were under the age of 40 and 17% of the participants (n= 18) were either 50 or above age. 52 of the participants had done their Masters or MPhil (49.1%) while 48 of them were Ph.D. scholars (45.3%). Also, 74.5% of the participants (n=79) were married while 24.5% of them were single (n=26). Moreover, caring responsibilities were also considered in this study 80 participants had caring responsibilities (75.5%) while 25 participants (23.6%) said they had no caring responsibilities. Most of the participants i.e., 51% were from public universities (n=54) while 38.6% were from private universities (n=41).

**Table 2**  
*Work-Life Balance Categories*

	Frequency	Percentage
Low WLB	41	38.7
Moderate WLB	40	37.7
High WLB	22	20.8
Missing Values	3	2.8

This table shows that most of the participants showed overall low (n=41) and moderate (n=40) work-life balance (38.7% and 37.7% respectively) while 20.8% of them showed high (n=22) WLB.

**Table 3**  
*Gender-disaggregated data on Work-Life Balance*

	WLB Categories									
	Low WLB		Moderate WLB		High WLB		Missing Values		Total	
	n	%	n	%	n	%	n	%	n	%
<b>Sex</b>										
Male	16	34	16	34	12	25.6	3	6.4	47	100
Female	25	42.4	24	40.7	10	16.9	0	0	59	100

According to Table 3, 42.4 percent of the females (n=25) showed low WLB while the percentage of men who had low WLB was 34 (n=16). Considering the statistics of high WLB, among the male participants 25.6 % (n=12) showed greater work-life balance whereas only 16.9% of the females reported having a greater WLB. Even though the difference is not statistically significant as shown in Table 5 which demonstrates the analysis of the Independent Sample T-test, the frequencies show a difference between the WLB of males and females. This shows our partial confirmation of Hypothesis 1.

**Table 4**  
*Institution type-disaggregated data on Work-Life Balance*

	WLB Categories						
	Low WLB		Moderate WLB		High WLB		Total
	n	%	n	%	n	%	n
<b>Type of Institution</b>							
Public	21	38.9	24	44.4	9	16.7	54
Private	17	41.5	13	31.7	11	26.8	41
Semi-government	2	33.3	2	33.3	2	33.3	6
Total							*101
					*Missing Values		5



Table 4 shows that 41.5 percent of those working in the private sector experience low WLB whereas 38.9% of those working in public sector universities reported low WLB. Though the difference is not significant but relatively greater percent of private-sector university teachers experienced low WLB.

**Table 5**  
*Descriptive statistics for independent sample T-test*

				Std.	Std. Error
	Sex	N	Mean	Deviation	Mean
WLB Score	Male	44	19.02	5.559	.838
	Female	59	18.25	5.313	.692

**Table 6**

*Independent Samples T-Test*

		Levene's Test for		t-test for Equality of Means				
		Equality of						
		Variances						
		F	Sig.	t	df	Sig. (2-	Mean	Std. Error
						tailed)	Difference	Difference
WLB	Equal	.005	.942	.712	101	.478	.768	1.079
Score	variances							
	assumed							
	Equal			.707	90.424	.481	.768	1.087
	variances							

not

assumed

---

### The Levene's Test:

The p-value of Levene's test ( $p=0.942$ ) is greater than the level of significance i.e., 0.05 therefore we will assume that the variances of both groups are equal. This can also be seen in Table 5 that the standard deviation for both groups does not differ significantly.

### T-test:

The p-value of the t-test ( $p=0.478$ ) is greater than 0.05. This show that there is not a statistically significant difference between the work-life balance of males and females. The same is reported in frequency table 3.

**Table 7**

*Descriptive statistics for independent sample T-test*

Type of Institution	N	Mean	Std. Deviation	Std. Error Mean
WLB Categories Public	54	1.78	.718	.098
Private	41	1.85	.823	.129

---

**Table 8**

*Independent Samples T-Test*

Levene's Test for	t-test for Equality of Means
Equality of	
Variances	

---

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
WLB Score	Equal variances assumed	1.624	.206	-.479	93	.633	-.076	.159
	Equal variances not assumed			-.470	79.523	.481	-.076	.162

#### The Levene's Test:

The p-value of Levene's test ( $p=0.206$ ) is greater than the level of significance i.e., 0.05 therefore we will assume that the variances of both groups are equal. This can also be seen in table 7 that the standard deviation for both groups does not differ significantly.

#### T-test:

The p-value of the t-test ( $p=0.633$ ) is greater than 0.05. This show that there isn't a statistically significant difference between the work-life balance of private and public sector university teachers.

## Discussion

As found in the literature, work-life balance is difficult to maintain for university teachers all over the world (Trzebiatowski & Triana, 2018). This study was thus conducted to see if gender differences, and the different gender roles have an impact on the work-life balance of our population. And we found that females (42.4%) were more prone to lower balance in work and life than their male counterparts (36.4%). The same phenomenon was highlighted in previous studies such as that of Dilmaghani and Tabvuma (2019) which highlights that women are now even more burdened than before as they now work outside their homes with almost no help with their domestic tasks. Thus, this creates a role conflict and due to excessive workload, they have a lower work-life balance than males who are still only focused on their jobs mostly. This was also our first hypothesis, and our findings also confirmed the second hypothesis that males (27.3%) have higher work-life balance than females (16.9%). Though the results of the t-test were not significant in that respect but the frequencies are inclined towards this finding.

Even though there has been more and more talk about gender norms and their harms, women are still primarily expected to take responsibility for the care of the household and working is considered a luxury. This mindset can affect job satisfaction and more strain and stress thus resulting in lower work-life balance for women. (Dorenkamp & Süß, 2017)

Moreover, our third hypothesis was that private university teachers have a lower work-life balance than public university teachers because having a job in the public sector has more benefits such as job security and healthcare privileges (Fatima & Sahibzada, 2012). Our results were not significant, and the reason can be that the sample size was small and limited.

**Limitations:**

- The sample size for the research was small thus the results were not significant with the t-test. The results would have been more significant if the sample size was larger.
- As the sample was only taken from Lahore, it is difficult to generalize the findings to Pakistan.

**Recommendations:**

- Discussions on gender roles should be normalized as this is important to understand the biases and stereotypes of gender and thus give the space to the people, the younger generation especially, to break out of the stereotypes and create healthy spaces in their work environment.
- Future research can be conducted on a bigger sample than the current one, so the results can be more significant, and increase the generalizability.

## References

- Arif, B., And Farooqi, Y., A. (2014). Impact of work life balance on job satisfaction and organizational commitment among university teachers: a case study of university of Gujrat, Pakistan. *International Journal of Multidisciplinary Sciences and Engineering*, Vol. 5, No. 9.
- Bell, A. S., Rajendran, D., & Theiler, S. (2012). Job stress, wellbeing, work-life balance and work-life conflict among Australian academics. *E-journal of Applied Psychology*, 8(1).
- Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics. *University Of Chicago Legal Forum*, 1989(1).
- Daly, M., and Lewis, J. (2000). The Concept of Social Care and the Analysis of Contemporary Welfare States. *British Journal of Sociology* 51(2), 281-298., Vol.51, No.2, pp.81–98.
- Daniels, L., & McCarraher, L. (2000). *The Work-life Manual: Gaining a Competitive Edge by Balancing the Demands of Employees' Work and Home Lives*. Industrial Society.
- Dilmaghani, M., & Tabvuma, V. (2019). The gender gap in work–life balance satisfaction across occupations. *Gender in Management: An International Journal*.
- Dorenkamp, I., & Süß, S. (2017). Work-life conflict among young academics: Antecedents and gender effects. *European Journal of Higher Education*, 7(4), 402-423.
- Elliot, M. (2003). Work and family role strain among university employees. *Journal of Family and Economic Issues*, Vol.24, No.2, pp. 157-180.

- Fatima, N. & Sahibzada, S, A. (2012). An Empirical Analysis of Factors Affecting Work Life Balance among University Teachers: the case of Pakistan. *Journal of International Academic Research*. Vol.12, No.1
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of management review*, 10(1), 76-88.
- Hunnicut, G. (2009). Varieties of Patriarchy and Violence Against Women: Resurrecting “Patriarchy” as a Theoretical Tool. *Violence Against Women*, 15(5), 553–573.
- Shauka, S., Siddiquah, A., & Pell, W.A (2014). Gender discrimination in higher education in Pakistan: A survey of university faculty. *Eurasian Journal of Educational Research*, 56 (56), 1-1724.
- Trzebiatowski, T., & Triana, M. D. C. (2020). Family responsibility discrimination, power distance, and emotional exhaustion: When and why are there gender differences in work–life conflict? *Journal of Business Ethics*, 162(1), 15-29.
- Yasin, S., & Naqvi, S. (2016). Gender and institutional differences in job satisfaction, professional stress & work family conflict in academia. *Pakistan Journal Of Psychology*, 47(1), 71-84.

## Appendix A

### Survey Questionnaire

#### SECTION 1

#### Socio-Demographic Information

This section of the survey requires socio-demographic information of the participants. Please answer the following questions and choose the option that

<b>Sex</b>  1) Male  2) Female	<b>Age</b>  1) Less than 40  2) 40-49  3) 50 and above
<b>Marital Status</b>  1) Single  2) Married  3) Divorced/ Separated	<b>Education</b>  1) MS/MPhil  2) Ph.D.  Post/doc
<b>Type of family</b>  1) Nuclear  2) Joint	<b>Type of Institution</b>  1) Public  2) Private  3) Semi-government
<b>Discipline</b>  1) Natural Sciences	<b>Research</b>  1) Involved in research



2) Social sciences/ Humanities 3) Management Sciences 4) Computer/ Mathematical Sciences	2) Not Involved in research
children below 6 years 1) Yes 2) No	Any Caring responsibilities at home 1) Yes 2) No
Distance to workplace In Kms 1) Less than 10 2) 10-20 3) More than 20	

## SECTION 2

This section of the survey asks information about your work-life balance, based on questions from Work-Life Balance Scale (Daniels & McCarraher, 2000).

**Please choose the answer that you think can be the best.**

1. At the moment because the job demands it, I usually work long hours.

Agree	Sometimes	Disagree
-------	-----------	----------

2. There is not much time to socialize/relax with my family/partner in the work.

Agree	Sometimes	Disagree
-------	-----------	----------

3. I have to take work home most of the evenings.

Agree	Sometimes	Disagree
-------	-----------	----------

4. I often work late/at the weekend to deal with paperwork without interruptions.

Agree	Sometimes	Disagree
-------	-----------	----------

5. Relaxing/forgetting about work issues is hard to do.

Agree	Sometimes	Disagree
-------	-----------	----------

6. Worry about the effect of work stress on my health.

Agree	Sometimes	Disagree
-------	-----------	----------

7. My relationship with my family/partner is suffering because I do not see enough of them/  
I am too tired.

Agree	Sometimes	Disagree
-------	-----------	----------

8. My family is missing out on my input because I do not see enough of them/I am too tired.

Agree	Sometimes	Disagree
-------	-----------	----------

9. Finding time for hobbies, leisure activities/to maintain friendships and extended family relationships is difficult.

Agree	Sometimes	Disagree
-------	-----------	----------

10. I want to reduce my working hours and stress levels, but I feel I have no control over the current situation.

Agree	Sometimes	Disagree
-------	-----------	----------

## Appendix B

### IRB Approval certificate



**FORMAN CHRISTIAN COLLEGE**  
(A CHARTERED UNIVERSITY)

### INSTITUTIONAL REVIEW BOARD APPROVAL CERTIFICATE

#### IRB Approval Certificate

IRB Ref: IRB-389/05-2022

Date: 18-05-2022

Project Title: Gender Difference in Work-Life Balance of University Teachers..

Principal Investigator: Fakiha Sadaqat.

Supervisor: Ms. Shermeen Bano.

Institutional review board has examined your project in IRB meeting held on 18-05-2022 and has approved the proposed study. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent or any other change then IRB must be notified immediately.

Please be sure to include IRB reference number in all correspondence.

Dr. Kauser Abdulla Malik HI, SI, TI  
Chairman, IRB  
HEC Distinguished National Professor (Biotechnology)  
Dean Postgraduate Studies  
Director, Research, Innovation & Commercialization (ORIC)  
Forman Christian College (A Chartered University)  
Lahore

#### For Further Correspondence:

📍 Ferozpur Road, Lahore-54600  
📞 042-99231581-8 Ext: 504 & 531  
✉ irb@fccollege.edu.pk  
🌐 www.fccollege.edu.pk