

## EXPLORING THE RELATIONSHIP OF WORK FAMILY ROLE CONFLICT TO PSYCHOLOGICAL WELLBEING AND SUBJECTIVE WELLBEING: ANALYSIS OF DIMENSIONS IN QUETTA'S HIGHER EDUCATION INSTITUTIONS

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DOI:(<https://doi.org/10.71146/kjmr874>)

### Article Info

### Abstract



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The study examines the relationship between work–family role conflict (WFC) and both psychological well-being (PWB) and subjective well-being (SWB), including their respective dimensions, as well as a comparative analysis based on gender. Conducted within higher education institutions, the target population comprised faculty members, with a sample size of 210 participants. The findings demonstrate that work–family role conflict has a significant negative impact on several dimensions, including “autonomy, personal growth, positive relationships, self-acceptance, life satisfaction, and emotional well-being”. However, no significant effect was observed on “purpose in life and environmental mastery”. Additionally, the comparative analysis revealed no substantial differences in the intensity level of psychological well-being and subjective well-being between gender-based groups of faculties.

### Keywords:

*work family conflict, subjective wellbeing Psychological wellbeing.*

## Introduction

“Work family role conflict is a type of inter- role conflict that occurs as a result of incompatible role pressures from the work and family domain” where work-to-family role conflict evident to be higher than family-to-work role conflict (Greenhaus & Beutell, 1985). Key antecedents of work-to-family conflict include factors such as long working hours, demanding schedules, heavy workloads, and overtime (Yıldırım & Aycan, 2008). In contrast, family-to-work conflict is mostly influenced by family-related stressors, including the amount of time spent with family and insufficient spouse support (Grzywacz & Marks, 2000).

Within the field of positive psychology, well-being has emerged as a key area of interest and is generally categorized into two major dimensions: psychological well-being and subjective well-being. Subjective well-being encompasses both affective and cognitive components, including the balance between positive and negative emotions as well as individuals’ evaluations of their overall life satisfaction. In contrast, psychological well-being is conceptualized through multiple dimensions, such as “positive relationships with others, autonomy, environmental mastery, self-acceptance, purpose in life, and personal growth” (Keyes et al, 2002). Subjective well-being, reflected through “life satisfaction, optimism, the presence of positive emotions, and the absence of negative emotions”, plays a significant role in promoting better health outcomes and longevity (Diener, 2011). Although the overall structure of psychological and subjective well-being remains consistent across different demographic groups, including variations in age, gender, and ethnicity, the expression and relative importance of their components may differ depending on cultural and individual factors (Linley et al., 2009).

Work-to-family conflict negatively associates with psychological well-being and other organizational outcomes. Individuals experiencing such conflict are more likely to report depression, engage in maladaptive behaviors such as alcohol use and aggression, and experience reduced life satisfaction, job satisfaction, and marital satisfaction, along with an increased intention to leave their jobs (Eby et al., 2002). Prior research consistently demonstrates a negative influence of work–family conflict on both psychological and subjective well-being (e.g. Lizano, 2022; Sirgy et al., 2020). However; the present study examines the influence of work–family role conflict on psychological and subjective well-being, along their respective dimensions, as well as to a comparative gender difference analysis with respect to WFC effect. The study addresses the following research questions:

- Does work family role conflict show effect on psychological well-being and its dimensions?
- Does work family role conflict show effect on subjective well-being and its dimensions?

- Do male and female employees experience similar level of psychological and subjective well-being?

## **Literature Overview**

### **Work Family Conflict**

The notion of work–family conflict gained prominence in the 1980s, largely due to the increase involvement of women in the workforce (Tazi, 2008). The term is used broadly, encompassing not only formal employment but also other non-family responsibilities such as academic or daily tasks. A widely referenced model proposed by Frone (1992) conceptualizes work–family conflict from two dimensions: the first examines how work-related factors relate to work–family conflict and family satisfaction, while the second focuses on the association between family-related constructs, family–work conflict, and work satisfaction. As a multidimensional construct it comprises of “time-based, strain-based, and behavior-based conflicts” (Greenhaus, 1985). Time-based conflict arises when work and family demands compete for limited time, often due to long working hours, overtime, or shift work. Strain-based conflict arises when stress or pressure originating in one role hampers an individual’s ability to effectively perform in another role, with contributing factors including work overload and family-related tensions such as marital or parental conflict (Kahn, 1992; Byron, 2005).

Increasing work demands have placed greater pressure on both men and women compared to earlier periods. Work family role conflict has been linked with negative organizational outcomes, including lower job satisfaction (Adams & King, 1996), lower organizational commitment (Cao et al, 2020), and higher turnover intentions (Anderson, 2002). Although alternative work arrangements have shown limited effectiveness in reducing work–family conflict, enhancing perceived schedule flexibility remains an important strategy for organizations (Julien et al, 2006). At the individual level, work–family conflict leads to increased stress, work pressure, and incompatibility between job demands and family responsibilities. This often results in absenteeism, acceptance of lower wages for flexible schedules, and strained family relationships. For organizations, it contributes to higher employee turnover, increased recruitment and training costs, delayed attendance, and reduced employee performance. At a broader societal level, work–family conflict is linked to negative outcomes such as increased poverty, inequality, resource loss, reduced economic activity, lower birth rates, and persistent gender disparities in employment and occupational opportunities (Lu et al, 2008).

### **Psychological wellbeing and its Dimensions**

Ryff (1989) introduced an alternative perspective to subjective well-being through the concept of psychological well-being, drawing on theoretical contributions. She conceptualized it as a

multidimensional construct and developed six core dimensions “self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth” (Christopher, 1999). Empirical evidence suggests that positive psychological interventions significantly enhance both psychological and subjective well-being as well as reduce depression (Bolier et al, 1997). Additionally, stress management and counseling interventions have been found to play an important and impactful role in improving psychological well-being (Reynolds, 1997).

### **1) Self-acceptance:**

Self-acceptance is regarded as a fundamental component of mental health and a key characteristic of “self-actualization, optimal functioning, and psychological maturity” (Ryff, 1996). In its absence, individuals are more inclined to experience emotional difficulties such as depression and uncontrolled anger (Carson & Langer, 2006). Mindfulness is considered a central mechanism for fostering self-acceptance, as it can be cultivated through intentional mental practices, similar to how physical fitness is developed through exercise. Mindfulness enhances individuals’ ability to live without fear of negative evaluation, promoting authenticity, self-engagement, and openness to new experiences rather than seeking external approval. Conversely, difficulties in self-acceptance often arise when individuals uncritically internalize others’ judgments as objective truths (Carson, 2004). Prior research suggests several techniques to enhance mindful self-acceptance, including observing situations from multiple perspectives, viewing oneself as a work in progress, incorporating humor, reflecting on personal behaviors, maintaining a record of positive experiences, and engaging in mindfulness practices such as journaling (Carson & Langer, 2004).

### **2) Positive relations with others :**

“Positive relations with others in the form of love, deep friendship, empathy and affection feelings for all human beings and close union with others is a strong dimension of psychological wellbeing” (Ryff, 1996). Optimistic perspective and perceived support facilitate positive relational outcomes by promoting cognitive processes that strengthen feelings of closeness and security between partners, as a result, individuals experience higher relationship satisfaction, respond more constructively during conflicts, and achieve more effective resolutions. Additionally, optimistic males tend to maintain stronger and more enduring relationships compared to their pessimistic counterparts (Srivastava et al., 2006). The significance of warm and trusting interpersonal relationships is widely emphasized in theoretical frameworks (Ryff, 1996). Such positive relationships play a crucial role in reducing hostility and violence, while

promoting harmony and healthy interactions among individuals from diverse cultural and religious background (Staub 2007).

### **3)     Autonomy:**

Autonomy has been described as “Qualities of self-determination, independence and the regulation of behaviors within. autonomous person is described as having an internal locus of evaluation, where by one does not look to others for approval but evaluates oneself by personal standards” (Ryff, 1996). Autonomy is categorized into “emotional, behavioral, and value-based” dimensions (Frone, 1992). In organizational contexts, the term task autonomy is commonly used and refers to the extent to which employees are granted significant freedom, independence, and discretion in performing their work, including decisions about scheduling and work procedures (Hackman, 1980). Compared to broader job autonomy, task autonomy is more specifically defined and influences employee performance through three distinct mechanisms: “motivational effects, informational effects, and the structural characteristics of the task itself” (Langfred & Moye, 2004).

### **4)     Environmental Mastery:**

Phillips (1960) initially introduced the concept of environmental mastery, describing it as a developmental process reflected in patterns of isolation, dependency, cooperation, and independence in relationships. The concept gained renewed attention when Ryff incorporated it into the psychological well-being frame work . In words of Ryff, (1996) “Environmental mastery is one’s ability to advance in the world and change it creatively through physical and mental activities is called Environmental mastery, which is possible through ability to create environment suitable to one’s psychic conditions (characteristics of mental health), to control and manipulate complex environment(life span development) and active participation”. Research has indicated its relevance in different contexts, being associated with feelings of impostorism and self-confidence among undergraduate students (September, 2001), while studies involving parents have demonstrated a relationship between environmental mastery and adaptive coping strategies (Seltzer, 2004)

### **5)     Purpose of life:**

“Individual, who functions positively, has goals, intentions and sense of direction, all of which contribute that life is meaningful” (Ryff, 1996). The concept of purpose in life is associated with the realization of life’s meaning and the ongoing development of personal growth and value. It reflects the idea that individuals can enhance their personality by striving toward self-improvement and utilizing their full potential to achieve a balanced and integrated sense of self.

Psychological well-being, maturity, and life-span development contribute significantly to the formation of life purpose by fostering direction, intentionality, and evolving life goals (Ryff, 1996). Research indicates that a strong sense of purpose is positively associated with subjective well-being in older adults and is negatively related to fear of death (Ardelt, 2003). Religion also plays a significant role in shaping individuals' understanding of life purpose by providing guidance and meaning. In Islam, for example, life is viewed as having a noble purpose rather than being accidental, emphasizing worship, ethical conduct, respect for others' rights, protection of the environment, and patience through life's tests in pursuit of spiritual reward (Gamiet, 2008). Overall, purpose in life is closely linked to spiritual awareness, moral responsibility, and reflection on one's existence and relationship with the Creator. As Allah says in Quran,

*“Indeed, in the creation of the heavens and the earth and the alteration of the night and the day are signs for those of understanding. Those who remember God (always, and in prayers) while standing or sitting or [lying] on their sides, and think deeply about the creation of the heavens and the earth, [saying], Our Lord, You did not create [all] this without purpose; exalted are You [above such a thing]; then protect us from the punishment of the Fire.” (Al 'Imran 3: 190-191).*

#### **6) Personal growth:**

“Personal growth refers to ability to realize one's potential, continue growth and self-realization for optimal psychological functioning” and is a central concept in clinical psychology and one of the four primary components of leadership development, is also emphasized in life-span developmental theories. It is experienced when individuals perceive themselves as evolving, demonstrate openness to new experiences, and show improvement in interpersonal behavior (Ryff, 1996; Conger, 1998). In organizational settings, personal and professional development is often enhanced through executive coaching for managers, which promotes self-awareness and facilitates behavioral change (Naficy & Lynn, 2008). Moreover, curiosity serves as an important motivational factor that enables individuals to engage with novelty and challenges, thereby fostering personal development and enhancing positive subjective experiences (Kashdan et al, 2004).

#### **Subjective well being**

Subjective well-being is fundamentally based on individual perception and personal evaluation. therefore, factors such as “health, wealth, comfort, and virtue” are not considered direct components of it, despite their indirect influence on it (Kammann, 1983). Research suggests that increases in income do not necessarily lead to higher subjective well-being, indicating a weak or inconsistent relationship between income and well-being (Powdthavee, 2009). In addition, married individuals tend to report higher levels of subjective well-being compared to those who are single, separated, or widowed (Frey & Stutzer, 2005). Scholars generally conceptualize

subjective well-being in two main dimensions: “emotional well-being and cognitive evaluations of life, commonly referred to as life satisfaction”.

### **1) Life satisfaction:**

Life satisfaction refers to “thoughts that people have about their life, when they think about it” (Kahneman & Deaton, 2010). Life satisfaction measures are widely applied for various purposes such as “assessing quality of life, tracking social progress, evaluating policies, and identifying conditions” that contribute to a good life. Global life satisfaction is commonly conceptualized across four domains: “social relationships, work or daily activities, income and family, and health”. Among these, social contacts and family relationships have been found to have a stronger influence on overall life satisfaction compared to the other domains (Kapteyn & van , 2009).

### **2) Emotional wellbeing:**

Emotional wellbeing refers to “emotional quality that an individual experiences every day, compose of intensity and frequency of anger, stress, sadness, joy and affection” (Kahneman & Deaton, 2010). Positive affect includes emotions such as joy, contentment, affection, pride, happiness, and excitement, whereas negative affect comprises feelings such as guilt, shame, sadness, anger, anxiety, depression, and envy (Diener, 1999; Kahneman & Deaton, 2010). Emotional well-being is influenced not only by workplace factors but also by life circumstances and individual temperament, even within the context of stable income levels (Kahneman & Deaton, 2010). In organizational settings, employees often increase their workload in expectation of higher income; however, when these expectations are not met, their overall happiness does not necessarily improve as anticipated (Gilbert, 2006). Conversely, daily work engagement has been found to positively influence employees’ happiness and can also enhance their partners’ daily performance, indicating that the benefits of engagement extend beyond the workplace and the employee (Alfredo, Vergel, & Evangelia, 2013).

### **Framework of work family role conflict, employee psychological well-being, and employee subjective well being**

Study by Farradinna et al, (2019) highlights that the pressure of overcoming the challenges tasks at both work and home lowers psychological well-being in female academia , in other words they feel less self-acceptance, purpose of life, and autonomy, it lowers sense of environmental mystery , personal growth , and feel difficulty in developing positive relationship with others. Another study by Fitrizqa & Siregar, (2025). Indicates higher levels of work–family role conflict in nurses and becomes because of their mental health issues and fee lower emotional stability. Work–family conflict boost employees’ turnover intention, suggesting that employees facing greater role imbalance more likely to intent leaving their jobs. In contrast, psychological well-

being reduces the likelihood of quitting. Furthermore, the impact of work–family conflict on turnover is partly explained through its detrimental effect on employees’ psychological well-being. Moreover, when employees feel lower job satisfaction, such feelings strengthen the negative influence of work-family conflict on psychological well-being (Lizano, 2022).

Work–family spillover has been accounted as an important predictor of subjective well-being; however, the problem-focused coping strategies mitigate the adverse impact of on life satisfaction (Sirgy et al., 2020). Work family conflict boosts the individual’s subjective well-being in form of emotional well-being and diminishes job related construct such as such as job satisfaction. (Rahim, 2019). With the increasing number of professionals such as “doctors, engineers, and university faculty”, understanding the interplay between work and family life has become increasingly important. Comparative research indicates that the negative influence of work to family role conflict and family to work role conflict on their job and life satisfaction are more pronounced among university faculty compared to doctors and engineers (Jahan et al., 2024).

Individuals who prioritize work over family tend to experience higher levels of work–family conflict and psychological stress, along with reduced feeling of life satisfaction. Both work–family conflict and family–work conflict diminish work–life balance, ultimately leading to lower overall life satisfaction (Taşdelen & Bakalim, 2017). Furthermore, psychological detachment from work and the expression of emotions have been found to moderate the relationships between work to family role conflict, family to work role conflict, and well-being indicators such as life satisfaction and psychological strain. Specifically, psychological detachment strengthens the influence of work–family role conflict on psychological strain, as well as of family–work role conflict on satisfaction with life (Moreno-Jiménez et al., 2009).

### **Research Hypotheses:**

On the basis of Theoretical framework, research hypotheses are,

**H<sub>1</sub>:** A higher level of work–family role conflict is hypothesized to be associated with lower psychological well-being among individuals.

H<sub>1a</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower self–acceptance among individuals.

H<sub>1b</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower autonomy among individuals.

H<sub>1c</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower environmental mastery among individuals.

H<sub>1d</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower purpose of life among individuals.

H<sub>1f</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower positive relations among individuals.

H<sub>1g</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower personal growth among individuals.

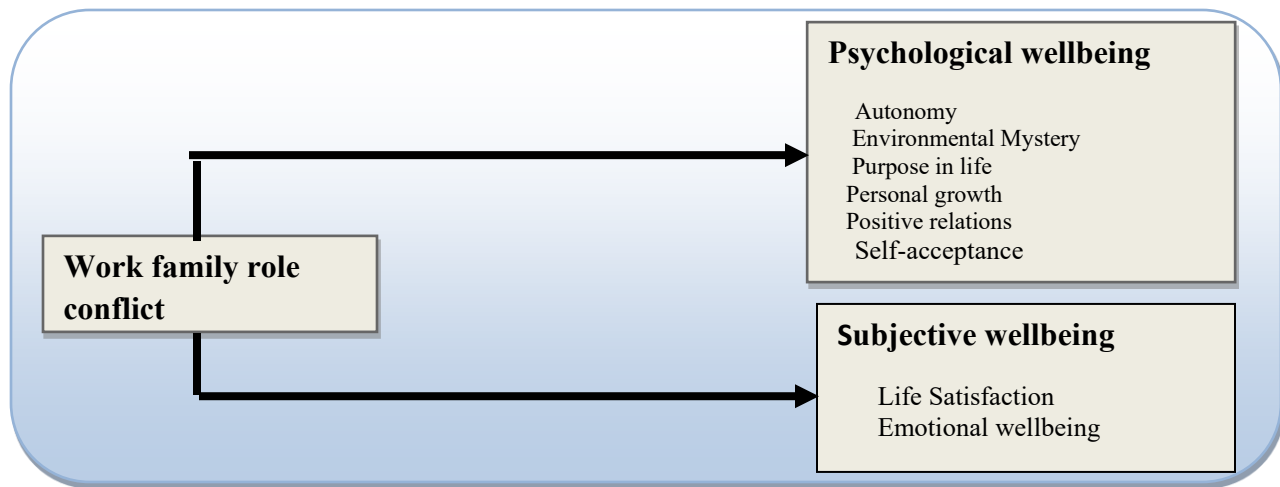
**H2**: A higher level of work–family role conflict is hypothesized to be associated with lower subject well-being among individuals.

H<sub>2a</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower emotional well-being among individuals.

H<sub>2b</sub>: A higher level of work–family role conflict is hypothesized to be associated with lower life satisfaction among individuals.

**H3**: There would be difference in psychological wellbeing and subjective wellbeing intensity level in male and female employees.

**Theoretical Model predicting relationship among variables:**



**Research methodology**

The present study is descriptive and empirical in nature, employing a quantitative and deductive research approach. The target population comprises academic staff from three Quetta’s three public sector universities, namely “Sardar Bahadur Khan Women University, University of Balochistan, and Balochistan University of Information Technology and Management Sciences”, all of which are actively contributing to the development of higher education in the region.

Collection of data will be employed through using well-structured questionnaire of a five-point Likert scale to quantify relationships among the study variables. The study includes both male and female faculty members, with a total sample size of 210 respondents, allocating 70 participants from each university. Convenience sampling will be applied to ensure ease of access, cost-effectiveness, and time efficiency. The collected data will be analyzed using quantitative techniques, including correlation, regression, and independent sample t-tests, with the assistance of SPSS version 23. The questionnaire will be adapted from established and validated scales. Work family role conflict will be measured using the scale developed by “Netemeyer et al, (1996), consisting of five items”. Psychological well-being will be assessed using “Ryff & Keyes, (1995) Scales of Psychological Well-Being, comprising 18 items across six dimensions”. Life satisfaction will be measured using “Diener et al.’s (1985) five items Satisfaction with Life Scale”, while emotional well-being will be assessed through “ten items each Watson et al, (1988) Positive Affect and Negative Affect Scales”. Each item will be rated by respondents on a five-point Likert scale, anchored at strongly disagree (1) to strongly agree (5).

### Results of the study:

The response rate from Sardar Bahadur Khan Women University was 95%, with 67 completed questionnaires returned out of 70 distributed. From the University of Balochistan, the response rate was 73%, as 51 questionnaires were received out of 70. Similarly, Balochistan University of Information Technology and Management Sciences reported an 80% response rate, with 56 questionnaires collected from a total of 70 distributed. Over all response rate is 83%.

### Data Reliability Analysis:

Table 1 showing Reliability analysis through Cronbach Alpha value

Constructs	Cronbach Alpha value
Work family role conflict	0.76
Autonomy	0.65
Environment mystery	0.63
Purpose in life	0.66
Positive relations	0.58
Personal growth	0.75
Self-acceptance	0.64
Emotional well being	0.76
Life satisfaction	0.68

### Correlation Analysis:

Table -2 is showing Correlation Analysis Results

Variables	M	S.D	1	2	3	4	5	6	7	8	9	10	11
WFC	4.0	.76	1	-.32**	-.09	.45**	.05	-.27**	-.29**	-.36.**	-.37**	-.35*	-.36**
Autonomy	2.4	.82		1	.22**	.59**	-.01	.37**	.58**	.29	-.01	.59**	.23**
Env Mystery	3.3	.59			1	.15*	.00	-.05	.05	.15*	.04	.40**	.15
Personal growth	2.8	.91				1	-.08	.53**	.62**	.26**	0.0	.56**	.10
Purpose of life	3.1	1.31					1	-.03	-.06	.043	-.01	.49**	.16*
Positive relation	2.7	.86						1	.38**	.11	-.02	.38**	.02
Self-acceptance	2.5	.92							1	.47**	-.12	.41**	.39**
Life Satisfaction	2.9	.79								1	-.07	.34**	-.83
EWB	2.9	1.2									1	.15	.59**
PWB	2.8	.39										1	.63**
SWB	2.9	.49											1

\*\*Correlation is significant at 0.01level (2 – tailed)

\*Correlation is significant at 0.05level ( 2 – tailed)

(WFC: Work family conflict, EWB: Emotional wellbeing, ENV Mystery: Environmental Mystery, PWB: Psychological wellbeing, SWB: Subjective wellbeing.

**Regression Analysis Results:**

Table-3 is showing Regression Analysis results

Variables	Standardized Coefficient	t	Sig	r <sup>2</sup>
<b>β</b>				
WFC → Autonomy	-.32	-4.2	.00	
WFC → Environmental Mystery	-.09	-1.2	.22	
WFC → Personal growth	-.45	-6.3	.00	
WFC → Purpose in life	.05	.67	.50	
WFC → Positive relation	-.27	-3.5	.01	
WFC → Self-acceptance	-.29	-3.8	.00	
WFC → Life Satisfaction	-.36	-4.9	.00	
WFC → Emotional wellbeing	-.37	-5.3	.00	
WFC → Psychological wellbeing	-.35	-4.7	.00	.12
WFC → Subjective wellbeing	-.36	-4.5	.00	.13

The results indicate that work–family conflict has a significant negative effect on several dimensions of psychological well-being and subjective well-being , including “autonomy ( $\beta = -0.32, t = -4.2, p < 0.05$ ), positive relations ( $\beta = -0.20, t = -3.5, p < 0.05$ ), personal growth ( $\beta = -0.45, t = -6.3, p < 0.05$ ), self-acceptance ( $\beta = -0.29, t = -3.8, p < 0.05$ ), life satisfaction ( $\beta = -0.36, t = -4.9, p < 0.05$ ), and emotional well-being ( $\beta = -0.37, t = -5.3, p < 0.05$ ). Overall, work–family conflict also shows a significant negative effect on both psychological well-being ( $\beta = -0.37, t = -5.3, p < 0.05$ ) and subjective well-being ( $\beta = -0.37, t = -5.3, p < 0.05$ ). However, its impact on environmental mastery ( $\beta = -0.03, t = -0.324, p > 0.05$ ) and purpose in life ( $\beta = -0.036, t = -0.306, p > 0.05$ ) is statistically insignificant”. The regression analysis further reveals that work–family conflict explains 12% of the variance in psychological well-being and 13% of the variance in subjective well-being.

**Independent sample t-test Analysis Results:**

Table – 4 showing analysis of Independent sample t-test results for Psychological well being

		Gender	N	Mean	Std. Deviation	Equal variance assumed		
PWB	Female		115	3.24	.39	t	sig	Mean difference
	Male		59	3.16	.32	1.2	.43	0.08

Table – 5 showing analysis of Independent sample t-test results for Subjective well being

		Gender	N	Mean	Std. Deviation	Equal variance assumed		
SWB	Female		115	3.02	.45	t	sig	Mean difference
	Male		59	3.03	.50	- 0.08	.93	- 0.007

The results of the independent samples t-test indicate that there is no significant gender difference in the level of psychological well-being in academic staff (Female M = 3.2496, Male M = 3.1675,  $t = 1.209, p > 0.05$ ). Similarly, the difference in subjective well-being between male and female staff is also statistically insignificant (Female M = 3.02, Male M = 3.04,  $t = -0.87, p > 0.05$ ).

## Discussion

The study aimed to examine the relationship between work–family conflict and psychological well-being, subjective well-being, and their respective dimensions among faculty members in higher education institutions. The findings indicate that work–family conflict is significantly related to most dimensions of psychological and subjective well-being, except for environmental mastery and purpose in life. Higher levels of work–family conflict reduce autonomy among faculty members by limiting their ability to make independent decisions, as work time autonomy is closely linked with work–family conflict (Lu et al, 2008). It also undermines positive relationships, as employees struggle to meet family responsibilities, leading to psychological strain that negatively affects social, marital, and familial interactions (Galinsky et al, n.d). In addition, personal growth is adversely affected, as work–family conflict restricts individual development and impairs effectiveness in marital and parent–child relationships (Gornick, 2003). Similarly, self-acceptance declines with increasing conflict and employees may experience depersonalization and a diminished sense of identity (Kinnunen, 1998). Nevertheless, higher self-acceptance makes an individual able to balance work and life challenges (Rahmawati et al 2021). No meaningful relationship exists between work family role conflict and purpose in life and environmental mastery. This may be attributed to measurement inconsistencies or the possibility that faculty members are able to psychologically detach these aspects from work–family pressures. On the other hand, work–family conflict is associated with lower life satisfaction and reduced emotional well-being, consistent with prior research showing its negative impact on overall subjective well-being ( e.g. Aryee, 1999; Vallone & Donaldson, 2001).

Finally, the comparative analysis revealed that work–family conflict affects psychological and subjective well-being similarly among male and female academia, contrary to initial expectations, indicating no significant gender differences in its impact. Evolving work and social dynamics could be the reason for no significant difference. In contemporary academic work environments, convergence of both gender roles (Shockley et al., 2017). The academic work nature which is characterized by higher workload, time pressure, and multiplicity of roles creates a similar stress environment with uniform effects irrespective of gender (Kinman & Jones, 2008). Moreover, the dual-earner expansion has tended to family roles redistribution, changed traditional gender role (Eby et al., 2005). Furthermore, sharing similar organizational contexts such as similar organizational policies and supportive systems led to similar well-being outcomes (Allen et al., 2014). Cultural factors may contribute, specifically taking in account collectivist contexts, where both gender professionals face work and family pressures (Lu et al., 2010). Methodological aspects might relate to these findings, as homogeneous sampling and standardized data collection and analysis tools may reduce the likelihood of gender-based

differences in WFC effect. Overall, these factors collectively contribute to exhibits an equivalent negative effect of WFC on PWB and SWB across male and female in academic settings.

### **Practical Implication of the study:**

The study findings suggest that to enhance PWB and SWB in employees, organization should pay attention to reduce WFC stress in employees. To overcome work family role conflict organizations have been taking several steps on the basis of previous research outcomes and suggestions but still little research efforts have been directed on few aspects one of the example is of initiative taken to overcome work family role conflict on financial performance of organizations, in addition some papers exhibit that policies for work family role conflict can increase stock price (Arther, 2003). The effective integration of work and family life requires coordinated efforts from employers, labor unions, government bodies, communities, and professional associations, each contributing their respective roles (Bailyan, 2001). Improving work–life balance can help organizations to mitigate the adverse influence of work family role conflict on psychological health, and these findings offer valuable insights for organizations and policymakers in designing strategies to enhance employee well-being and productivity (Bian & Mohd, 2024). Additionally, employees lacking social support tend to experience higher levels of work family role conflict, whereas employees with stronger support networks report better psychological well-being and greater perceived organizational support. This underscores the significance of organizational interventions aimed at strengthening psychological capital and support systems within the workplace (Ruiz et al., 2025). Work–family conflict has been found to positively predict problem-focused coping, which in turn mediates the relationship between work–life conflict and outcomes such as job satisfaction and emotional well-being. These findings suggest that individuals, particularly distance learners experiencing higher levels of work–family conflict, can utilize problem-focused coping strategies to enhance their job satisfaction and emotional well-being. (Rahim, 2019). Moreover, counselling interventions have been found to enhance employees’ psychological well-being, with individual-focused approaches playing an effective role in managing and alleviating psychological issues (Reynolds, 1997).

### **Strengths, Limitations, and Future research recommendation:**

The present study examines the impact of work family role conflict on psychological well-being, subjective well-being, and their respective dimensions, with a specific focus on higher education institutions. It provides new insights into the psychological and subjective well-being of employees in an academic setting. Data was acquired from both male and female academia, and the study contributes to the fields of Human resource management and psychological literature. The existing literature indicates that the majority of research has concentrated on the antecedents and consequences of work family role conflict, psychological well-being, and subjective well-

being. However, limited attention has been given to the interrelationships among these constructs, with previous studies largely concentrating on corporate sectors and school-level education. To address this gap, the current research investigates the effects of work family role conflict on psychological and subjective well-being indicators within higher education institutions in the Quetta context.

The study embraces few limitations. Data for the present study was gathered exclusively from public sector universities, and the distribution of both groups was uneven due to the inclusion of a women's university, which resulted in a higher proportion of female respondents compared to male. Convenience sampling technique was employed for data collection, and the study was restricted to faculty members only, excluding administrative staff from the sample.

The study offers a broad scope for future research. Further investigations may explore factors that help mitigate work–family conflict within organizations, as well as the role of organizational and societal mechanisms in implementing strategies to reduce its impact on psychological and subjective well-being. Additionally, future studies may examine how reduced psychological and subjective well-being affects organizational performance. Similar research can also be extended to financial institutions and the corporate sector, including comparative analyses across different organizational settings.

## **Conclusion**

The study investigates the impact of work family role conflict on the dimensions of psychological well-being and subjective well-being. The findings reveal a significant negative effect of work family role conflict on most dimensions of both constructs, except for two aspects of psychological well-being, namely “environmental mastery and purpose in life”. Higher level of work family role conflict is associated with reduced “autonomy, personal growth, self-acceptance, and positive relations”, as well as lower satisfaction with life and emotional well-being among faculty members, ultimately leading to a lowering overall psychological and subjective well-being. These results also indicate that male and female faculty members experience similar levels of psychological and subjective well-being, with no significant gender differences observed.

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