Center for Management Science Research
ISSN: 3006-5291 3006-5283 Volume 4, Issue 3, 2026

GENDER EQUITY, SELF-IDENTITY, AND WORK-FAMILY CONFLICT IN UNIVERSITY FACULTY: ROLE OF DEMOGRAPHIC VARIABLES

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DOI: https://doi.org/10.5281/zenodo.19274012

Keywords
Gender Equity, Self-Identity, Work-Family Conflict, University Faculty

Article History
Received: 28 January 2026
Accepted: 13 March 2026
Published: 27 March 2026

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Abstract
Gender Equity, Self-Identity, and Work-Family Conflict simultaneously play a significant role in academic life of University Faculty. The study aimed to examine the relationship between Gender Equity, Self-Identity, and Work-Family Conflict in University Faculty. Through the purposive sampling technique, a sample of 100 faculty members were recruited from Public and Private Universities includes Punjab University, NUML University, University of Engineering & Technology, and Lahore Garrison University (M=44.58; SD=7.43). The study utilized three scales i.e., the Gender Equity Scale ([GES]; Kostick et al., 2011), The Social and Personal Identities Scale ([SIPI]; Nario-Redmond et al., 2004), and Work-Family Conflict Scale ([WFC]; Haslam et al., 2015). The results demonstrated a significant positive correlation of Gender Equity with WFC; and Self-Identity had a negative correlation with Work-Family Conflict. Moreover, the Regression Analysis revealed that Gender equity and Self-Identity are likely to predict WFC in University Faculty. Furthermore, the result of Independent Sample t-test indicated significant gender differences in University Faculty. Gender Equity, Self-Identity, and Work-Family Conflict in University Faculty are significantly linked with each other. This study will be helpful in providing the basis for further empirical research, by promoting gender equity, nurturing positive self-identities, and implementing flexible work arrangements.

Introduction

Teaching is specifically intended interactions with the student which enables, promote, and provides them an opportunity to learn, create conditions that facilitate learning (Södervik et al., 2021). In the domain of education, university faculty direct complex factors that form their identities and work experiences within educational settings (Phillips, 2023). Gender equity, self-identity, and WFC in faculty members in academic settings, establishes a critical examination in the field of higher education. Gender equity is considered as an obstinate concern within academia, impacting different career paths of men and women. The job-related experiences of faculty members are linked as they control the balance between work and personal life (O'Connor et al., 2015). Self-identity meaningfully effects the individuals working in education-related careers about how them as they discriminate their roles within the academic field. WFC is a multifaceted interaction between profession and family responsibilities. Studying the dynamics of gender equity, self-identity, and work-family conflict in faculty members

addresses the challenges they face and the sorts with valued understandings on nurturing comprehensive and supportive academic settings (Greenhaus & Beutell, 1985).

Gender equity includes achieving consistency between women and men concerning their quality of life, effects by the value of their work-related outcomes, further irrespective of gender stereotypes (Klein et al., 2014). The gender equity refers to fairness of treatment for men and women, bestowing their particular needs.

Gender equity is important to create wide-ranging and just societies where individuals can contribute and flourish unrelatedly of their gender. It comprehends various dimensions i.e., education, employment, healthcare, and politics, directing to eradicate gender-based inequalities and empower and enable the individuals to reach their full potential (World Economic Forum, 2021). Gender equity also connects the talents and contributions of individuals, leading to more resilient, and sustainable communities for future (United Nations Development Program, 2021). Implementation of gender equity as a essential human right and social justice necessity is key to build a just world where everyone has the opportunity to live free from any nature of discrimination and accomplish their ambitions regardless of their gender.

Gender equity among university faculty members is a significant issue, despite progress made in recent years. Women still face challenges in achieving equality with male in representation, pay, and development opportunities in academic field (Mason et al., 2013). Research literature specifies that women are discreet in higher-ranking positions and fields includes engineering, science, technology, and mathematics (Sheltzer & Smith, 2014). Women faculty members came across barriers in their career advancement, these barriers include lack of opportunities and unequal access and distribution to resources, etc. (Xu et al., 2018). They also face challenges to balance their professional and workplace responsibilities with caregiving or household duties, leading to work-family conflicts that hinder their career progression (Garcia & Martinez, 2020). These challenges, unfortunately, play role in gender gap in academia, limit the range of perspectives and views in academic field includes university settings (Smith & Johnson, 2020).

Self-identity is a steady and clear insight of oneself. Both of the developmental stages of adolescent and young adults lead towards self-identity (Arnett, 2000). Self-identity refers to protuberant and constant aspect and view of one's own self-perception (Sparks & Shepherd, 1992). Self-identity refers to the sense of resolution, steadiness, uniqueness, and independence in a person's life (Erikson, 1959). Recent researches have uncovered numerous extents of self-identity for example its forms, procedure of development, and expression and its idea across diverse contexts (Rogers et al., 2017); its responsiveness to internal and external stimuli such as social connections, life experiences, and cultural standards (Kernis, 2003).

Self-identity among university faculty members highlighted on the multifaceted relationship between self-identities, professional duties and responsibilities, and organizational and industrial settings, determining experiences, careers, and well-being of faculty members within academic settings (Brown & Lee, 2020). Researchers have done extensive studies about how faculty members discover and identify their professional and proficient identities in response to expectations of institutions and their academia related responsibilities, disciplinary standards, societal pressures (Smith, 2019), workplace environment, leadership styles, and support system (of both home and workplace); as they play vital role in constructing the sense of belonging and satisfaction in faculty members in academic settings (Garcia & Martinez, 2020); they also signifies and promotes faculty members' engagement, preservation, and success (Jones & Brown, 2020).

Self-identity act as a core of a person's self-concept; it represents the distinctive combination of attributes, personal experiences, and insights that discriminate one person from another. Smith (2023) discovers the details of self-identity, shedding light on its dynamic nature and also emphasizes on various factors that contribute to its formation. The concept of self-identity among university faculty

members is a complex phenomenon that significantly influences their experiences within academic settings (Clarke et al., 2012).

WFC is a type of conflict i.e. inter-role in which the burdens from the work and family roles are unsuited (Grandey & Cropanzano, 1999). A key hypothesis of WFC is that the stresses and expectations of work often struggle with those of the family. Role conflict occurs whenever work and family responsibilities become mismatched with each other (Kahn et al., 1964). WFC is another critical feature, with university faculty members often facing challenges in balancing demands of academia and familial responsibilities. McDermid and Harvey (2006) emphasizes the significance of organizational support and flexible rules and policies in modifying work-family conflict among faculty.

Influence of Gender Equity and Self-Identity on Work-Family Conflict

The relationship between gender equity, self-identity and WFC is interrelated. Researches indicate that women face higher levels of WFC as compared to men, oversimplifying the reasons, as societal expectations and traditional roles may pressurize women to achieve domestic responsibilities. This incompetent division of family and work-related responsibilities can lead to gender gap in the workplace settings, restraining women's profession progress and possible chances for leadership roles in their career (Kossek et al., 2017).

In contrast, achieving gender equity in the workplace can help lessen work-family conflict for both male and female. By authorizing measures i.e. flexible work hours, parental leave, and equal caregiving chances, organizations can unify the work setting to be more rational and helpful for all employees regardless of their genders, it can also lead to improved balance between work and family life (Kossek et al., 2006; Shockle et al., 2017).

The multifaceted interface of gender equity, self-identity, and work-family conflict is highlighted by Shockley et al. (2017). The study highlights and recognizes the factors and challenges faced by women faculty members; these include fulfillment of gender roles and gender related responsibilities, family duties, professional and self-identities. The pressure and burden to regulate to gender standards and societal expectations may lead to work-family conflict, this phenomenon might intensify and effect the development of self-identity in the academic settings. Achieving gender equity in faculty members requires addressing these interconnected dimensions, recognizing the influence of societal expectations and organizational structures on self-identity and work-family conflict.

Rationale of the Study

The current study was directed with the primary purpose of examining the existing gender equity in the education profession, and possible influence on work-family conflict among with self-identity. The research aims to discover the possible effect of self-identity on WFC. This exploration includes understanding the influence of self-identity on the work-family conflict alongside with gender equity. As, this research has its significance for the future references regarding the mental health of university faculty members.

Lastly, the purpose is to contribute valuable knowledge to the academic discourse. By conducting in-depth research on the intersection of gender equity, self-identity, and WFC in faculty members, the study adds to the existing literature, filling gaps in knowledge and providing a basis for future research in related fields.

Balancing the demands of an academic career with family responsibilities often leads to work-family conflict, affecting both personal and professional lives. Faculty members, like many other professionals, experience challenges in managing their roles as caregivers and educators.

Objectives

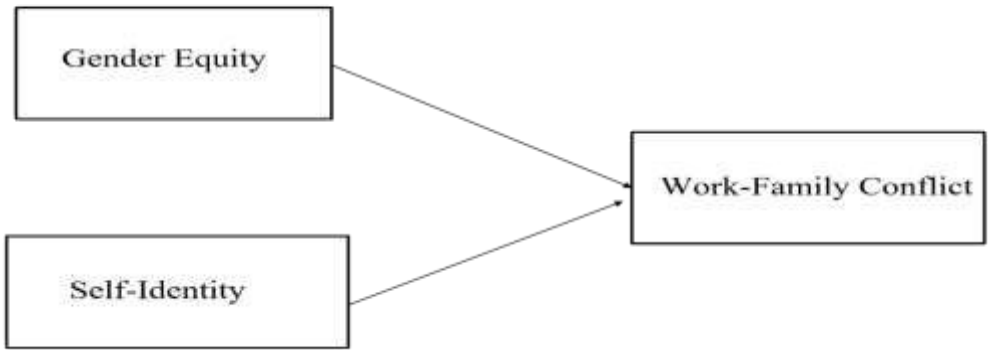
- To investigate the relationship between Gender Equity, Self-Identity, and Work-Family Conflict in University Faculty.
- To investigate the predicting effects of Gender Equity and Self-Identity on WFC.
- To investigate the difference between males and females in Gender Equity, Self-Identity, and WFC.

Hypotheses

- There is likely to be a negative relationship between Gender Equity, Self-Identity and Work-Family Conflict.
- There is likely to be significant predicting effects of Gender Equity and Self-Identity on Work-Family Conflict
- There is likely to be a significant difference between male and female in Gender Equity, Self-Identity, and WFC.
- There is likely to be a significant difference in Gender Equity, Self-Identity, and WFC across groups of Year of teaching experience.

Figure 1

Proposed Study Model



Method

The correlational research design was used to investigate the relationship between in Gender Equity, Self-Identity, and Work-Family Conflict in University Faculty. Purposive sampling method was used to collect data from 100 assistant professors working in different departments from both public and private institutes includes Lahore Garrison University, University of Engineering and Technology, NUML University, and University of the Punjab. The data was comprised of both men and women with the age range of 35 to 64 years.

Demographic Variables

In this current study, the mean age of the participants was 44.58 years, among total 100 participants, 56 were with master degree and 44 with doctorate, equal distribution of single and married participants was selected. In the category of teaching experience, 56 were of 1-5 years; 27 were of 6-10 years; and 17 were of 11-15 years. 56 participants were belonged to joint family system. Majority of the participants work less than 10 hours a day (89%). Participants were equally divided into public and private institute; and 62% of the participants were earning more than 60K (Pakistani currency) a month.

Assessment Measures

Basic demographic information including age, gender, education, family system, marital status, job status of spouse (if any), name of institute/university/college, department name, teaching experience (in years), salary, residence origin (rural/urban), and duration of stay in Lahore will be measured using a questionnaire developed for this study.

Gender Equity Scale ([GES]; Kostick et al., 2011)

It was developed to assess attitudes toward gender equity. Gender Equity Scale is a 29-item scale that measure individual's perceptions regarding gender equity. The scale items are responded to with the help of a 4-point Likert scale (0=Strongly disagree and 4=strongly agree). This scale has no subscale.

The Social and Personal Identities Scale ([SIPI]; Nario-Redmond et al., 2004)

It contains 16 questions with two subscales i.e. social and personal identity with 8 items in each subscale. In this tool, Personal Identity was used for this study. The scale has 9-point

Likert scale (Extremely important to who I am - Not at all important to who I am). The scale has very good internal reliability α= 0.903 for personal identities. No subscale of this scale.

Work-Family Conflict Scale ([WFC]; Haslam et al., 2015)

It is an extensively used instrument to measure the level of conflict experienced by individuals between their work roles and family-related duties. The scale consists of 18 items; a Likert scale (1=strongly disagree - 7=strongly agree). Sum of items is identified as Work-Family Conflict (WFC) score (7 – 35) and Family Work Conflict (FWC) score (7–35) with higher scores representing higher levels of conflict. WFC items was used for this research.0.80 alpha reliability for the measure.

Results

Psychometric Properties

The reliability statistics illustrates the reliability, mean, standard deviation and range of scales. Gender Equity Scale has reliability i.e. α = 0.914 which is excellent reliability (M=53.96; SD= 18.06); Self-Identity scale has very good reliability i.e. α = 0.821 (M= 41.84; SD= 7.93); and Work-family Conflict also has excellent reliability i.e. α = 0.948 (M= 21.43; SD= 7.01). The good and excellent reliability indicates the consistent and stable use of tools of the current study.

Pearson Product Moment Correlation Analysis

Table 1

Pearson Product Moment Correlation Analysis between Gender Equity, Self-Identity, and Work-Family Conflict in University Faculty (N=100)

	N	M	SD	1	2	3	4
Working hours per day	100	9.00	1.11	1	-.07	-.44**	.29**
Gender Equity	100	63.92	16.99		1	.22*	.23*
Self-Identity	100	41.84	7.93			1	-.38**
Work Family Conflict	100	21.43	7.01				1

Note. *p<0.01; **p<0.05

Pearson's product-moment correlation analyses (Table 3) showed that Gender equity, Self-Identity, and Work-Family Conflict are significantly correlated. Gender Equity Positively correlated with Work-Family Conflict, and Gender Equity negatively correlated with Self-Identity. A prominent demographic variable i.e. working hours positively and significantly linked with work-family conflict.

Multiple Linear Regression

Table 2

		95% CI for B					
Variables	B	LL	UL	SEB	t	β	R^2
Constant	29.61	22.33	36.89	3.66	8.07		0.25
Gender Equity	.14	.06	.21	.03	3.79	.34***	
Self-Identity	-.41	-.56	-.25	.07	-5.16	-.46***	

Note. ***p<.001; B= Standardized Coefficients; β= Standardized Coefficient, R^2=R square; SEB= Standard Error of Unstandardized Coefficient; LL= Lower Limit; UL= Upper Limit Multiple Linear Regression for the study was done by Enter Method. Both gender equity (β=.34, p<.001) and self-identity (β=-.46, p<.001) came out as a significant predictor of WFC. The model was significant, F (2, 97) = 16.93, p < .000, and the explained variance was 25%.

Figure 2

Expressed Hierarchical Multiple Regression Model

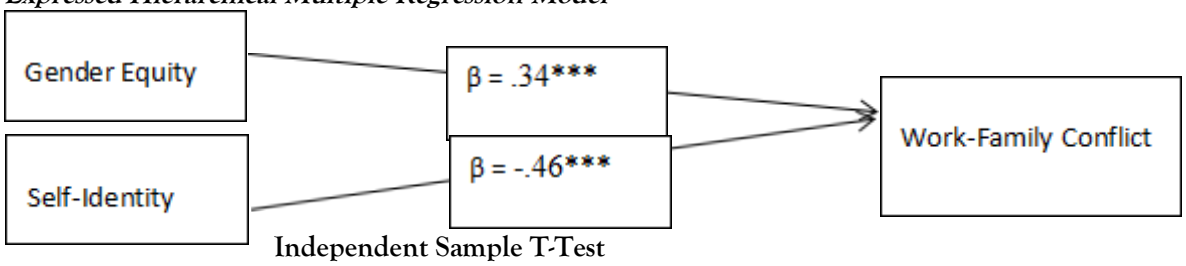


Table 3

Variables	Male		Female				95% CI		Cohen's d
	M	SD	M	SD	T	p	LL	UL	
Gender Equity	60.02	18.41	67.82	14.61	-2.34	.21	-14.39	-1.20	
Self-Identity	45.54	4.46	38.14	8.89	5.25	.000	4.60	10.19	1.05
Work-Family Conflict	15.94	3.22	26.92	5.25	-12.5	.000	-12.71	-9.25	2.51

Table 5 shows significant gender differences between Gender Equity, Self-Identity, and Work-Family Conflict. The analysis exposes distinguished differences between males and females. Males are identified to have a prominent Self-Identity than females. Females encounter more Work-Family Conflict as compared to males. For Self-Identity, the effect size is Cohen's d = 1.05 and Work-Family Conflict exhibits the most pronounced disparity, with a substantial effect size i.e. Cohen's d = 2.51, highlighting an remarkably significant difference between males and females.

One-Way ANOVA

A one-way ANOVA was conducted to examine differences in gender equity, self-identity and work-family conflict between groups. For gender equity, Welch's ANOVA revealed a significant difference, F (2,97) = 71.87], p = .000. There was a significant effect of group on self-identity, F (2,97) = 3.387, p = .038. For work-family conflict, a significant effect was found, F (2,97) = 3.175, p = .046. ANOVA indicates a significant difference in gender equity, self-identity and work-family conflict between groups.

Table 4

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
gender equity	Between Groups	17078.033	2	8539.017	71.879	.000
	Within Groups	11523.327	97	118.797		
	Total	28601.360	99			
Self-identity	Between Groups	406.339	2	203.170	3.387	.038
	Within Groups	5819.101	97	59.991		
	Total	6225.440	99			
work family conflict	Between Groups	299.624	2	149.812	3.175	.046
	Within Groups	4576.886	97	47.184		
	Total	4876.510	99			

One Way ANOVA

Analysis of Variance (One Way Anova) between IV (Years of teaching experience within groups (1)1-5 years; (2)6-10 years (3)11-15 years) and DVs (Gender Equity, Self-Identity and Work-Family Conflict)

Post Hoc Tests

Table 5

Games-Howell post hoc							
Dependent Variable	(I) Years of Teaching Experience	(J) Years of Teaching Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Gender Equity	1-5 years	6-10 years	-18.967*	2.278	.000	-24.45	-13.48
		11-15 years	-33.481*	3.763	.000	-42.96	-24.00
	6-10 years	1-5 years	18.967*	2.278	.000	13.48	24.45
		11-15 years	-14.514*	3.941	.003	-24.34	-4.69
	11-15 years	1-5 years	33.481*	3.763	.000	24.00	42.96
		6-10 years	14.514*	3.941	.003	4.69	24.34
Tukey Post Hoc Test							
Self-Identity	1-5 years	6-10 years	-1.316	1.815	.749	-5.64	3.00
		11-15 years	-5.582*	2.145	.029	-10.69	-.48
	6-10 years	1-5 years	1.316	1.815	.749	-3.00	5.64
		11-15 years	-4.266	2.398	.182	-9.97	1.44
	11-15 years	1-5 years	5.582*	2.145	.029	.48	10.69
		6-10 years	4.266	2.398	.182	-1.44	9.97
Work Family Conflict	1-5 years	6-10 years	-4.019*	1.609	.037	-7.85	-.19
		11-15 years	-1.923	1.902	.572	-6.45	2.60
	6-10 years	1-5 years	4.019*	1.609	.037	.19	7.85
		11-15 years	2.096	2.127	.588	-2.97	7.16
	11-15 years	1-5 years	1.923	1.902	.572	-2.60	6.45
		6-10 years	-2.096	2.127	.588	-7.16	2.97

This table shows Games-Howell post hoc comparisons of gender equity scores across teaching experience groups. The Games-Howell post hoc test exposed substantial differences in gender equity scores between the groups i.e., Teachers (1-5 years of experience) had significantly lower gender equity scores compared to 6-10 years group (Mean Difference = -18.97, $p < .001$) and 11-15 years group (Mean Difference = -33.48, $p < .001$). Teachers (6-10 years) had significantly higher scores than the 1-5 years group (Mean Difference = 18.97, $p < .001$) but significantly lower than the 11-15 years group (Mean Difference = -14.51, $p = .003$). Teachers (11-15 years) experience had significantly higher scores than both 1-5 years group (Mean Difference = 33.48, $p < .001$) 6-10 years group (Mean Difference = 14.51, $p = .003$).

As, self-identity and work family conflict meet the assumption of homogeneity of variances, post-Hoc in context of pairwise comparisons Tukey was used. The respective post hoc analysis indicates that self-identity increased significantly in teachers with 11-15 years compared to those with 1-5 years of experience. Whereas, work-family conflict in teachers with 6-10 years' experience reported significantly higher conflict than those with 1-5 years, but no differences were found with the 11-15 years group.

Discussion

This study explored the influence of gender equity and self-identity on work-family conflict in university faculty. The demographic variables of the study included the participants with the mean age of 44.58 years, majority of the participants were with master's degree (56%), 1-5 years of teaching experience (56%), 56% of participants lived in joint family system, 89% of participants reported daily work hours less than 10 hours a day, and with salary of more than 60k (62%).

The first hypothesis stated a negative relationship between Gender Equity and Work-Family Conflict in University Faculty. However, the results revealed a significant positive relationship between them. The results refute the hypothesis. The partition of domestic work

between each couple has changed only progressively toward equity and leads to some unambiguous replacements for a woman who sees it as a drain: stand it, leave their spouses, or discuss the household division of work (Gershuny et al., 2005). But any faulty negotiations of these sorts could lead the domestic conflict especially among working individuals. The findings of literature indicate that men follow a work importance pathway that might leads to the increase in work-to-family conflict and women trail a family importance pathway that also results in higher levels of work-to-family conflict. This variation in tangentiality regarding own gender and priorities, both male and female, despite being struggling for gender equity, this whole social scenario might lead to the significance work-family conflict (Zhang et al., 2021).

Studies have shown that females report higher levels of gender equity within organization (Smith et al., 2018; Johnson & Lee, 2018). But on the other hand, females also often face greater work-family conflict due to societal expectations and caregiving responsibilities (Allen et al., 2019; Allen et al., 2020). However, in the light of results that greater gender equity might leads to the increase in work family conflict; however, there might be plausible reasons behind this link that might include increased role demands (work intensification), role strain, inequitable distribution of benefits. Expansionist theory suggests multiple roles can improve well-being, but in the absence of support this expansion increases stress and could lead to WFC.

The study also finds significant relationship between working hours and its effect on work-family conflict. Long working hours were related with increased jeopardies of WFC, sleep trouble and extreme exhaustion (Beak et al., 2023). Most of the studies show that there is a strong relationship between imbalanced working hours, unequal division of workload, irregular working hours and work-family conflict (Burke, 2002; Alçelik et al., 2005).

Another hypothesis stated that there is likely to be a significant negative relationship between self-identity and WFC. Results showed that a significant negative association between negative perception of self-identity (particularly to their roles as academics and family members) and work-family conflict is observed in both men and women within academic context. This conflict ascends from the tension and pressure between professional demands and household responsibilities, leading to increase in stress while achieving a balance between work and home (Johnson & Smith, 2021). Negative self-identity may apparent as feelings of insufficiency or role hesitation or indecisiveness regarding professional and household decisions, which can increase the occurrence of work-family conflict in faculty members (Jones & White, 2017). Research suggests that addressing self-identity related concerns and development of positive self-perceptions can possibly diminish work-family conflict by enhancing sense of capability, and balance between professional and self-identities (White & Brown, 2019). Therefore, support systems and interventions are aimed at emerging and endorsing positive self-identity to decrease the chances of work-family conflict and improving well-being in university faculty members. The study is guided by social role theory, which suggests that societal norms and expectations form gender roles and responsibilities and effect persons' experiences within organizational settings including academia. Gender-related expectations regarding work and family responsibilities contribute to differences in gender equity and work-family conflict (Eagly & Wood, 2013).

The hypothesis stated that there is likely to be a significant difference between male and female University Faculty. Results showed significant differences in Self-Identity and Work-Family Conflict in University Faculty. Results revealed significantly higher levels of self-identity among males ($M = 45.54$, $SD = 4.469$) compared to females ($M = 38.14$, $SD = 8.89$), $t(5.256) =$, $p < .001$. These findings verify existing research literature, indicating that males tend to exhibit greater clarity and coherence in their self-concept as compared to females. Existing research provides understandings into the factors contributing to higher self-identity levels among males. Studies have consistently shown that societal norms and expectations influence gendered identity construction, with males often encouraged to assert independence and

self-assuredness (Roberts & Tracy, 2020; Lee & Lee, 2021).

A t-test analysis results revealed significantly higher levels of work-family conflict among females (M = 26.92, SD = 5.252) compared to males (M =15.94, SD =3.229), t (-12.59) =, p < .001, indicating that females face bigger challenges in balancing work and family responsibilities compared to males. These results support the hypothesis that females experience work-family conflict more as compared to males. Females' higher level of conflict may be accredited to societal expectations, work-role overload, and limited access to supportive work procedures (flexible schedules and childcare help) (Allen et al., 2019; Bianchi & Milkie, 2019).

Another study emphasized the gender differences highlighting that females experience higher levels of work-family conflict as compared to males. Many studies have confirmed that females tolerate a uneven burden of caregiving and household responsibilities, leading to increase level of stress and strain in managing both work and family spheres (Allen et al., 2019; Barnett et al., 2008). These results highlight the need to discover factors contributing to gender-specific procedures of work-family conflict and develop interventions to lessen its influence.

Societal standards often labeled the belief that males should prioritize professional and career success, while females must fulfill household duties. This partition of work may lower the work-family conflict among males (Bianchi & Milkie, 2010). Research suggests that females often face higher levels of role conflict due to challenging strains between work and family roles, whereas males experience better role integration and less conflict due to richer boundaries and role expectations (Greenhaus & Powell, 2006).

Existing research highlights the facets contributing to higher levels of work-family conflict among females including societal expectations, disordered gender roles, biased distribution of household responsibilities, with females often bearing a greater share of these duties (Bianchi & Milkie, 2019; Nomaguchi & Milkie, 2020). Moreover, organizational factors such as inflexible work schedules and limited access to family-friendly procedures may exacerbate work-family conflict for females, further emphasizing the need for general interventions to promote gender equity and work-life balance.

Strengths and Limitations

The study significantly identifies the importance of studying Gender Equity, Self-Identity, and Work-Family Conflict in University Faculty. As it is hour of need to understand this phenomenon better. University faculty face challenges in balancing academic and family roles; examining this through gender equity makes the study directly relevant to institutional policy and workplace culture.

The limitations of the current study might include that data on self-identity, gender equity, and work-family conflict may depend on surveys or interviews, which can be affected by people giving socially desirable answers or not fully sharing their experiences.

Conclusion, Implications and Future Directions

In conclusion, In conclusion, Gender Equity, Self-Identity, and Work-Family Conflict are closely linked in university faculty, where inequities affect self-perception and increase conflict between work and family roles.

The current study proposes that longitudinal studies can be done for pursuing faculty members' experiences over time as they would provide more dynamic insights. Qualitative research and practices can also be done to understand the lived experiences and descriptions of faculty members regarding self-identity and work-family domains.

The current study can aid policymakers and organizational leaders to take initiative concerning gender equity and prioritize its development and fostering. Moreover, efforts to lessen work-family conflict can be done by focusing on flexible work times and loads, childcare support, and family-friendly policies. By addressing the tentative challenges of gender inequity and work-family conflict, managements can promote settings that prioritize assortment, equity, and employee well-being.

Acknowledgements
The authors would like to thank friends, colleagues and family for providing the resources and support necessary to conduct this study. We are also grateful to the participants who generously contributed their time.

Declaration of Interest Statement
The authors report there are no competing interests to declare.

Declaration of Funding
No funding was received.

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