WORK AND FAMILY ENRICHMENT AMONG DUAL CAREER UNIVERSITY PROFESSORS IN PAKISTAN: A QUALITATIVE INSIGHT

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Abstract
Of late, organizational behavior literature details the notion of work-family enrichment and more attention was gained by the said concept. However, in previous studies supporting emerges from the work and family front has ignored. The purpose of this research is to qualitatively explore the role of family and work as predictors of family-to-work enrichment (FWE) and work-to-family enrichment (WFE) among dual-career employees in higher education institutions of Pakistan. Data were gathered through the semi-structured interview from 22 faculty members of universities. Further, thematic analysis was applied by using NVivo-11 software. Findings supported the family support and also the work support for developing both work-to-family and family-to-work enrichment. The research signals the significance of ensuring organizational support for having effective employees. This study extends the literature of work and family by including role support for having FEW and WEF which is rarely studied in the Pakistani context.
Keywords: Workfamily enrichment (WFE), Familywork enrichment (FWE), family support and work support, dual career

Introduction

In this decade, balancing family and work has a precarious issue in Pakistan against the framework of an era of rapid change in social, economic structure and globalization. Both women and men are equally responsible for career aspirations and family responsibilities. Not only the changes in demographic but also in the working context such as frequent interactions with students, extended working hours and performing job tasks at different time, has become a norm of many professions. These changes, in turn, are decreasing the balance between the family and work. In context of educational sector and teaching profession this all seems to be true.

The education sector is seen largely as the backbone of the nation (Shaw & Allison, 1999). Teachers are the ones who not only teach the subject contents but also improve and sustain a mutual relationship with students (Blazar, 2016) and organizational members, that's why they

are the lifeblood of higher education institutions (D'Andrea & Gosling, 2005). In real terms, they are key workforce in HEI, with the principal task of developing organization image (Pérez, & Torres, 2017). Since faculty members are important immensely for HEIs, organizations are making a huge investment in the teachers (Holt, Palmer & Challis, 2011). There are very few researches (Akram, Malik, Nadeem & Atta, 2014; Saeed, & Farooqi, 2014) discussing the work-family balance of faculty members from the Pakistan perspective. Also, qualitative studies concentrating on dual-career couples concerning positive facets, that is, enrichment is rare to search although it is accepted widely that faculty members are the lifeblood of HEIs.

Moreover, organizational support has minimized the role stress (Stamper & Johlke, 2003) so this support influences the role stress of faculty members. The support faculty members receive with respect to the role that teachers do, the more they are capable to balance their job duty and time which leads to enrichment (Wadsworth, & Owens, 2007). In other words, when an organization treats its employees better, better responses from the employees will be received, in terms of low turnover intentions and high job satisfaction (McNall, Masuda & Nicklin, 2009). In addition, a large research quantum on the work domain of dual-career faculty members and family is undermined largely. Henceforth, the present research amalgamated both the family and work domains with respect to enrichment. Researches searching the positive integration among family and work are rare to be found in the Pakistani context. At a time when Pakistan has emerged as one of the champions in the Muslim world, the best of the multinational organizations have a vital presence in Asia. Therefore, it is essential at this juncture to explore the positive impact of work on the domain of family and the family on the work front as well. The findings also encourage these concepts in Pakistani organizations. This research is also aimedtoward searching the family support and work support as a predictor of work-family enrichment among faculty members who are dual-career couples in higher education institutions of Pakistan.

Work-life enrichment -proposition development

To know the issues of family and work, often scholars talked about the negative aspect that has a conflict perspective (Goode, 1960). In context of the perspective of (Goode 1960), individuals who have more roles favorably have to deplete their resources, due to role conflict or role overload, which in turn increased burnout (Zábrodská, et al., 2018), higher turnover and minimized job satisfaction (Galinsky, & Stein, 1990; Burke, 1988). On the opposite side, from this decade, positive psychology has started the movement to explore this phenomenon of work-family associations positively (that is based on the expansion-enhancement aspect). This view is explained in numerous ways for example enrichment, facilitation, positive spillover, and work-family enhancement (Sieber, 1974; Crouter, 1984; Grzywacz, Almeida & McDonald, 2002; Greenhaus & Powell, 2006). These terms have a slight peculiarity, the basic postulation is that involvement in one role becomes easier and improves its performance, because of other roles (Karatepe & Bekteshi, 2008). In this study, we have applied enrichment as a comprehensive

notion for positive interactions between family and work. Work-family enrichment is practically and theoretically underdeveloped as compared to the work-family conflict perspective (Frone, 2003). The enrichment concept was developed by Greenhaus and Powell (2006) and conceptualized as "the extent to which positive experiences in one role enhance the life quality in other roles (family) and vice versa". The term of work-family enrichment is searched from both "family and work" dimensions that are named as work-to-family enrichment (WFE) and "family to work" enrichment (FWE) (Greenhaus, & Powell, 2006).
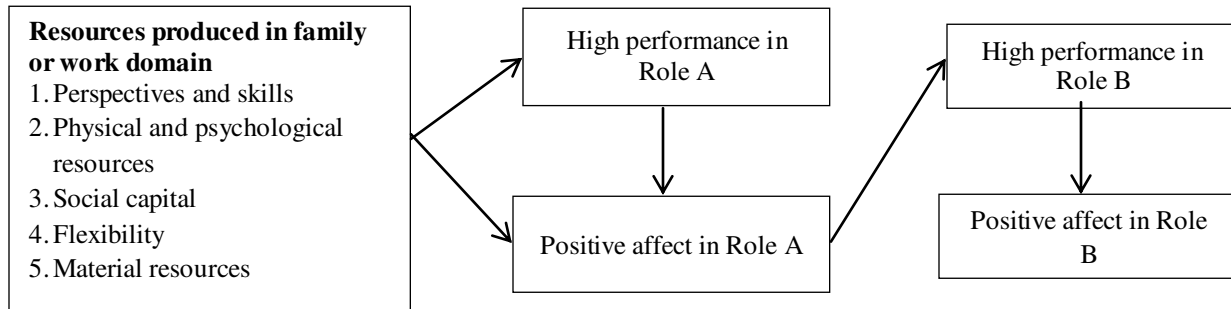

Figure 1: WFE and FEW model- instrumental and affect mechanisms (Greenhaus, & Powell, 2006)

Figure 1 shows that experiences in family role or work role (Role A) can increase the life quality in work role or family role (Role B). Greenhaus and Powell (2006) considered that life quality has two parts i.e. high performance and positive affect. It was further postulated that the resources which are produced in one role can enhance the performance and positive affect in another role. In the line with this argument, the study of Hanson et al. (2003) has referred to paths as the instrumental way, because a resource has an instrumental effect directly on the performance of another role. Secondly, a resource produced in Role A can improve positive effects inside Role A, which in turn generates high performance as well as positive affect in Role B. The reason is that this process is operated through positive affect, and named this mechanism as an effective path (Hanson et al., 2003). Greenhaus and Powell (2006) have discussed the instrumental and affective mechanisms as following;

Types of resources

A resource is considered an asset when it is required to cope with a complex situation or solve a problem. The production of resources is an important driver in the process of enrichment (Grzywacz, 2002; Greenhaus & Parasuraman, 1999; Friedman & Greenhaus, 2000), and it is personal and role characteristics that generate resources. Resources have five types that come from a role such as follows;

Skills and perspectives: Skill is referred to as the set of coping skills, interpersonal and cognitive skills, multitasking skills, wisdom, and knowledge developed experience of role (Ruderman et al., 2002; McCauley, Ruderman, Ohlott, & Morrow, 1994; Bauer, Morrison, & Callister, 1998;

Holman & Wall, 2002). Perspective involves ways of handling or perceiving situations such as valuing differences due to culture (Cox, 1993), individual differences (Ruderman et al., 2002), learning trust value (Crouter, 1984a), understanding problems of others (Crouter, 1984b), family and work experiences (Kanter, 1977). Psychological resources as well as physical resources both involve positive self-evaluationfor exampleself-efficacy (Gist & Mitchell, 1992; Bandura, 1997) and self-esteem (Brockner, 1988). Those resources involve positive emotions such as physical health, hope, optimism (Seligman, 2002, 1991), and personal hardiness (Kobasa, 1979; Blaney & Ganellen, 1990).Role experiences give resources through development of social capital in which goodwill is produced by social relations that are mobilized to enhance action (Adler & Kwon, 2002). The social-capital resources involved are information and influence that are engendered from interpersonal relations in family and work roles and helped individuals in accomplishing their life and career goals.

Lastly, material resources involve money or any gifts received either from family or from work roles. It is noted that several resources produced by experiences of the role are independent. For instance, the accessibility of personal resources, such as information and skills, enhanced self-efficacy (Gist & Mitchell, 1992) facilitates the creation of social capital (Friedman & Krackhardt, 1997). Furthermore, hardiness is a psychological resource that promotes physical health (Wiebe & McCallum, 1986) and coping strategies (Kobasa, 1982). Consequently, these interdependencies triggered other resources.

Perspectives and skills

Transference of resources from one Role A to another Role B happen directly and ultimately involved in enhancing the performance. The literature indicates that perspectives and skills are transferred among roles (Kanter, 1977), either mediated or directly by general structures of knowledge (Edwards, & Rothbard, 2000). Supporting two sources are derived from cross-role relations and self-report. Variety of resources introduced from personal life (e.g., acceptance of individual differences, multitasking ability, interpersonal skills) improved the managerial effectiveness (Ruderman et al., 2002). The actively listening of co-workers nurtured the skills and perspectives at work that enhance the parenting behavior (Crouter, 1984a). In this line of research, it is also indicated that positive parenting and job complexity (Perry-Jenkins et al., 2000) improved the leadership skills (McCauley et al., 1994) that in turn, also applied to parent-child relationships. Furthermore, parents who have jobs along with opportunities are self-directed and also appreciated the self-direction in the children (Haas, 1999), recommending that one perspective from the family domain can also be transferred from other domain i.e. work domain, vice versa. Thus, the proposition is developed as;

P1: Perspectives and skills from one role can be shifted in another role.

Physical and psychological resources

Physical and psychological resources nurtured or developed in one role ultimately increase the performance in another role, like self-confidence, self-efficacy, and self-esteem improve performance because these resources stimulategoal setting, persistence, effort, and motivation (Judge & Bono, 2001; DiPaula & Campbell, 2002). For instance, about twenty-three percent of female managers in the study of Ruderman et al. (2002) showed that psychological benefits from personal lives (e.g., self-confidence and esteem) improved their effectiveness at the managerial level. Similarly, positive parenting and job complexity due to self-esteem engendered from one domain increase the performance in other domains (Grimm-Thomas, & Perry-Jenkins, 1994). As self-efficacy is enhanced by high performance (Bandura, 1997), the positive association between parental performance and job performance are observed (Friedman & Greenhaus, 2000) may show causal linkages between performance, self-efficacy, and job performance. Likewise, the positive relation between spousal support and career success (Friedman & Greenhaus, 2000) is because of self-esteem generated from emotional support (House, 1981). Further, the positive emotions of hope and optimism nurtured in one domain promote performance in another role by increasing the resilience and persistence for facing challenge and failure (Seligman, 2002). Hardiness is linked with effective handling, which influences positive outcomes (Blaney & Ganellen, 1990). Physical health is related with provision of stamina, mental sharpness, and energy enhancing high performance in the role, while the disadvantages of poor health are determined in minimizing the role performance and lost time (e.g., absenteeism, work) (Cartwright & Cooper, 1997). Thereby, the proposition can be drawn;

P2: Physical and psychological resources improved the performance among domains.

Social capital

Individuals use acquired information due to social capital in one domain to resolve the problems in another role. For instance, the information given by a corporate-sponsored elder care resource service helped an employee to provide the solution to the problem that is linked to the care of an ill or elderly relative. Similarly, according to Friedman & Greenhaus (2000) information of an employee's spouse is applied usefully by the employee to her or his career). Work contacts exerted influence to improve an individual's family life.Examples of which can be when a competent colleague applies his/her influence and assist the admission of individual's child in a distinguished institute. In opposite, family associates apply their power to get a loan approved from bank, or promotion, or open a new business account. This show the associations of acceptance and networking at workplace which accounts for some positive outcomes for the family (Friedman & Greenhaus, 2000). The second aspect is related with family support which ultimately brings better career outcomes (Voydanoff, 2001; Friedman & Greenhaus, 2000) that

are also linked with the phenomenon that influence or information derived from social capital of one domain increase performance in other domain. So, the proposition is;

P3: Social capital of one domain influenced positive career/family outcomes.

Flexibility

Flexibility is referred to discretion to know the location, pace, and timing which are the requirements of the role. It is acknowledged in the literature of work-family as a powerful resource as explained by Friedman & Greenhaus(2000) and Miller(1997). Friedman & Greenhaus (2000) were of the view that flexibility inside the work role encourages an individual to give more time to fulfill his responsibilities of the family thus refining the individual performance in his family role. The negative association of family-supportive cultures of organization, work arrangements flexibility, and supportive supervision with conflict of work-family (Thomas & Ganster, 1995; Allen, 2001) also recommends that flexibility at workplace allows an individual to involve in family life fully. Also, individuals who flexibly experience their family responsibility due to spouses, as they spend extra time in the activities of child care that forced fewer work adjustments for family terms and effectively performed on their jobs (Friedman & Greenhaus, 2000). So, the discussion leads to this statement;

P4: Flexibility in one domain encouraged fewer adjustments in the other domain.

Material resources

The concept reveals that material resources obtained in a single role either family or work can enhance another role performance. Money earned from employment is applied to improve the family life quality through buying of services and products that make the life of family more enjoyable or easier (Miller, 1997). A positive link of income was found with marital quality and stability (Voydanoff, 2001; Haas, 1999; Barnett & Hyde, 2001) also including health of children and also the child care shows that the money can better the individual's family life. Likewise, financial resources gathered inside the family role such as inheritance, no interest loans used to upgrade, promote, or start a business venture; involved in activities that invest in career-improving education or provide contacts of business. Subsequently, this proposition is made;
P5: Material resources make an individual happy in other domain.

Affective mechanism

The majority theoretical frameworks have indicated the significance of emotion at the interface of family and work (MacDermid, Seery, & Weiss, 2002). They acknowledged that emotions have positiveinterdependencies among family and work roles; instrumental and affective mechanisms promote WFE and EWE. Affect includes moods—commonly affective states are not linked with a specific emotions and stimulus—more strong discrete conditions such as elation or anger are related with specific events (Brief & Weiss, 2002). In instrumental and

affective mechanisms,Greenhaus and Powell (2006) have not differentiated among these two affect components. Instead, theyhave taken positive affect as involving positive emotions and moods generated from experiences of role. It is recommended that when an individual has gained extensive resources from a role, the positive affect within the role improved, that in turn facilitates the performance in another role (Greenhaus, & Powell, 2006). Thereby, affective mechanism has two components detailed as: "the impact of resources on positive affect within a role and the impact of positive affect in one role on the performance of other role".

Resources produced high performance and positive affects in Role A

There are two methods through which resources and positive affect can be produced in role A (Greenhaus, & Powell, 2006). Firstly, few resources in Role A have impacted directly on the positive affect in performance of one's Role A. For instance, psychological resources such as hardiness, hope, optimism, and self-esteem produced from a one role triggered a satisfaction, positive emotions, or positive mood in the role (Isen & Baron, 1991). Furthermore Seibert, Kraimer, & Liden, (2001) were of view that the social resources received at work are linked with the positive feelings regarding individual's career. This also provides an individual the support and flexibilityat their work place (Friedman & Greenhaus, 2000). Judge, Cable, & Bret, (1995) stated that financial resources gained from work place are associated with positive feelings around career outcomes. Similarly Haas (1999) provide the support towards family income that it enhances the martial stability.

Secondly, resources produced in Role A increase the high performance in the Role A that in turn promotes positive affect in the Role A. In the section of instrumental mechanism, the study of Greenhaus and Powell (2006) claimed that performance in on role can be improved through exchange of produced resources in other role. Same resources can enhance performance within role. For instance, work generatedskill development (McCall et al., 1988), self-esteem (Korman, 1976) and social resources (Seibert *et al.,* 2001) increase the job success or performance; information received from a mentor is applied to do work task and material resources from work is used to have family travel. Consequently, mostly individuals wanted to do well something that impact of this is reflected in the form of positive affect (Judge, Thoreson, Bono, & Patton, 2001). So, proposition is developed as;

P6: Material, social-capital, flexibility, physical and psychological resources, perspectives and skills developed in Role A generated positive affect within Role A.

Positive affect of one role increased the high performance and positive affect in another role

The next part of affective mechanism is facilitating the positive affect in Role A impacted the performance of Role B as explained by Greenhaus, & Powell(2006). In the literature of mood spillover, positive mood in one role promotes persistence, interpersonal and task activity,

cognitive functioning in another role (Edwards, & Rothbard, 2000), thus, increasing rewards and performance and promoting a state of positive mood in other role. Three logics are given by Rothbard (2001) for the influence of positive affect in one role on involvement (absorption and attention) in other role, that ultimately increase high performance in the second role (Kahn, 1992). Firstly, as positive affect is linked to helping and benevolence behavior (Isen & Baron, 1991), it can improve the individual'spsychological availability to involve in other role. Secondly, positive affect in related with anoutward focused attention that is more stimulated the positive interactions rather than self-focused attention, often linked with negative affect. Thirdly, positive affect can increase the energy level in one role; therefore, it encourages the high engagement level in other role (Marks, 1977). The study of Rothbard (2001) also supported that positive affect received at wok triggered high attention in the role of family and positive affect received from family motivates the workabsorption. Thus, following proposition is drawn as;

P7: Positive affect of role A improves the performance in role B.

In sum, an essential distinction among the instrumental and affectivemechanisms is the resources generated from one role improved another role functioning (Greenhaus, & Powell, 2006). In the instrumental mechanism, resources of role A have effects directly on other role performance while in the affective resources in the role B have indirect impacts on the performance in Role B with the help of positive affect in the role A. It is noted that both mechanisms can improve positive affect ultimately in role B due to the influence of performance in role B that promote positive affect in role B.

Research methodology

The research objective guided the study approach and research paradigm (Hair, 2010) such as qualitative study and inductive methodological standpoint that are used to search the work family and family work enrichment phenomenon in higher education sector of Pakistan. In this context, in depth understanding is an appropriate method (Cresswell, 2003).

Population and Sampling

As this study has an exploratory nature, judgmental sampling was used as a method for sampling and was applied to approach 30 faculty members working in higher education institutions(HEI's) of Pakistan because time, cost, and participant's availability are the constraints, accepted for qualitative study (Cresswell, 2013). The selection of participants was based on this criterion; they are dual career couples who have more than five years of working experience, and must have at least one child. In context of gaining the approval for data collection there were 22 couples that were ready to provide data. It was further determined that 22 participants were adequate sample size for getting the findings of qualitative research (Turner, 2010).

Data Collection

In order to satisfy the assumptions of qualitative research (Sekaran, & Bougie, 2016), the study has applied an approach of semi-structured interview to gather the response from faculty members about their experiences of work family and then family work enrichment. The interview protocol includes open-ended questions which were made after reviewing work life enrichment literature (Carlson, et al., 2006;Gareis, et al., 2009;Carlson, D. S., Grzywacz, & Zivnuska, 2009) and its outcomes in higher education settings (McNall, Nicklin, & Masuda, 2010;Wayne, Randel, & Stevens, 2006). The interview questions were added under the supervision of HEIs professionals that were not participated later in this research.

Data Analysis Technique

The responses of the participants were recorded on the audio tapes and saved that was transformed into transcriptions. The qualitative analysis suggested by Braun and Clarke (2006) was adopted such as transcriptions of interview, developing coding scheme and identify key themes. For this, NVivo-11 software was very helpful. The findings were displayed in the conceptual model (figure 2).

Demographic Information

The participants demographics is showed below which describes that majority of faculty members were post-graduate, and having more than five years of working experience (Table).

Table 1: Demographic Information

	Variable	No. of employees
Gender	Male	9
	Female	13
Age	26-30 years	2
	31-35 years	3
	35 years and above	17
Education	Post graduated	16
	Ph.D.	6
Experience	5 years	9
	6 years and above	13

Thematic Analysis
Theme 1: Perception about work family and family work enrichment

Mostly participants perceived that they have balance among family and work by saying this;

My work takes most of my time but daycare facility in university look after my kids and I often see them.

My mother and father in law managed the home responsibilities due to which I am actively engaged in my job and also doing Ph.D.

Theme 2: Personal resources for achieving enrichment

Resilience

The notion of resilience is commonly applied in the interview. Most of the teachers reported that they had ultimately overcome and made learning from challenging experience. The capacity of "bounce back" is the prerequisite for work/life enrichment. As participants said:

When I was newly married and fresher at work, I found many things problematic; however I consider every crisis as learning.

Personal management ability

Dual career households emphasized the significance of personal management. In our study, it was mothers who ensured their home life was well organized as follows;

We both have demanding jobs; our home is well managed because I am well organized woman. We accommodate careers and children's time tables, study, transport and so on.

The study of Medved (2004) also observed the skills in both domains for women such as proactive, organized, responsibility sharing, mentally positive and task delegation at home and at work.

Setting boundaries

Several scholars have highlighted the setting boundaries for family and home life as a core for work life balance (Hyman, Baldry, & Scholarios, 2005; Clark, 2000). Two commented;

Work is work, home is home.

I have "me" time in my diary. I looked after myself.

Through this finding, the importance of mental boundaries around personal and work lives are also confirmed (Clark, 2000).

Theme 3: enriched job due to family

Supportive partner

Participants reported that they had supportive partners because of them they can switch off concerns and thought regarding work. One participant shared his views;

Last week, I have made choices. There was a family event in noon, I wanted to join but there was also a meeting at job. As my partner is helping and supporting that's why I preferred work commitment.

Family commitment increased the work and personal commitment

Changing needs of individuals encouraged them to haveconfidence, personal management and prioritization for doing variety of tasks at work and at home (Limoges, 2003). Participant C said;

I prioritized my family commitment and alsoratcheted some involvement of work for having good quality of life.

Free-weekends with family developed my work rules

The participants gave importance to personal and work life and developed rules to do their work. As said by H:

We planned work free weekends. As a father, I also worked at the weekend but as teacher, no. I managed my sports time on Saturday and on Sundays I love my time with partner, we enjoyed together.
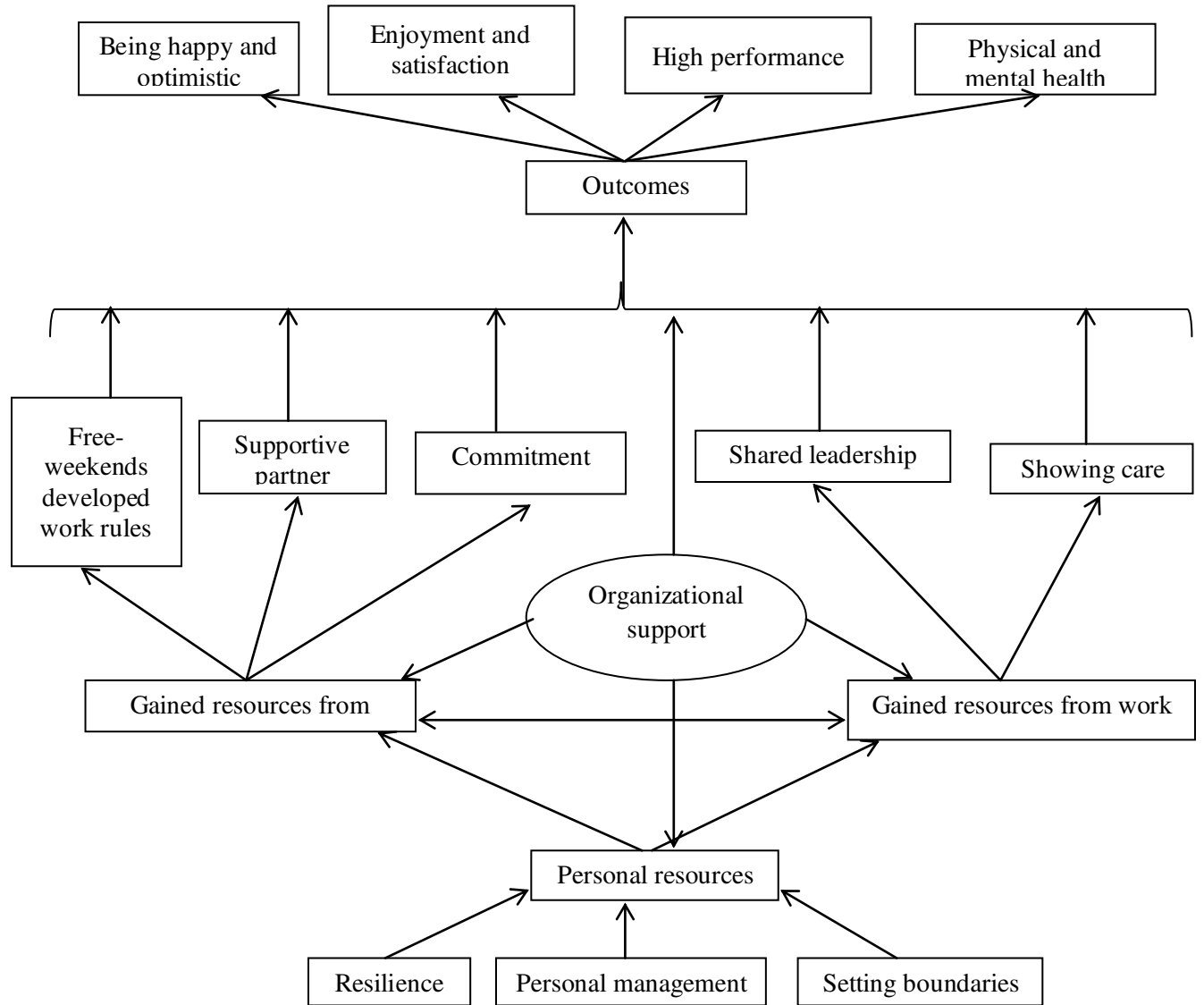
Figure 2: Conceptual Framework

Theme 4: enriched family due to work

Share Leadership

Sharing trust and knowledge are the ways of many participants. They reported their shared leadership as:

Whole department is working as a team; I have good relationship and communication with my heads and colleagues. That's why I do not go home with worries and I also managed my responsibilities of home like this.

Showing care

In the domain of work, participants had provided support to and support from colleagues and working partners and were mindful for their job positions. One shared;

We have clear priorities. My wife and I am busy person, we look for ways to minimize workloads, spend time together, and financially support each other. We are also keen on helping our colleagues to manage their work and life.

Theme 5: performance and affective outcomes in both domains

Personal physical and psychological health

Most of the participants of dual careers practiced the social interaction, fitness, health, and "me" time. A participant reported:

My wife and I know that exercise reduced the depression and anxiety of work. We make sure that we go to gym five days in a week, before going to home daily. We wanted to meet our children with happy faces. Gym of university is really helping. We go, it is in our diaries.

High job performance

Family enriched individuals are energizers and have high level of job performance (Cross, Baker, & Parker 2003). Two participants replied that;

We are never burdened because of family and work responsibilities. Getting higher degree is energized me. I am doing it for my family and for the job.

The training sections of teaching was the best thing, I did.

Enjoyment and satisfaction with life and work

Mostly participants openly revealed that enjoyment and satisfaction within role, displayed believe and energies as:

From the perspective of this job, I enjoyed the interaction being made with various people, particularly students and professors. They give me the meaning of life and energized me. I am doing a good job. It is my satisfaction and my job has many plus points.

Being happy and optimistic

Positive emotional responses and being optimistic are the attributes of enriched individuals. One explained.

I am at the stage in which I can renew myself by changing my work environment and also family environments as well as keeping energy up and enthusiasm. There is a chairman of department in me before I retried.

List organizational factors for WFE

Majority of participants have founded thefollowing supportive practices:

Table 2: Organizational support

Sr.	Practices
1	Employee's attitudes
2	Job characteristics
3	Compensation system
4	Training and Development
5	Employee empowerment
6	Constructive feedback

Discussion

The nature of this research is exploratory that sheds light on the theory of work-family enrichment presented by Greenhaus, & Powell(2006). The results of the study supported the proposed propositions, and highlighted that faculty member who has dual careers in higher education institutions of Pakistan, have achieved work family and family work enrichment. This research has uncovered the process of work-family enrichment in a higher education institution (Hill, et al., 2007; Mishra, Gupta, & Bhatnagar, 2014; Greenhaus, & Powell, 2006, Shabir and Gani 2020). The findings of the thematic analysis indicated that resilience, personal management ability, and setting boundaries are personal resources for getting enrichment. These responses are similar to findings of researches (Wayne, et al., 2007; Lapierre, et al., 2018; Crain, & Hammer, 2013) that acknowledged personal resources encouraged employees to have work-family enrichment. The majority of faculty members said, they have supportive partner, their family commitment increased the work and personal commitments, and free-weekends with family developed their work rules which made them enriched at a job due to family as well as shared leadership and showing care among co-workers, capable them to have enriched family due to job. Congruently, these results are consistent with many pieces of research (Ferguson, et al., 2012; Dunn, et al., 2013; Lapierre, et al., 2018; Crain, & Hammer, 2013) in which individuals acknowledged that work enrichment and family enrichment are occurred due to working as an employee and father/mother. It is obvious that work-life balance has positive work and individual outcomes (Aryee, Srinivas & Tan, 2005; Haar, et al., 2014; Russo, Shteigman, & Carmeli, 2016; Atif & Zubairi, 2020), and this study also provided this evidence in form of positive performance and affective outcomes (e.g., personal physical and psychological health,

high job performance, enjoyment and satisfaction with life and work, and being happy and optimistic) in work and family domain. In addition, this study is extended the findings in which it was mentioned that individuals who are living in developing countries can get a work-family balance if they are well educated and experienced (Khallash, & Kruse, 2012; Maeran, Pitarelli & Cangiano, 2013; Joseph, et al., 2018). In this line of research, qualitative insights have shown that personal characteristics played a vital role in work-family enrichment in the higher education sector of Pakistan.

Moreover, work-family balance is not solely happened through job and family, the organizational support also contributed as additional theme pointed out that assisted faculty members for work-family enrichment and this result was matched with Wayne, Casper, Matthews & Allen, (2013) that family-supportive organization reduced the WFC and enhanced WFE. Further, as the core issue in this decade (Grawitch, Barber & Justice, 2010) is "work-life conflict", participants suggested that in their organization mostly employees are not able to have the balance of work and family so, the organization should train the strategies and policies of work-life balance (Deery, 2008; Chittenden & Ritchie, 2011).

Implications

Evidence from this inquiry also suggests an implication that organizations should have an environment that intends to enhance the individual's WFE that impacted family and job satisfaction. Firstly, organizations can improve enrichment levels among employees through building a strong bonding with the families. Recently, organizations are formally inviting family members (like parents, spouses, and children) of employees to involve in the events of family celebration. Also, awards such as "the best back-up" (the spouse) are applied globally (Zhang, Griffeth & Fried, 2012). The same motivational strategies can be used by Pakistani organizations to improve the positive organizational image that intents family support and also assist employees in balancing their family and work lives. Secondly, it is confirmed that from the positive perspective of work and family interaction- this research portrays teaching as a favorable profession. The significant implication in form of work and family support emerges that these types of supports are important for faculty members in the Pakistani context. Thirdly, the role of government cannot be discouraged. The government can make regular checks to know that organizations have supportive work-family policies.

Limitations and future research directions

Apart from the theoretical and practical implications of this inquiry, few limitations are mentioned here. Firstly, qualitative outputs restricted the generalizability, thus future quantitative studies can improve the generalizability in other sectors. Secondly, this study explores the work-family enrichment among dual-career faculty members. Future studies can identify other factors that acted as moderators (gender, job demands) and mediators (organizational interventions, psychological resources, work identity) to gain this enrichment (Nicklin, & McNall, 2013; Baral

& Bhargava, 2010; Kumar, Channa & Bhutto, 2017). Thirdly, a recent qualitative study only highlighted the personal resources that were added in WFE; however, future researches can be performed on how those personal resources are developed.

Conclusion

This exploratory research has provided evidence that personal resources are meant for gaining positive performance and affective outcomes in the work and family domains of dual-career faculty members in higher education institutions of Pakistan. Moreover, organizational factors are also beneficial for enrichment. In a nutshell, the participants explained that HEIs are experiencing work-family conflict issues, thereby organizations should train the effective ways of work-life balance to their employees.

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