

Work-Life Harmony: A Study of Female Educators in Pakistan

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Abstract

The primary objective of this research is to examine the relationships between work-family conflict (WFC hereafter), turnover intention (TI hereafter), psychological contract (PC hereafter), and job satisfaction (JS hereafter) among female teachers in private schools in Lahore. The study surveyed 348 female teachers. Results indicate a weak negative correlation between TI and WFC. While breaches in the PC and job dissatisfaction significantly impact TI, sequential mediation analysis shows that WFC also plays a role. The study followed a correlational, quantitative, and non-experimental design. Findings support the hypothesized model, suggesting that WFC can lead to a breakdown of the PC and lower JS. This research illustrates how the relationship between WFC and TI is mediated by PC and JS. Additionally, econometric analysis revealed a negative but insignificant relationship between WFC and TI among female teachers in Lahore's private schools.

Keywords: work-family contract; turnover intention; psychological contract; job satisfaction

INTRODUCTION

Work is often perceived as a mere transaction of time and energy exchanged for monetary gain, yet its true potential stretches far beyond this limited view. For women, work can serve as a powerful catalyst for personal growth, professional recognition, and societal impact. When women are valued and recognized for their contributions in the workplace, it uplifts not only their professional identity but also enhances their sense of self-worth and purpose. This recognition extends beyond their peers to their families and communities, creating a ripple effect that empowers women to break through societal limitations and elevate their roles both in and outside of the workplace. In today's evolving workforce, the issue of TI holds significant relevance, particularly for women navigating the complexities of professional and familial responsibilities. The challenge of balancing career progression with personal fulfillment is crucial for effective employee retention, especially for women in the service industry, where women are often underrepresented in leadership positions (Hassan & Jagirani, 2019). For women, the pursuit of career advancement should not be seen as a hindrance but as an essential aspect of self-empowerment. However, ineffective motivational strategies can disproportionately affect women, impeding both their well-being and career productivity (Okenyi, 2013).

The issue of WFC is particularly pressing for women, as they often face competing demands from their professional lives and familial responsibilities (Qiu, 2023). This conflict, which arises when the expectations from both spheres clash, can take a heavy toll on a woman's ability to succeed in either domain. Research has shown that WFC not only affects the well-being of individuals but also hinders their professional and personal growth (Qiu, 2023). For many women, this challenge becomes a formidable adversary that

forces them to constantly navigate the tension between their work obligations and family duties. This imbalance is particularly damaging in a world where women are already navigating societal pressures to excel in both their professional and personal roles. Despite the importance of time management, research on work, family, and job conflicts often overlooks the unique challenges faced by women, particularly in balancing these demands (Allen, 2019). The burden of WFC can undermine a woman's ability to effectively manage both aspects of her life, creating a sense of struggle that often leads to burnout.

At the intersection of work and family, achieving a balance is not just about time management but about creating an environment where women's needs, both at work and at home, are respected and supported. Addressing these challenges head-on is crucial for empowering women to thrive in both spheres, ultimately leading to a more equitable and fulfilling life. In today's educational landscape, private schools often place significant pressure on female teachers, leading to elevated levels of work-related stress and strain. This not only impacts their well-being but also diminishes the quality of the learning environment (Fabian, 2017). For women, the challenges of balancing work and family responsibilities are closely linked to a stressful work atmosphere. The concept of WFC forms the foundation of the broader idea of work-life balance, especially for female educators. In many academic institutions today, it is assumed that when women manage to balance their professional and family lives, their overall work-life balance will naturally stabilize (Andrea & Silvia, 2020). Reduced WFC often correlates with a healthier work-life balance for female teachers (Andrea & Silvia, 2020). Studies indicate that when women achieve a better balance between their work and family life, it not only boosts their JS, organizational commitment,

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and work performance, but also enhances their overall family and personal life satisfaction (Sirgy, 2018). However, rising WFC has been exacerbated by recent changes in the working environment, particularly in educational institutions where women are often expected to juggle multiple roles (Andrea & Silvia, 2020).

A healthy work-life balance is particularly crucial for women, as it helps mitigate the negative effects of stress, such as emotional exhaustion, anxiety, sadness, and mental strain (Sirgy, 2018). Supporting women teachers in achieving a more harmonious balance between their professional and personal lives is not just beneficial for their well-being but is key to fostering a more effective and positive educational environment. Empowering women with the tools and flexibility to manage both their career and family responsibilities can have a transformative impact on their professional lives and their communities. This study explores the mediating effects of PC and JS on WFC and women teachers' intention to leave the workforce. To develop targeted solutions, it is crucial to understand how and why WFC affects TI, particularly for female educators (Chan & Ao, 2019). Given that women are often underrepresented in research on WFC and TI, this study focuses on female secondary and primary school teachers. By examining the unique experiences and challenges faced by female teachers in balancing their professional and familial responsibilities, the study offers valuable insights into their struggles and how these factors impact their career decisions (Mireia Las Heras et al., 2017). By analyzing these variables WFC, PC, and JS within the specific context of female teachers, the study aims to provide a comprehensive overview of how these interconnected issues influence career satisfaction and retention. Investigating these sequential mediating effects will contribute to a deeper understanding of the challenges faced by women in education and offer pathways to improve their professional experience and reduce turnover.

LITERATURE REVIEW

The concept of TI is currently under extensive examination within the realm of organizational psychology. This phenomenon pertains to the extent to which the individuals perceive a desire to relinquish their present employment (Park et al., 2024). Numerous studies on the intention to leave the workforce have been done all around the world, focusing on the underlying causes and how they affect both the educational and working sectors. As a result, all corporate sectors and academic institutions are experiencing a worrisome situation with high TIs. As a result, academics, researchers, and practitioners have long been interested in the phenomena of turnover as a type of voluntary termination of employment at the initiative and wish of employees (Hom et al., 2017). Turnover behavior is a significant indicator of employee retention. An employee's urge to discontinue their current job and look for a job elsewhere is referred to as TI. Employees may decide to leave their jobs for several reasons, such as job discontent, a lack of prospects for career advancement, inadequate compensation, poor management, and conflicts between work and

family obligations. According to Vekeman et al. (2017), the issue of academicians quitting their jobs has become a global issue since it interferes with students' ability to study as well as the productivity of the organizations in which they work. In academia, a drop-in research activity and student learning may result from a high instructor turnover rate (Boamah et al., 2022). WFC can make it difficult for workers to find a balance between two contexts, which can lead to acts of violence (Zahoor et al., 2019).

The concept of work-life balance is another one that has emerged as a concern in the academic environment and has recently drawn the attention of researchers and academics (Nair et al., 2021). WFC and intention to leave are indirectly but significantly correlated. Employees who maintain a better work-life balance exhibit greater vigor, productivity, and passion. They also exhibit superior performance, high JS, and lesser intention to leave their jobs. High levels of intended turnover can have detrimental effects on businesses since they increase the expense of recruiting, hiring, and training new staff. Furthermore, turnover, especially when experienced employees leave, can impede organizational operations and lower productivity. WFC also hurts an employee's life, marriage, family, JS, performance, and organizational commitment, while also raising the likelihood that they may leave the company (Xhako, 2017). Therefore, it can be hypothesized as:

H₁: Work-family conflict is negatively associated with TI.

The conflict between work and home obligations can arise when people feel they cannot fulfill the demands and expectations of both places. According to several recent studies, WFC can have negative effects on employees such as burnout, job dissatisfaction, and intention to leave their jobs (Koyuncu et al., 2019; Haar, 2020; Saks, 2020; Shuck et al., 2021). Additionally, research has demonstrated that the PC can mediate this relationship and that fragmenting it can have negative consequences (Rousseau & Tijoriwala, 2000; Turnley & Feldman, 2020). Lu and Siu (2020) examined the association between WFC and Chinese teachers' propensity to quit their jobs. The results showed that PC violation has a significant impact on WFC and the desire to leave the organization. Similarly, a study done by Shahzadi et al. (2021) investigated the mediation role of PC in the relationship between WFC and Pakistani nurses' willingness to quit their professions. The study's conclusions showed that the PC somewhat mitigated the relationship between intention to leave the organization and WFC. For Korean workers, the ability to perform PC works as a mediator between WFC and JS. The study showed that PC fulfillment has a significant impact on WFC and JS (Kim & Lee, 2020). The findings of recent studies show the significance of the PC in modifying the relationship between WFC and the desire to quit a job. Private school administrators should take into account the potential harm that WFC may pose to their teachers as well as the importance of maintaining the PC to promote JS and retain their teaching staff.

WFC occurs when a person is unable to balance work and family responsibilities. This not only depletes resources from personal accounts but also supports WFC (Armstrong et al., 2015). According to some definitions, WFC is a form of inter-role conflict between the demands of the work role conflict and the demands of the domestic role conflict. According to Siahaan (2018), the impact of WFC leads a person's emotional intelligence to decline. The degree to which a person's expectations about his employment are met by what he receives from it is referred to as JS. JS can be defined as a person's attitude towards the degree to which people appreciate or despise their jobs. According to another study, JS is measured by the satisfaction of an employee with various aspects of their job (Shah & Jumani, 2015). Some studies consider JS as a mindset that displays a person's emotional experience at work (Li et al., 2019). All aspects of the job might have an impact on JS. Conflict between the workplace and the family arises when work-related circumstances interfere with a person's home life, which can lead to a variety of issues. According to the social exchange theory, people develop a negative attitude towards their jobs, and their subjective evaluation of their work declines because they believe that their work is the source of their unnecessary troubles. According to a meta-analysis, WFC has a detrimental effect on JS. TI is a crucial component of an organization's performance because it brings down productivity and raises the cost of acquiring and training new employees (Zhang, 2016). Great working conditions, a considerate administrative structure, competitive pay, and a wide range of career growth opportunities will boost employees' JS and give them a sense of belonging and belief in the organization, which will lower their intent to leave. Therefore, this study suggests that work satisfaction has a negative relationship with turnover and can foreshadow it. WFC, JS, and TI are significantly correlated in some research, but not at all or barely at all in others. According to numerous research from the past, an employee's intention to leave the company increases when he feels unable to handle WFCs (Chen et al., 2015). Therefore, we hypothesize that:

H2: Psychological contract and job satisfaction mediate the relationship between WFC and TI.

RESEARCH METHODOLOGY

The purpose of this study's researchers is to offer a better and more practical grasp of each of the four framework-referenced variables. The present research is quantitative, analytical, and descriptive in nature. The goal of this study is to examine the impact of WFC and TI. The primary source of the population was the Lahore private schools. Physical and digital data collection methods were used. To gather information for our investigation, questionnaires were administered. Using Google Forms, we conducted an online survey. The target group is the primary and secondary school teachers in Lahore. We received 348 completed questionnaires out of a total of 350. The non-probability convenience sampling technique was employed to choose the sample. Budgetary restrictions and the need to save time led to the decision to use this

type of sampling technique. The time horizon used for this research study is cross-sectional since we collected information from the respondents at one specific point in time. The main mediators are JS and psychological conflict. The TI of all teachers in elementary and secondary schools will be used in this study to examine a hypothesized influence. The specific kind of inquiry that will be used is correlational in character. For this research, the study has taken place in a non-contrived setting in primary and secondary schools. Using a non-experimental research methodology, the impact of WFC was examined.

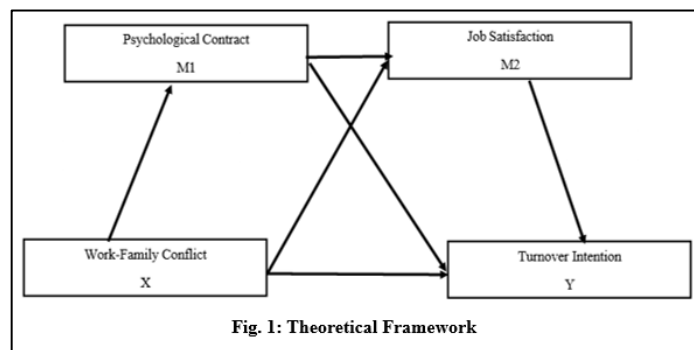


Fig. 1: Theoretical Framework

Figure 1: Theoretical Framework

RESULTS AND DISCUSSION

Following Field (2013) and Kline (2015), who suggested that close to 10 respondents should be opposed to every item in the completed questionnaire, we determined the size of our research sample. For instance, we divided the quantity of questionnaire items into 10 respondents who represented the study's target group. Since there are 35 items in total. The sample size is hence $35 \times 10 = 350$. The scale for measurement for all five variables was a five-point Likert scale ranging from "strongly disagree" (five) to "strongly agree" (one). The TI was measured by using a 3-item scale by Julio Suárez-Albanchez (2022). A sample of TI is, "I have always considered leaving my job." WFC was measured by using a 10-item scale by Haslam (2010). An example of WFC is, "My work prevents me from spending sufficient quality time with my family". PC was measured by using 17 items scale by Kraf (2020). A sample of a PC is, "In general, how well does your employer live up to its promises.". JS was measured by using 5 5-item scale by Masooma & Rifat (2014). A sample of JS is, "My basic salary is sufficiently paid according to my daily working hours and workload."

The central focus of this contemporary research lies in unraveling the intricate connections between WFC, TI, PC, and JS within the private educational institutions of Lahore, Pakistan. The data was collected from 348 respondents, out of which 185 participants were married, 159 were single, 1 was divorced and 3 were widows. Table 1 provides an overview of the descriptive statistics for each study variable. Every variable was assessed using a five-point Likert scale. Descriptive statistics results indicated that all studied variables have a minimum range of 1.20 to 2.80 and a maximum

value of 12.90. The responses' standard deviations fall between 0.68 and 1.29, whereas the range of mean values spans from 3.11 to 5.48. Items assessing WFC, JS, TI, and PC had a high mean score. The mean of 5.48 and SD of 0.95 for WFC statements suggest that the sampled employees were experiencing difficulties and conflicts in their personal and professional lives. The TI items had a mean score of 4.03 and a standard deviation of 0.77, indicating a high TI rate. Furthermore, the PC items yielded a mean score of 3.11 and a standard deviation of 0.68, suggesting that the respondents lack enthusiasm for their jobs. Lastly, the JS questions showed a mean score of 4.10 with a standard deviation of 0.83, indicating that employees are not happy in their positions and are considering quitting.

Table 1: Descriptive Statistics

Variables	Min	Max	Mean	SD
Work-family conflict	1.20	12.90	5.48	0.95
Turnover intention	2.00	5.00	4.03	0.77
Psychological contract	2.00	4.35	3.11	0.68
Job satisfaction	2.80	5.00	4.10	0.83

We have calculated Cronbach alpha's value to assess the internal coherence and dependability of the items within each construct. In the comprehensive examination of our study's reliability, Table 2 presents the outcomes, wherein the scales of variables exhibited a range of Cronbach's alpha, values spanning from commendable to exceptional to substandard (i.e. 0.84 to 0.90). These results affirm that our study's reliability was deemed satisfactory. The analysis further showed that our data set showed no issues regarding reliability, as all variables displayed internal consistency values surpassing the threshold of 0.70.

Table 2: Reliability and Validity Analysis

Variables	Items	Cronbach's α Value
Work-Family Conflict	10	0.868
Turnover Intention	3	0.859
Psychological Contract	17	0.852
Job Satisfaction	5	0.897

We conducted a bivariate correlation analysis on our study variables in Table 3. The findings from this analysis, presented in Table 3, showcase the values obtained through the correlation assessment of the study variables. The results of the analysis suggest that there is a statistically significant yet modestly positive correlation ($r= 0.069$, $p < 0.01$) between WFC and the likelihood of leaving the company. Additionally, a weaker but still significant negative relationship ($r= -0.189^{**}$, $p < 0.01$) is observed between WFC and PC. Moreover, there is a weak yet significant positive association between WFC and JS. Furthermore, the correlation analysis indicates a moderate negative and significant correlation between PC and TI ($r= -0.467^{**}$, $p < 0.01$). WFC and JS are weakly connected, but it is still a positive and important link. The analysis shows that there is a moderate negative relationship between PC and TI. JS is positively correlated based on the analysis. Additionally, JS has a moderate negative correlation with PC.

Table 3: Correlation Analysis

Work-family Conflict	1			
Turnover Intention	0.069	1		
Psychological contract	-.189**	-.467**	1	
Job satisfaction	0.093	.494**	-.696**	1

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

With a correlation value ranging from -1 to 1, Table 3 presents the output analysis-derived correlation between the research variables. Based on the 2-tailed correlation at the 0.01 level, the overall result of the variables indicates a moderate and significant link.

Table 4: Data Normality

Study Variables	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Turnover Intention	-1.442	0.131	1.410	0.261
Psychological Contract	0.139	0.131	-1.652	0.261
Job Satisfaction	-0.278	0.131	-1.325	0.261

Kurtosis values in skewness and kurtosis analysis should lie between -3 and +3, hence our data shows normalcy because these values are within the range. Skewness, on the other hand, shows that the data in Table 4 are normal because its values range from -1 to +1 and have a standard error of 0.131.

To assess the multi-collinearity of the control variables (PC (M1), JS (M2), and WFC (X)), we have examined the tolerance (T) and variance inflation factor (VIF) of our variables.

Table 5: Multicollinearity Analysis

	Tolerance	VIF
Work-family conflict	0.961	1.040
Psychological Contract	0.500	2.000
Job Satisfaction	0.514	1.945

As per the present analysis grounded in our research, the tolerance value for PC (0.500), JS (0.514), and WFC (0.961) were determined. All of the tolerance (T) values are more than the value 0.1. Further, the variance inflation factor (VIF) values of WFC (X): (1.040), PC (M1): (2.000), and JS (M2): (1.945) do not exceed 10. Hence, all the results in Table 5 indicate that there is no multi-collinearity in the study.

For mediation analysis, we have studied our sequential framework by analyzing whether the influence of WFC upon TI could be examined by two mediators where the PC is M1 and JS is M2. We have used SPSS macro-Model 4 (Preacher, Rucker & Hayes, 2008). Bootstrap 1000 resampling was performed with a 95% confidence interval for the confidence interval inputs. Through Process Model 4 displayed in Table 6, we were able to determine that WFC (X) has a negative association with TI (Y) with $\beta= -0.012$, $t= -0.419$, $p < 0.05$, supporting hypothesis 1.

Table 6: Results of Mediation Effect of PC as a M1

Predictor = Psychological Contract				
	(B)	(SE)	(t)	(p)
(Constant)	3.660	0.158	23.210	0.000
X = Work-family conflict	-0.100	0.028	-3.578	0.000
Predictor = Turnover Intention (TI)				
	(B)	(SE)	(t)	(p)
Constant	5.765	0.258	22.631	0.000

X = Work-family conflict	-0.012	0.029	-0.419	0.676
M1 = Psychological contract	-0.534	0.055	-9.712	0.000
The Indirect Effect using Normal Distribution				
	(Value)	(SE)	(z)	(P)

Sobel Test	0.053	0.016	3.342	0.001
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The complete mediation impact of PC (M1) by WFC (X) and TI (Y) was evaluated using Model 4. When the PC is highlighted as a mediating variable in Table 6, WFC can negatively yet significantly have an impact on the PC with $\beta = -0.100$, $t = -3.578$, $p > 0.05$ with Boot CI -0.155, -0.045. While PC (M1) has a negative and significant relationship between TI (Y) $\beta = -0.534$, $t = -9.712$, $p > 0.05$ with Boot CI (-0.642, -0.426). Hence supporting hypothesis 2. The total mediating effect of PC accounts for 53% with Sobel Test 0.053. This is a complete mediation where WFC does not affect TI however PC is significant between WFC and TI.

Table 7: Results of Mediation Effect of Job Satisfaction as a M2

Direct Effect Model				
Predictor = Job Satisfaction (JS)				
	(B)	(SE)	(t)	(p)
(Constant)	3.773	0.196	19.247	0
X = Work-family conflict	0.06	0.035	1.737	0.083
Predictor = Turnover Intention (TI)				
	(B)	(SE)	(t)	(p)

(Constant)	2.096	0.228	9.186	0
X = Work-family conflict	0.014	0.028	0.488	0.626
M2 = Job satisfaction	0.455	0.043	10.456	0

Indirect Effect and Significance Using the Normal Distribution

	(Value)	(SE)	(z)	(P)
Sobel Test	0.027	0.016	1.705	0.088

The complete mediation effect of JS (M2) in WFC (X) and TI (Y) was evaluated using Model 4. Bootstrap 1000 resampling was performed with a 90% confidence interval for the confidence interval inputs. The complete impact of JS on WFC and TI has been investigated using Process Model 4 (Table 7). JS has a positive and significant relationship between TI $\beta = 0.455$, $t = 10.456$, $p < 0.10$ with Boot CI 0.383, 0.526 and no zero entails. Hence supporting hypothesis 2. The total mediating effect of PC accounts for 27% with the Sobel Test 0.027. This is a complete mediation where WFC does not affect TI however JS is significant between WFC and TI. It also shows that there is a negative relationship between WFC and TI $\beta = 0.014$, $t = 0.488$, $p > 0.10$ with Boot CI -0.033, 0.060 where zero entails in CI.

Sequential mediation has been used to analyze whether the influence of WFC upon TI could be examined by two mediators, i.e. PC and JS. All results have been shown in Table 8, highlighting that WFC has negatively yet significantly projected PC with $\beta = -0.100$, $t = -3.578$, $p > 0.001$ and Boot CI -0.155, -0.045 and no zero entails. The PC has a negative but significant association with JS with $\beta = -0.026$, $t = -1.016$, $p < 0.001$, and Boot CI -0.076, 0.024 zero entails. Furthermore, PC predicted TI negatively yet significantly with $\beta = -0.273$, $t = -3.708$, $p > 0.001$ with Boot CI -0.418, -0.128, zero does not entail. WFC and TI have a negative association with $\beta = -0.004$, $t = -0.155$, $p < 0.001$ and Boot CI -

0.060, 0.051 zero entails. On the other side, JS predicted TI positively with $\beta = 0.302$, $t = 5.095$, $p > 0.001$ and Boot CI 0.185, 0.419, zero does not entail. Table 8 shows the path examination of all serial mediating effects.

Table 8: Sequential Mediation

Paths	(Effect)	(Boot Standard Error)	(Boot LLCI)	(Boot ULCI)
Total indirect effect	-10.449	64.738	-1041.90	-3.987
Indirect Path 1	-6.269	43.841	-709.492	-2.509
Indirect Path 2	-5.976	28.816	-351.223	-2.298
Indirect Path 3	1.796	8.693	0.632	62.501

We were able to identify and illustrate each indirect mediating path in our sequential model using Model 6. Table 9 below lists every indigenous mediation path. The WFC \rightarrow PC \rightarrow TI path (1) has an effect value of -6.269. The confidence interval values indicate that path 1 is significant overall. Path (2) is WFC \rightarrow PC \rightarrow JS \rightarrow TI, where the confidence interval values indicate that the effect value (-5.976) is significant. Finally, WFC \rightarrow JS \rightarrow TI is path number three. Its impact value of (1.796) indicates that JS has a positive and significant mediating influence. Since there is no zero in the confidence interval, all of the mediating pathways are significant.

Table 9: Indirect Mediating Paths

Mediating Effect	β	SE	t	p
WFC \rightarrow PC	-0.1	0.028	-3.578	0
PC \rightarrow JS	-0.863	0.048	-17.895	0
WFC \rightarrow JS	-0.026	0.026	-1.016	0.31
PC \rightarrow TI	-0.273	0.074	-3.708	0
WFC \rightarrow TI	-0.004	0.028	-0.155	0.877
JS \rightarrow TI	0.302	0.059	5.095	0

PC = psychological contract (M1), JS = job satisfaction (M2), WFC = work-family conflict(X), TI = turnover intention (Y)

DISCUSSION

The primary objective of the latest study was to analyze the impact of WFC on TI in private schools in Lahore, demonstrating their lack of significance to each other about two mediating factors: PC and JS. In addition to investigating direct relationships, the study also explored indirect relationships between the variables, offering compelling evidence in support of our hypotheses. The empirical data has revealed a significant inverse correlation between WFC and TIs, providing substantial evidence in favor of the first hypothesis posited in this study. The data clearly illustrates a negative correlation between WFC and TI, as identified by statistical models 4 and 6 in SPSS analysis. In Lahore, numerous teachers are persevering through personal challenges and financial strain caused by inflation to continue their work. Despite facing difficult circumstances, these dedicated educators are committed to their profession and strive to balance their job responsibilities with family obligations. With limited job opportunities available in the city, teachers in private institutions are diligently navigating these challenges to ensure their continued employment. Despite the encroachment of work upon one's personal life, individuals

steadfastly remain committed to their professional duties, striving to navigate the challenges of balancing work and family stress. Notably, both primary and secondary school educators in Lahore undertake the arduous and intricate responsibility of instructing independent-minded students. They must adeptly navigate the diverse circumstances that shape students' lives and learning, all while fulfilling the additional obligations assigned by their respective institutions.

According to the entire mediation, PC has a major but detrimental effect on WFC and TI. The reciprocity principle, which is the foundation of our theory, the social exchange theory (SET), concludes that a rise in WFC will result in a decrease in PC. The teacher impression (TI) is the belief that a teacher in an organization would quit their specific position or their school (Kang and Sung, 2019; Cepale and Alessandri, 2021). The relationship between JS and WFC is positive and substantial. According to Li, Lin, Zhang, and Tian (2021), JS is a reflection of how instructors approach their specific school; Zhao and Yang (2021) define it as the teachers' subjective evaluation of their work and tasks, as well as their working conditions and treatment at work. According to the SET, instructors who are very satisfied with their jobs will undoubtedly have more favorable assessments of the school and be less likely to plan to leave. Specifically, it has been noted that a specific modification in JS (M2) provides pertinent and further explanation of a shift in TI (Y) for starting TI (Y) level and above/beyond normal (JS) (Chen, Ployhart, and Thomas, 2011). Drawing on prospect theory, individuals and educators evaluate their current circumstances based on their frame of reference. The disparities between internal standards and present situations within this personal framework are assessed differently, depending on recent changes in the situations that either exacerbate or ameliorate them, as well as the magnitude of these disparities (Kahneman, 1999). According to the findings of Chen (2011), the diverse conditions within work environments wield a profound influence on the shaping of employment opportunities, thereby instigating the employees' intentions to seek alternative employment. The shifting dynamics of work environments can significantly impact the level of JS experienced by employees, ultimately influencing their likelihood of considering leaving their positions. Despite teachers reporting high levels of satisfaction, their expectations regarding factors such as school atmosphere, salary, and career advancement can contribute to their contemplation of seeking alternative employment opportunities.

In the intricate web of workplace factors, it is clear that JS plays a crucial role in mediating the relationship between WFC and TIs. Specifically, educational institutions must prioritize the well-being of their teachers, foster a supportive work environment, and continually strive to enhance JS to mitigate TIs. The establishment of a strong PC between teachers and schools is crucial for fostering effective communication and a lasting bond (Li and Wang, 2015). When this bond is strong, teachers are less likely to have TIs, but

when it is weak, the opposite may occur. In instances where employees and teachers perceive that schools are neglecting their duties and failing to address work-life balance concerns, the PC undergoes a decline (Johnson, 2003). Consequently, this decline in the PC has a notable and adverse impact on TI, as evidenced in the sequential mediation table. Furthermore, the presence of a PC plays a crucial role in the relationship between work-family commitments and TIs. The overall effect of the PC as a mediator is found to be significant but negative, as supported by the indirect paths analyzed in Model 6, thus confirming hypothesis 2. The intricate relationship between WFC and TIs has been explored through a series of sequential mediations involving PC (M1) and JS (M2), as JS (M2) is a direct result of PC (M1). In their groundbreaking study, Wang and Zhu (2013) found that when teachers believe their schools have met their expectations and commitments, their PC strengthens and leads to higher JS. Interestingly, the relationship between these two factors is significant but negative. Conversely, when teachers feel their expectations and commitments are not being met, their PC weakens, resulting in lower JS (Lin, 2012). Through sequential mediation analysis, it was discovered that the indirect path of PC (M1) and JS (M2) have a significant negative impact on each other.

CONCLUSION AND IMPLICATIONS

Recent research has focused on studying the effect of TI in different organizations. However, few studies examine the influence of WFC, PC, and JS on TI. To address this gap, the current study aims to explore the relationship between these variables. Specifically, the research aims to analyze the impact of WFC on TI, mediated by JS and PC, in private academic sectors. Current research is referred to in social exchange theory. According to this idea, people interact socially with their organizations, exchanging rewards like money and benefits for contributions like labor effort. Conflict between job and family can sour this dialogue and engender a feeling of unfairness or inequality. Job discontent and PC violations may result from this, which may intensify the intention to leave. Furthermore, as outlined by Social Exchange Theory, JS plays a crucial role in the correlation between breach of the PC and intention to leave a job. When employees feel that their PC has been violated, it can lead to dissatisfaction with both their jobs and the organization, thus heightening their inclination to resign. Additionally, Social Exchange Theory proposes that employees' views on organizational support and the strength of the exchange relationship act as mediators in how breach of the PC impacts JS and TI. Consequently, when WFC arises, there may be a PC violation that results in a breakdown of the employee-organization exchange connection, which lowers JS and increases the intention to leave. In general, Social Exchange Theory offers a theoretical framework for comprehending how WFC can disrupt the exchange connection between employees and their company, which in turn can lead to PC breach, job discontent, and intention to leave. Consequently, the social exchange theory proposes that employees

inside the organization experience both good and negative emotions, leading to either commitment or dissatisfaction (Nawaz & Pangil, 2016). Similar to this, the idea of social exchange has been used to explain bullying, workplace violence, TIs, and other forms of abuse in addition to workplace incivility (Munir et al., 2016). Furthermore, disrespectful behavior at work has a detrimental impact on an employee's loyalty to their organization and eventually increases the likelihood of turnover, and vice versa. Moreover, recent studies indicate that PC can improve employee performance, while M2 can lead to higher turnover rates. Despite some research suggesting that WFC can reduce turnover, breaches in employees' PC can negatively impact performance and satisfaction, resulting in increased TIs. The findings emphasize the importance of maintaining a work-life balance to enhance productivity through rewarding schemes and appreciation. Researchers highlight the significance of a positive mindset in effectively managing work-life balance, which can have a lasting positive impact on both employees and organizations, as well as economic growth.

The findings validate the hypothesis that WFC has a detrimental impact on TI and provide compelling evidence for it. Elementary and secondary educational institutions must have competent staff members who can boost their power. Teachers' involvement in two careers causes their TI to rise. The number of primary and secondary teachers from schools poses challenges that undermine the internal strength of human resources, disrupt the system's stability, and heighten the risk of recruiting less capable individuals. The integration of new staff into a different work environment and their establishment of relationships with colleagues and organizations require time. As a result, it is crucial to prioritize the findings of this study and advocate for the creation of a harmonious work-life environment, enabling employees to effectively manage work-related matters while meeting their family's needs. This study underscores the importance of remaining vigilant to the real-life tensions between work and family that teachers face. Indeed, the perpetual struggle between work and family obligations is an ever-present reality in the lives of educators. The research findings suggest that by cultivating a negative perception of personal competence, individuals can bolster their self-assurance and develop the conviction that they can adeptly navigate their current challenges. During episodes of WFC, it is imperative not only for teachers to enhance and exercise their competence to fortify their internal fortitude, but also for schools to lend their support. By affording teachers the opportunity for flexible working hours, schools can foster personal competence, enabling educators to dedicate more meaningful time to their families. Moreover, schools have the potential to cultivate a nurturing environment by implementing strategies to alleviate teacher stress through team-building exercises and providing access to counseling services. By empowering teachers with greater autonomy, school administrators can foster a greater sense of ownership and organizational cohesion, ultimately reduce TI

and boost JS (Jiang et al., 2019). In the future, there is a pressing need to conduct extensive research in both primary and secondary educational settings to delve deeper into this intriguing phenomenon. Such studies offer invaluable insights and broad-reaching conclusions on intricate issues.

Limitations and Future Directions

In considering the limitations of our study, it is important to acknowledge certain factors that may impact future research. Firstly, the cross-sectional design of this study makes it impossible to definitively determine the relationship between WFC and intention to resign. To eliminate the potential for biased opinions, future studies may benefit from collecting data on mediators and predictors at multiple points in time, rather than just once. This would allow for a more comprehensive understanding of the relationship between WFC, TI, PC, and JS (Ployhart, 2010). Second, Pakistan was chosen as the study setting, which is an Eastern setting. The study's results may face skepticism in terms of their applicability due to the distinct working contexts found in developed nations such as North America and Europe (Abid and Sajjad, 2018). To better understand the impact of our study variables, it would be valuable to conduct future research in these developed countries, taking into account the differences in both national and organizational cultures. Thirdly, the participants in the study were educators from a major city in Pakistan, limiting the generalizability of our findings to other industries and regions in the country. Future research should explore sectors such as banking, infrastructure, hospitality, and manufacturing in different cities across Pakistan to ensure a broader application of the results. Moreover, in this comprehensive study, we have considered the perspectives of both elementary and secondary private school educators. However, it is worth noting that the inclusion of government school teachers would have yielded a broader and more varied range of responses. By examining their distinct experiences, we could have gleaned valuable insights into the thinking and behavior of faculty within the public education system. Another limitation is that a majority of the respondents in the sample were female employees, comprising 59.8% of the total. This disparity in gender representation within the educational sector prompts inquiries into the potential limitations of the study's findings for both men and women. To ensure the broader applicability of the data, future research should aim to include equal representation of both genders and provide equal attention to the experiences of men and women. Future investigations may benefit from scrutinizing the model on a larger scale, thereby obtaining a more expansive and comprehensive dataset that would enhance the overall applicability of the research. In addition to acknowledging the study's limitations, future researchers have the chance to explore a multitude of other variables that influence organizational citizenship behavior, such as chain of command, environmental factors, the level of centralization or decentralization, the degree of formalization, the span of control, work specialization, and departmentalization. The current

theoretical framework being examined is not all-encompassing when it comes to identifying all the potential factors that contribute to organizational citizenship behavior, leaving room for further analysis of other influential factors.

The current study approach makes a substantial addition to the field of TI. The impact of WFC on TI is examined in this study. Additionally, it shows how WFC and TI are mediated by PC mediator 1 and JS mediator 2. In addition, econometric findings indicated a negative but non-significant correlation between WFC and the intention to leave private schools in Lahore. Furthermore, this analysis was able to identify both the direct and indirect connections that connected each of the four variables. Furthermore, our research showed the relationship between both mediators and the possibility of a favorable and significant link between JS and TI. Finally, we investigated the impact of both mediators—PC and JS—on WFC and teacher TI in Lahore schools through sequential mediation. To lower the intention of teacher turnover, this study will help schools better manage the PC (M1) and JS (M2) among different instructors who are experiencing work-family/personal issues.

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