



Consequences of Fulfilling Concurrent Occupational and Maternal Roles among Faculty Members

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ABSTRACT

Objective: The increasing number of women working outdoors has made work-family balance issues particularly significant. Female faculty members make up a group of employed women for whom the simultaneous fulfillment of occupational and family roles, especially maternal responsibilities, is challenging and associated with specific consequences. Identifying these consequences can facilitate a deeper understanding of the issues faced by women faculty members and provide a foundation for resolving the existing challenges in achieving a balance between occupational and maternal roles, thereby supporting more effective performance in both domains.

Method: the present study was conducted to identify the consequences of concurrent employment and motherhood using a qualitative approach. To this end, semi-structured interviews were performed with 20 female faculty members from some universities under the Ministry of Science, Research, and Technology. Qualitative content analysis was also carried out to extract the consequences of performing occupational and maternal roles simultaneously.

Results: a heee coneequenceea e err fhund oobe “uuceee nnaahldeeannng”, i hho000mrrgs rr i hlldaannng, “mattal e0000thpp duuuuuiion”e “pychoocgaaæ empowerment,,, “phyccal and pycao gaal tee”uee”, and “caeeer godi hh and poomoiion duuupiion”.

Conclusions: The participants experienced both positive and negative consequences simultaneously, and various conditions influenced these experiences. Based on the findings, enhancing support for employed mothers at both familial and organizational levels can achieve a balance between occupational and maternal roles and effectively mitigate the negative consequences of concurrently performing these roles.

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Introduction

Family and occupation are considered as essential aspects of individuals' lives, and achieving goals in these two domains is a key factor in personal success. When an individual encounters challenges in either family or occupational life, the consequences extend beyond him or her and can also affect the organization involved. So far, numerous studies have examined the factors influencing family and occupational life, highlighting the necessity and significance of these two domains (Malekiha et al., 2013: 164). Almost all the research on work-family interactions has indicated that work-family conflicts adversely affect individuals, families, and organizations. In most work-family conflict models, examining the consequences of such conflicts, whether in the workplace, the family, or both, has become an integral part of the analysis (Rastegar Khaled, 2006: 31). For individuals, a work-family conflict serves as a primary source of stress, associated with negative outcomes such as impaired spousal and parental roles, compromised health of employed parents, poorer mental health, and reduced life satisfaction. For organizations, it is linked to increased employee absenteeism, withdrawal from work, decreased organizational and occupational commitment, and reduced organizational productivity (Rastegar Khaled, 2006: 33). Consequently, promoting, maintaining, and enhancing work-family balance is important from two perspectives. From the organizational standpoint, a motivated, productive, and stress-free workforce contributes to a positive work environment, reduces costs, and facilitates the achievement of organizational goals. From the individual standpoint, work-family balance enables individuals to experience greater well-being at home and at work, maintain health, foster better relationships with supervisors, prevent the transfer of work-related problems to the family and vice versa, allocate sufficient time for life outside work, and increase control over family and occupational responsibilities (Ghahramani et al., 2016: 56). Therefore, research on work-family balance is essential due to its potential to inform policy-makers and planners in this area.

Women are sometimes employed as faculty members. Their academic work is inherently demanding, requiring continuous acquisition of updated knowledge and skills. Consequently, the measure of activity required to fulfill professional duties is based on meeting the expected responsibilities, which makes it very meaningless to define fixed working hours. This characteristic creates temporal pressure, task orientation, or a lack of time orientation, resulting in open-ended working hours, work extending beyond the university setting, and the necessity of bringing work home. For faculty members, the profession functions as a continuous intellectual project, generating persistent cognitive engagement even during holidays and leisure time. Thus, the simultaneous fulfillment of occupational and family roles, and particularly maternal responsibilities, is challenging for female faculty members and is accompanied by specific consequences. This is due to the nature of academic tasks, such as their orientation, lack of time-bound assignments, absence of mental disengagement after working hours, continuous cognitive engagement, multiple and diverse professional responsibilities, the interweaving of work and life (Dabbaghi, 2021: 252–253), and the extensive scope of intellectual, teaching, research, and scholarly engagement beyond the geographic boundaries of the workplace (Bagheri & Hoseini, 2016: 118).— Identifying the consequences can facilitate a deep understanding of the issues faced by women faculty members and create the necessary conditions to address the challenges involved in achieving balance between occupational and maternal roles. This allows for more effective performance in both domains. To shed light on the issue, the present study explores the lived experiences

of female faculty members regarding the consequences of simultaneously performing occupational and maternal roles.

Research background

Numerous studies on work-family issues have been conducted both domestically and internationally, a significant portion of which focuses on work-family conflicts, examining the factors influencing the conflict between occupational and family roles as well as its consequences. Russo (2024) found that, despite considering childbirth as a mental and practical barrier to scholarly productivity, many studied women attributed positive occupational outcomes to the birth of their first child. The researcher suggests that interviews can be analyzed as dual-layered narratives; delayed fertility choices and work-family conflicts are typically described as normative aspects of a common career pattern, intrinsic to the academic experience of women. Simultaneously, the positive impacts of motherhood on personal identity and work-related skills are recounted at a more individual level as a paradoxical experience, a personal journey toward self-knowledge or, to some extent, a heroic performance. Kelling et al. (2024) reported that, due to the convergence of high work expectations, ambiguous job demands, and inequity, faculty members experience high workloads. The consequences of such workloads include decreased work-life balance, dissatisfaction with unmet work goals, loss of flexibility as a benefit, and reduced organizational commitment. Alkan and Kamasak (2024) demonstrated that female academic parents face three main challenges in interactions with higher education institutions, including time constraints, role-oriented pressures, and insufficient institutional support. In a study on the experiences of academic mothers, Hillier (2023) identified six key themes regarding the intersection of work and family. They are embodied experiences of pregnancy, mentoring and networking opportunities, misalignment between institutional policies and programs, departmental support, and overall satisfaction with motherhood during graduate studies. Zheng et al. (2022) indicated that gender gaps in academic advancement are, in fact, parenting-related gaps. Significant gender disparities were found across most objective and subjective metrics of academic progress among parents, whereas such gaps were absent among non-parents. Mothers were more likely than fathers to experience higher levels of work-family conflict and lower levels of spousal support, significantly contributing to gender gaps in academic advancement among parent groups. There were also lower professional achievements among female academics compared to their male counterparts. In research on publication rate inequalities between male and female faculty members, Morgan et al. (2021) found that, although parents are slightly more productive than non-parents on average, parenthood accounts for the largest gender productivity gap, primarily due to reduced short-term productivity among mothers. Gallardo (2021) reported that female academics with children under five years of age had poorer *curricula vitae* and reduced research productivity than non-mothers. The participants in that study also indicated that motherhood affected their promotion prospects and that they had sacrificed professional opportunities due to being mothers. Lutter and Schröder (2020) found that having children significantly reduced

and Velmurugan (2020) reported that female faculty members who fail to achieve a work-life balance experience stress and reduced job satisfaction. Similarly, Rahman et al. (2020) demonstrated the negative impact of work-to-family and family-to-work conflicts on

work-life relations and highlighted the emergence of both positive and negative aspects of work-life integration among academics. In a meta-analysis of 49 studies, Hassanpour et al. (2021) identified the outcomes of work-family balance, decreased physical and psychological burnout, psychological well-being, and life satisfaction. Ebrahimzadeh Dastjerdi et al. (2021) investigated the lived experiences of faculty members at a university in Shahrekord regarding the antecedents and consequences of work-family personal, family and occupational antecedents as well as personal, family and occupational conflict and found that factors such as continuous task-oriented responsibilities result in 24-hour cognitive engagement, leading women faculty members to experience temporal pressure, tension, role neglect, and maternal sense of guilt even at home. These conflicts affect spousal, maternal, and familial interactions as well as the prioritization of personal goals. Overall, previous research has addressed various aspects of work-family integration. However, the distinctive feature of the present study is its focus on female faculty members, considering the specific conditions and occupational responsibilities of this group, emphasizing their maternal roles, and examining the consequences of combining occupational and maternal responsibilities.

Conceptual Framework

The existing approaches to the work-family relationship can broadly be categorized into approach, role overload, role pressure, and the scarcity approach consider work and family as conflicting domains. In contrast, positive approaches emphasize the benefits of employment. As they argue, despite the existence of individuals who experience a work-family conflict due to employment, there are also those who derive advantages from performing multiple roles by achieving a work-family balance. The role accumulation approach, and the compensation approach represent such a positive perspective.

By emphasizing the gender-based segregation of roles, Parsons argues that a condition for a family to achieve maximal functionality is the differentiation of instrumental and expressive

roles. Instrumental roles refer to male responsibilities, whereas expressive roles refer to female responsibilities. Through their employment, men provide not only economic security for the family but also a social base, while women establish emotional support and stability within the family. When these complementary roles are effectively performed, the family reaches its highest level of functioning. However, if women enter the work market, they are perceived as professional competitors to their spouses, disrupting the family balance and

example of such deviation. The role multiplicity approach posits that the simultaneous adoption of occupational and family roles generates multiple and often incompatible expectations, resulting in role conflicts. The role overload perspective suggests that the cumulative energy and time demands of family and occupational responsibilities may be so high that performing each role adequately becomes difficult. Thus, overload involves both insufficient time and energy to fulfill roles and the resulting inability to perform roles effectively. The role pressure approach emphasizes the psychological dimension of multiple roles, highlighting the pressure arising from disruptions in fulfilling role expectations. Cooper has identified the primary source of anxiety among employed women; it is the psychological stress stemming from simultaneously managing household and outdoor work responsibilities. The scarcity approach underscores the challenges, conflicts, and psychological pressures arising from performing multiple roles, particularly occupational and family roles. In this perspective, role multiplicity equates to increased role demands and role incompatibilities, leading to imbalance and role conflict. When occupational roles are added to family roles, both considered primary roles requiring substantial time, energy and commitment, individuals have limited time and energy. The result is necessarily a reduction in time, energy, and perceived commitment to one of the two roles. The scarcity approach emphasizes the

and commitment.

The role accumulation theory criticizes the scarcity perspective for focusing solely on the negative aspects of role multiplicity. It also argues that performing occupational roles alongside family roles can be beneficial for both the individual and the society. Potential conflicts arising from poorly managed roles are acknowledged, with attention given to both positive and negative dimensions. According to this theory, individuals can assume multiple roles and perform them successfully, provided they feel a strong sense of commitment to each role. Marks asserts that, if individuals maintain strong commitment to each of their roles, they can allocate sufficient time and energy to it. Temporal balance is disrupted when a person feels greater commitment to one role, leading to the allocation of more energy and time to it at the expense of due performance in the other role. The compensation approach proposes that, when optimal work-family balance is not achieved, individuals direct their efforts toward roles in which they experience satisfaction, thereby compensating for their shortcomings in other roles. For example, individuals dissatisfied with their jobs may seek fulfillment through

family engagement (Esmaeeli et al., 2020: 22-25). Based on the foregoing, the present study focuses on identifying the various positive and negative consequences of simultaneously performing occupational and family roles.

Method

Sampling Procedures

Given that the present study aimed to provide a comprehensive and in-depth description add cccc aaaaannng ii .. eeee ucttt g eeeee eedxece. ccaacccc eee .eeeeeee.. es ff simultaneously performing occupational and maternal roles, a qualitative approach was employed. The inclusion criteria for participation were a) being employed as a full-time faculty member at a university under the Ministry of Science, Research, and Technology, b) having at least one child, c) having simultaneous experience of employment and motherhood, and d) willingness to participate in the study. Accordingly, the participants were female faculty members with concurrent experiences of motherhood and employment. They were selected through purposive sampling with maximum variation. To identify and recruit them, the initial step was the selection of several eligible individuals through convenience sampling. Subsequently, through a snowball sampling method, the selected ones were asked to introduce other individuals who met the study criteria so that the researcher could establish contacts via email. The researcher then sent an email introducing herself, explaining the study objectives, providing detailed information about participation, and including the interview questions. Those individuals were then asked to indicate their willingness to participate. Upon receiving consent, the data were collected through in-depth, semi-structured interviews conducted at the aaccc'"""" "" aaace,, hhhh hl cy ttt eeeee SSSSSeeeee 55 and 90 minutes. Sampling and interviewing continued until data saturation was achieved; after eighteen interviews, no new codes emerged, but two additional interviews were conducted to ensure saturation, resulting in a total of twenty participants. They ranged from 35 to 55 years of age, with 2 to 21 years of experience as faculty members, most holding the rank of assistant professor. Their age at marriage ranged from 18 to 34 years, and they had one to four children aged from under one year to 32 years. Tee aaccc'"""" 'aaracrrttt aaa æ eesenennn nmn... ..

Table 1. . . . ticiaatt s' hrratt emstiss

No.	Age	Work experience (Years)	Employment status	Academic rank	Number of children	Child rens as es (Years)
1	55	21	Permanent	Professor	2	30-32
2	36	8	Permanent	Assistant professor	1	8
3	41	7	Probationary	Assistant professor	2	7-14
4	35	3	Contractual	Assistant professor	3	1-5-8
5	42	9	Probationary	Assistant professor	1	5
6	40	8	Contractual	Assistant	2	1-4

				professor		
7	37	10	Contractual	Assistant professor	2	7-15
8	35	9	Probationary	Assistant professor	2	2-4
9	41	7	Probationary	Assistant professor	3	3-6-11
10	37	4	Contractual	Assistant professor	2	2-6
11	38	6	Contractual	Assistant professor	1	5
12	45	8	Probationary	Assistant professor	1	12
13	38	8	Permanent	Assistant professor	3	2-4-12
14	44	3	Contractual	Assistant professor	1	18
15	42	8	Probationary	Assistant professor	4	3-5-9-11
16	41	5	Contractual	Assistant professor	2	4-8
17	41	9	Probationary	Assistant professor	1	12
18	37	2	Contractual	Assistant professor	3	1-9-13
19	39	5	Contractual	Assistant professor	2	2-7
20	44	10	Permanent	Associate professor	4	1-5-12-20

For the qualitative content analysis, after each interview, the audio file was transcribed into a text and subsequently coded using the summary content analysis technique. This technique aimed to condense the text in a manner that would preserve the core meaning and semantic framework while eliminating the redundant or overlapping materials. Through the processes of reduction, semantic abstraction, and generalization, the overlapping statements, excessive explanations, and redundant examples were removed to facilitate the development of inductive categories. In this process, the overlapping subcategories at a single analytical level were grouped under the main categories, and the reduction process could be continued through the redefinition and revision of the main categories. Initially, the data were divided into propositions, paragraphs, and statements. The irrelevant sections, overlapping contents, and texts conveying meanings similar to the other sections were removed, and then the similar or thematically related sections were grouped and summarized (Mirzaei, 2016: 1122). Consequently, the analysis yielded categories representing the consequences of simultaneously performing occupational and maternal roles by female faculty members.

To assess the research quality, the trustworthiness criteria proposed by Lincoln and Guba (1985), namely comprising credibility, transferability, dependability, and confirmability, were employed. To ensure credibility, the researcher collected and analyzed the data free from bias and preconceptions. Additionally, the resulting codes and categories were shared with several

participants, who were asked to provide feedbacks regarding the accuracy and consistency of the findings with their experiences. To enhance transferability, maximum variation was ensured in the participant selection, and the participant characteristics were clearly reported. For dependability, the procedures of the data collection and analysis were fully documented, including interview transcripts, coding, and the concepts and categories derived from each interview, enabling a review by other researchers. To enhance confirmability, the researcher maintained neutrality in the interview questions, avoided guiding the participants toward particular responses, refrained from applying prior knowledge during the data analysis, and provided a rich dataset in the form of evidence to support the derived categories.

Results

Based on the analysis conducted, the consequences of simultaneously performing occupational and maternal roles were categorized into success in childrearing, deficiencies in childrearing, disruption in the marital relationship, psychological empowerment, physical and psychological pressures, and disruption in career growth and promotion. Success in childrearing was reported by 15 participants, including statements such as “My child is more confident and independent than when I was a child” and “My child is more academically successful than my friends’ children.” Deficiencies in childrearing were reported by 12 participants, including statements such as “I don’t have enough time to spend with my child” and “My child is more stressed because of my work.” Disruption in the marital relationship was reported by 8 participants, including statements such as “My husband is more distant from me since I started working” and “We argue more often because of my work.” Psychological empowerment was reported by 10 participants, including statements such as “I feel more confident in my abilities” and “I have more control over my life.” Physical and psychological pressures were reported by 14 participants, including statements such as “I feel more tired and stressed” and “I have more headaches since I started working.” Disruption in career growth and promotion was reported by 9 participants, including statements such as “I have not been promoted yet” and “I have to work longer hours than my colleagues.”

Table 2. Categorized consequences of simultaneously performing occupational and maternal roles

Main category	Subcategory
Success in childrearing	Child's independence and empowerment
	Child's modeling of mother's behaviors
	Child's positive perception of his mother
Deficiencies in childrearing	Child's distress and dissatisfaction
	Lack of time for optimal child-rearing
	Lack of time to meet child's needs
Disruption in the marital relationship	Maltreatment of child as a result of work pressure
	Woman's dissatisfaction and resentment for her spouse
Psychological empowerment	Woman's self-esteem and confidence
	Positive mood and well-being
	Spiritual development
Physical and psychological pressures	Extreme fatigue
	Anxiety and stress
	Lack of enjoyment of motherhood
	Feelings of guilt
	Accusation of not being a good mother
Disruption in career growth and promotion	Decline in physical and psychological health
	Decrease in the quantity and quality of research activities
	Disruption in job stability and promotion

Success in childrearing

“Child's success in school and life is a direct result of my involvement and support” were reported as beneficial outcomes of the employment-motherhood experience. Childrearing practices aimed at empowering children to

In eeee eae, clll een aooo exeedddd ddddiiaaciinn hhhh hhhhttt ee”” eill oymett because mothers did not have sufficient time for play and interaction with them.

“My rrrrrrrr rr ttt tt lll iiiii ed wth yy wkkkgggddd wwwys wishes that I would be dismissed from the university. She says she would like me to be a housewife so that I would have time to play with my children. Well, this shows tttt I mm ttt a dddd dddddd ddd tttt I vvve ntt een eeee ee ee et yy clll sss sense of satinnnnnnnn nnnxecttt oooo @ ooo ooooooo (Participant 10)

The women also referred to the difficulties of their children caused by the mother's oill oy,,,,, ,, eeaaiiee ssycggggggal effecss retttt ggrrmmeee ttt eerss aeecce rmmeee child, and the emotional pressure placed on young children due to separation from their mothers.

“My wkkkggg cttttt tttt eee ccch tttt , eeceeee ff cccciicll ddd rrrrr rrrrr work at the university, I could not work at home alongside my children. During working hours, I had to be away from them, and this caused a great deal of emotional pressure on the children. I remember when my daughter was little. For eeeee lll l ye,,, , veyyyy we eettttt td wth eer ,, ,, ,, tttt tt ,, ,, ,, ,, , tth ee ,, ddd wth cyy... .. eever edded; it was a repetitive, daily experience, and it truly placed a great deal of emotional pressure on both me and yy ”””””””””” (Participant 3)

”Lack ff iiee rrr iiiii lll clll eeannng” was arrrrrrr ceceeeence ff aaligg ooessssss a balance between employment and motherhood for children. The heavy workload of university responsibilities and the inability to achieve a balance between occupational and maternal roles for various reasons resulted in mothers lacking sufficient time to acquire the knowledge and skills necessary for ideal and optimal childrearing.

“vver eeeee I wss gggg, I vvve ddd yyyy sssss rrr yy clll eee.. I vvve purchased numerous parenting books and even special storybooks for children. However, due to my occupational conditions, I have not been able to read any of those books or implement the plans I had; that is, I am a completely ordinary eeeee e nnnmmnsfff eee evel ff kwwveeee ddd kkills nnclll eeegggggg (Participant 10)

“Lack of iiee oo attedd oo clll sss eee”””” aa s arrrrrrr eeaaiiee ttt come to which the interviewed women referred. The heavy workload of university responsibilities prevented sufficient time allocation for children, adequate mother-child interaction, and the fulfillment of their various needs.

“I mm lllll ll eeeee e nn eeeacch wkkk ddd uueevviii gg ””””” ””” ’ tt various times and hours day and night, and these have led me to focus more on my job and have less time to be with my children. Consequently, they also do not have sufficient time to be with me to have their needs ddd wsssss sssss ssssss (Participant 9)

ssssiiiiii is nn feennng ynnng clll rren weee arrrrrr sssee aggggggggmm ttt eess’ occupational conditions.

“Ween I tttt ttt clll d nnee ggggggg ggg ceee oo eee yyyyyyyyyy eeddddddd night, during that interval, the child had to be fed with milk powder, which was not very suitable for her. I was forced to start solid feeding earlier, which caused problems for her. The fact that I was absent from morning until night and did not have continuous breastfeeding led her gradually to stop taking my milk and eeceee deeeeee ee eeall ll l ””(Participant 5)

“aa tteeamratt ff clll d eee oorrr k-eeeee eeeuuuee” aa s aeeeeee eegaiiee effect ff aallggg to achieve a balance between occupational and maternal roles. The impact of the difficulties ff mmttt aeellll y eerrrr ii gg ccppaiaaaal add eeee aal eeæ nn eee w””” ’ sssss s add the resulting maltreatment arising from fatigue and work pressure, were among the issues mentioned.

“eee iiee s I eeceee rrrteeee eee tttt tt yy clll een and vent my pressure and anger on those poor ones. Then, I truly feel upset and cry, wondering what yyyvve nnne w!!!! ! (Participant 8)

Disruption in the marital relationship

“W””” ’ tttt eess and eeemmtt aaaa dd eee ””””””” was annn g eee negaiiee consequences of failing to establish a balance between occupational and maternal roles. In some cases, the non-fllllll ll eeee sss exeeccssssss ff rrrrr ssssss ssgannng ceeee aaiinn add eee iiiii nnnn nn rrrrr iiiii i hle aai ly, eee oo eee ”””” ’ iiiii lity to ii cceeeeee nn eeeeee eed clll eeannng ,,,,, ,,, oo eeee sss ssseees add eeemmtt toward their spouses and to strained marital relationships.

“I exeect yy eeeee ee vvvvee eeee ee,, ttt ee ss ttt veyy eeee oo he.. Because I myself invest a great deal of time and energy, at times, I truly need someone to assist me. My expectations of my spouse have increased considerably. Yet, his working conditions are such that, because his job is very demanding, most of the time he cannot help me, and this somewhat leads to distress and tensions in iii iiiii iiiii iii (Participant 5)

In eeee eeeec,, uue to eee eeee sss eeavy waaaaaaa “falleee oo meet rrrrr ””””””
exeeccssssss ff ”””””” eetttt ed nnee ””” s sssaiiaaaciinn hhhhhhheeee sss elll oymett add
caused disruption in the marital relationship.

“My eeeeeee exeeccs rrr iiee ooe e iike tttt ff mmmhss nnwhhhhhhhwnnnn ss a
housewife and not employed. He says that he does not oppose my working,
provided that I do not neglect anything related to the family. Because my
workload is very heavy and I am in the early years of my employment and dealing
with issues related to employment status, I am compelled to work very hard. On
the other hand, I have two young children who take a great deal of my time and
energy. Naturally, I no longer have time to attend to some matters such as family
party and certain leisure activities. This leads to some expectations my spouse has
ee ee e eee eeeee ee ee eey ceeeee eeeeeeee (Participant 10)

Psychological empowerment

“Ptttt eee aaaa ee add ettt lllll ll ll-eegg’ aa s eee ff eee iiii iiee effecss ff eeee sss
success in simultaneously performing occupational and maternal roles. The utilization of
capabilities, the feeling of being useful and effective, and the resulting self-confidence were
among the positive psychological effects which the women referred too.

“Tttt I wss eeee ee eaaaii hh a eeeeeee ddd ee cccefff ll nnhhhhhhhhhhh hhh
been effective in boosting my self-confidence. Feeling that one is doing something
useful invvvvee eeeeeemiii wwwwwll-ee ””””” (Participant 15)

The women also referred to the vitality and positive morale derived from employment and
its positive impact on mothering.

“Wkkk,, ,, tttt e lll tts iiiiii iii kkk es ee eel eeee iiveyyddd eneggeiic;
that is, it helps me maintain a better morale. This in itself naturally enables me to
exeennne eeett ev vtiii ee ee eeeeeeee ee e ell” (Participant 4)

“Suuuuuul gwvwh add eeeemmmn” aa s aeeeeeee iiii iiee effect ff ccccessllll y aaaa gng
motherhood and simultaneous employment. The women described motherhood as a factor
contributing to their internal and spiritual growth and development.

“nn yy iiiii iii eeeee eeeee ee a veyy, veyy iiii iive cttttt ttt rrr a wo,,,
one that can bring certain existential components to fruition, enhance her
,,, ttt ggggggggg eellllll lly, ddd exddd dddd rrrrr rrrr nnnnmff eeess ee,,,
such that I, as a mother, am able to comprehend certain issues that I would not
,, e eeee eeee ee eeeeeccccc ccc c ccc ccc c ccc” (Participant 17)

Physical and psychological pressures

“xxxxxxx aaiigee” aa s oee ff hle csss eeecces ff aallnrg ooettaiii hh a aaccce eeeeeen occupational and maternal roles, resulting in physical and psychological pressures. The fatigue arising from the performance of multiple roles, as well as the heavy workload at the university, led to physical and psychological weakness and exhaustion.

“I yy eeff eeeeee exeæe yy iiee,, wekk, ddd wnnn-out, both physically and psychologically, because the entire burden of housework, childcare, and university responsibilities rested on my shoulders. I did not want to neglect my family and children because of my work, while, at the same time, I did not want to mmmmmn””””(Participant 10)

“xxx ttt y add eeeè”” weee aooo ahhhlr csss eqeence to which women referred. High expectations from others for everything to be well-prepared and the coordination of various occupational and maternal responsibilities imposed substantial pressure, anxiety, and stress on women, such that they described simultaneous motherhood and employment as a highly stressful and challenging process.

“Tee ccccess ff eeeee eeddd ddd eeggeeyyyy yd ss a rreffll ddd clll engggg one, and no appropriate context is provided for the simultaneous performance of maternal and occupational roles. As soon as this process begins, a wave of problems pours in. Undoubtedly, coordinating tasks is very difficult; attending to the child and doing household affairs and university duties are truly hard, and this has caused me to endure a grett tttt tt tt tt ””””(Participant 11)

“ee nnnnm oo eooytttt ttmmtt eedddddd was dddddddddd arrrrrr coeeeeeece a. yyy failure to establish a balance between occupational and maternal roles.

dI llll y iii dddoo eyyyy ydd eeeeit mmmmmclll dss eyyyyyerr s with peace of mind and satisfaction. I do not have good memories of that period; it passed with rrreww wwwwwwæe ””””””(Participant 6)

”Feeiggs ff glll ”” aa s aooodddddddd dy hle eeee ,, cccc h geneated ssycooogaad eeeeeeeClll eeesss exeeeeee ooissues, pressures, and negative repercussions resulting from eee ttt ee”s elll oyee tt exeeeed eee eeee n oo eee aaaaa a challeeee ff gggggg gggiiigt choice in situations of work-motherhood conflict, as well as feelings of guilt about not being a good or perfect mother.

“Ween eee recevæs cettnnncmmnesss mmmmm’s clll ,, ss ff eee llll l lssss for a more balanced situation, it becomes distressing and puts pressure on the person. This is always at the back of my mind, that perhaps motherhood should be

The increasing academic expectations of faculty members also played a significant role in intensifying pressures.

“The increasing academic expectations of faculty members, especially young ones, is the undermining of physical and psychological health. Almost all typical family leisure activities and trips have been eliminated from my life; I have virtually no holidays and am constantly working, perhaps to meet the expectations of my family and myself.” (Participant 9)

Women who were required to perform occupational activities also subjected the women to additional physical and psychological pressure.

“I often suffer from headaches and irritability. I am forced to use even the smallest amount of time for myself. For this reason, I have to stay awake at night; during the day, with a small child, it is not possible to rest.” (Participant 8)

Some women also spoke of the pressures arising from the issues in the work environment.

“The problems that arise in professional discussions and work-related matters. We are not allowed to let our family life be affected by our work-related problems. Therefore, when I encounter problems at work, I am forced to suffocate myself.” (Participant 7)

Disruption in career development and advancement

Women who were required to perform occupational activities and, consequently, failure to do academic research was one of the consequences of establishing no balance between occupational and maternal roles.

“We have a set of professional duties that must be fulfilled, and a woman who is not a mother or who is single can work much more and more effectively. Since our work is primarily research, when one is not a mother and does not have maternal concerns and responsibilities, the quantity and even the quality of her work increase. This is because all of her time is devoted to work. I can see this difference both in myself compared to the time before I had children and in my colleagues.”

occupational and maternal roles generates multiple expectations that are incompatible with one another, leading to a role conflict, inadequate fulfillment of maternal duties, and challenges in childrearing. Likewise, based on the role overload approach, in situations where the combined energy and time demands of occupational and maternal duties are so high that the comfortable and competent performance of each role is not possible, the consequence is the inadequate fulfillment of the maternal role, or, in other words, shortcomings in childrearing.

“nnnnnnnnnnmnee rrr ttal eesssssssssss sss oo eeee sss tttt ress and resentment for their sssssss sdd eee aalleee ooeee t rrrrr exeeccsssssss ss ciiii tttt hhhhha”” eeeeeeciiee add the scarcity approach. By emphasizing the gender-based differentiation of roles, Parsons considers the distinction between instrumental and expressive roles as one of the prerequisites for families to achieve their maximum functioning. According to him, through their elll oy,,,,, ,, ttt llly nnnnnnnnnnaai ly’s eciiii i eectttt y ttt aooocceeer ccaad status upon the family, while women, by meeting emotional needs, establish tranquility within the family. When these two complementary roles are performed optimally, the family attains tts gggett eeed of ccctiiii gg. wwwee,, hhhh hhhh sss errry tt o eee rrrrr rrr ke,, aai ly equilibrium is disrupted, and optimal family functioning, including the marital relationship, is impaired. In the scarcity approach emphasis is placed on the fixed nature of human energy add eee c..... .. amggg eees rrr iiiii ””””” ” eergy, ii,, add commtt.... Given ””””” ””i ddeeeegy add ,,,, eeeattt nnnff eeecccaaiaaal eeeeeoeeee eeee aal eeee induces problems and conflicts, a consequence of which is the disruption of the marital relationship.

“Phy... l add ssycoooocaaal eeeuuue””, fffff ftted as extreme fatigue, anxiety and stress, reduced enjoyment of motherhood, feeling of guilt, accusation of not being a good mother, and diminished physical and mental health, are consistent with the role pressure and scarcity approaches. The role pressure approach refers to the psychological dimension of multiple roles and denotes the experience of pressure arising from disruptions in meeting role expectations. Accordingly, the participants were found faced with numerous role expectations posed by employment-motherhood duties, the disruption of whose fulfillment had led to experiences of physical and psychological pressure. The scarcity approach emphasizes the problems, conflicts, and psychological pressures resulting from the performance of multiple roles, particularly family and occupational roles. In this approach, role multiplicity is equivalent to increased role demands and incompatibilities among roles, which lead to imbalanced conditions and the emergence of inter-role conflicts. Accordingly, in this research, the demands of occupational and maternal roles and the incompatibility between eeeee eees aad retttt ed nn aaccç”””” ” xeeeeece ff hhyccal add ssycoooogccal pressures arising from employment-motherhood duties.

“nnnnnnnnnnmncaeer grhhhh hdd aaaance””””””” eee oo a euuciinn nn tee aaaii ty add quality of research activities and disruptions in job stability and promotion, is consistent with

in which the cumulative energy and time demands associated with family-occupational duties are so great that the comfortable and competent performance of each role is not possible. Thus, the participants in this study were unable to perform occupational duties optimally, leading to disruption in career growth and advancement. According to Marks, if individuals feel a strong commitment to each of their roles, they can allocate sufficient time and energy to them. A temporal imbalance is created when a person feels more committed to one role, where devoting more energy and time to that role results in inadequate performance of the other. This imbalance had prevented the competent performance of their occupational role, resulting in the disruption of their career advancement.

Each participant experienced both positive and negative consequences simultaneously, and various conditions had influenced the experience of these consequences. A major factor involved was the age of the children. Due to age-related requirements, greater dependence of the children on the mothers, and the necessity of spending more time on childrearing, the women with young children had experienced more negative consequences. Moreover, during the initial years of employment, given the need for greater focus and time investment in occupational activities to demonstrate professional competence and to complete the stages of employment, more negative consequences were experienced. In addition, the coincidence of occupational requirements, as well as spousal support and cooperation, were among the most important conditions that played a significant role in reducing or increasing the experience of negative consequences. Within the family, participation of the spouses and children in household tasks, and the sharing of domestic and childrearing duties, thus providing the women with more opportunities to engage in occupational activities. Under these conditions, the women were less likely to experience negative consequences. This was particularly true for women who had young children and were in the initial years of their career.

In light of the conditions influencing the experience of various consequences, it is recommended that support for employed mothers be increased to establish a balance between occupational and maternal roles. At the family level, such support can be achieved through promoting the culture of dividing domestic chores between men and women as well as increasing paternal participation in childrearing activities. At the organizational level, caring for the maternal role of female faculty members and adopting supportive policies can effectively reduce the negative consequences of the simultaneous performance of occupational and maternal roles. This is particularly important during the initial years of

employment, which typically cddddd hhhh hlll eesss eally clll dddd add eee eecccc challenges of childrearing.

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CRedit authorship contribution statement

The corresponding author carried out all the stages, including study design, data collection and analysis, and manuscript preparation.

Declaration of Generative AI and AI-assisted technologies in the writing process

This study employed AI (Open AI GPT-5) in translation of article to native English.

Conflict of interest

The author declares no conflict of interest.

Ethical considerations

This study was conducted in accordance with research ethics codes, including the principle of confidentiality of rrr tiii aatt ” prrsaaal inffr mtt ion add teeir iff ormdd ssss ttt to rrr ticiaate it t ee study.

Data availability statement

Data available on request from the author.

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