




“Antecedents and outcomes of work-life balance for women faculty members in India”

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ARTICLE INFO	Jamunarani H. S. and Rajeena Syed (2024). Antecedents and outcomes of work-life balance for women faculty members in India. <i>Problems and Perspectives in Management</i> , 22(4), 324-339. doi: 10.21511/ppm.22(4).2024.25
DOI	http://dx.doi.org/10.21511/ppm.22(4).2024.25
RELEASED ON	Friday, 22 November 2024
RECEIVED ON	Sunday, 18 August 2024
ACCEPTED ON	Wednesday, 06 November 2024
LICENSE	 This work is licensed under a Creative Commons Attribution 4.0 International License
JOURNAL	"Problems and Perspectives in Management"
ISSN PRINT	1727-7051
ISSN ONLINE	1810-5467
PUBLISHER	LLC “Consulting Publishing Company “Business Perspectives”
FOUNDER	LLC “Consulting Publishing Company “Business Perspectives”



NUMBER OF REFERENCES

47



NUMBER OF FIGURES

1



NUMBER OF TABLES

7

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BUSINESS PERSPECTIVES



LLC "CPC "Business Perspectives"
Hryhorii Skovoroda lane, 10,
Sumy, 40022, Ukraine
www.businessperspectives.org

Received on: 18th of August, 2024

Accepted on: 6th of November, 2024

Published on: 22nd of November, 2024

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Conflict of interest statement:

Author(s) reported no conflict of interest

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ANTECEDENTS AND OUTCOMES OF WORK-LIFE BALANCE FOR WOMEN FACULTY MEMBERS IN INDIA

Abstract

Work-life balance is crucial for the well-being and job satisfaction of female teachers in higher educational institutions. Female faculty members face unique challenges in managing academic and personal responsibilities. This study aims to explore the antecedents and outcomes of work-life balance among female faculty in higher educational institutions in India. A quantitative study was conducted using a questionnaire method via SMART-PLS software. The study surveyed 1,384 women teaching at universities, first-grade colleges, and business schools, with respondents aged between 25 and 65 years, up to 20 years of teaching experience, and holding qualifications of either a master's (71.63%) or a Ph.D. degree (28.37%). These findings illustrate that the supervisor support ($\beta = 0.366$) and high-commitment work system ($\beta = 0.308$) positively impact work-life balance. The impact of organizational strategies is insignificant. There is a significant mediation impact of work-life balance ($\beta = 0.120$) between supervisor support and job satisfaction. In contrast, it is insignificant for work-life balance mediation between organizational strategies and job satisfaction. In addition, work-life balance highly affects work productivity ($\beta = 0.730$), employee propensity to work from home ($\beta = 0.471$), and job satisfaction (0.327). The study highlights the need for educational institutions to actively support supervisory practices and a high-commitment work system to address the specific needs of female employees.

Keywords

work-life balance, women, productivity, job satisfaction, high-commitment work system

JEL Classification

J24, J28, M12, M54

INTRODUCTION

The essentials of work-life balance (WLB) are progressively growing in today's fast-paced global society. The increased discussion surrounding WLB stems from rapid technological advancements, heightened expectations from employees and employers, and the blurred boundary between work and personal life due to mobile technologies. Employees also appreciate companies recognizing their responsibilities beyond achieving results (Bagley et al., 2018; Ganiyu et al., 2020). WLB is broader than work-family balance, including activities beyond family life, such as community involvement, leisure, and religious duties. In this context, work refers to activities to earn financial rewards, whether through employment or self-employment. Considerable investment of time, energy, and engagement is crucial in this domain (Campo et al., 2021).

On the other hand, the life domain is much broader, encompassing various aspects like family, friends, hobbies, religion, and community, all of which a person is connected to (Bouwmeester et al., 2021; Lekchiri & Eversole, 2021). The domain of life refers to the realm of human existence that is not driven by financial compensation but rather by a person's social connections and responsibilities. In the context

of WLB, balance is a subjective perception of a satisfying relationship between personal life and work (Adisa et al., 2022; Shouman et al., 2022). Women in the workforce have faced significant challenges in balancing home and job responsibilities, leading to the implementation of policies to support their ability to manage both (Aghimien et al., 2024; Latip et al., 2022).

Understanding the impact of WLB on women's work productivity and job satisfaction is crucial in today's work environments. The increasing participation of women in the workforce has highlighted the critical need for effective WLB strategies (Susanto et al., 2022; Waworuntu et al., 2022). Despite the recognized importance, there remains a gap in understanding how supervisor support, high-commitment work systems, and organizational strategies influence WLB and, consequently, women's work productivity and job satisfaction. Additionally, the mediating role of WLB in these relationships, particularly concerning job satisfaction and the propensity to work from home, has yet to be thoroughly investigated.

1. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Boundary theory represents a recent advancement in the study of work-life dynamics interaction, and it focuses on the psychological, geographical, and temporal boundaries put up by individuals between their work and life (Aman-Ullah et al., 2024). Alzadjali and Ahmad (2024) determined that effective boundary management depends on personal strategies that integrate or segment work and life domains modified through organizational norms and personal control over work demands. Research shows that female faculty members usually utilize these boundaries to meet extraordinary work demands, and the same boundaries mold job satisfaction and work performance (D. Tran & H. Tran, 2024; Heriyati et al., 2024). The theory underlines how women, mostly those with family responsibilities, may thus handle these complicating boundaries by seeking flexible work arrangements, something more pronounced in academia due to the demanding nature of their job roles (Lapshun & Madero Gómez, 2024; Mallhi et al., 2023).

The recent growth of the female workforce is driven by higher literacy, financial needs, and societal change (Mordi et al., 2023). Notwithstanding these progressions, women frequently encounter the challenging dilemma of reconciling family obligations with their professional pursuits – a division that has motivated many to abandon their occupational positions and explore entrepreneurial endeavors despite quitting the job as well (Harunavamwe & Kanengoni, 2023). Work pres-

sure or job stress arises from ethical, emotional, and physical dynamics within an organization (Chakravarty & Singh, 2024). Biea et al. (2024) and Salloum et al. (2024) focused on investigating the immediate influence of job satisfaction without considering the intermediary influence of working conditions.

One of the stronger predictors of WLB is supervisor support. Positive supervisory relationships are associated with increased job satisfaction, reduced stress, and higher levels of general organizational commitment for female faculty (Shouman et al., 2022). For example, studies across educational institutions worldwide show that supportive leadership results in less work-life conflict and thus builds a culture that promotes employee well-being (Ahmad et al., 2022). The high-commitment work systems would include flexible hours or WLB policies that implicitly support better employee loyalty and productivity through a supportive environment that can personally and professionally answer employees' needs (Aman-Ullah et al., 2024; Heriyati et al., 2024; Wolor et al., 2021). Such a system is highly crucial in the education sector since the demands for female faculty are very high (Lapshun & Madero Gómez, 2024).

Organizational strategies that encourage a better work-life balance have tended to ensure higher levels of productivity and job satisfaction. Company policies, such as providing childcare on campus or offering flexible scheduling, thus help reduce turnover intentions and engender job loyalty (Alzadjali & Ahmad, 2024). In higher education, where work-family interference is often rising for female faculty, WLB-enhancing institutional strategies are

matched by increased commitment and organizational citizenship behavior (Susanto et al., 2022). For instance, work-at-home policies are positively associated with productivity and lower stress levels, particularly for roles involving intensive non-teaching duties (Shirmohammadi et al., 2022).

Job satisfaction is among the critical consequences of adequate WLB strategies among working women in academia (Han et al., 2024). Such work-life balancing policies at work, as in flex-place work arrangements, have a positive effect on employee satisfaction or at least reduce work-family conflict and increase workers' control over the boundaries of work (Isa & Indrayati, 2023). This is a highly relevant type of arrangement within higher education institutions since academic jobs are usually synonymous with added high levels of stressors due to their intense non-teaching responsibilities (Panchal et al., 2022). It has also been found that WLB mediates between work demands and job satisfaction, improving both individual well-being and organizational commitment and productivity (Susanto et al., 2022). As academic institutions are now more aware of the linkage between WLB and employee outcomes, supportive policies become imperative for improving job satisfaction and reducing turnover intentions among female faculty in higher education (Dodanwala et al., 2023).

The integration of global literature reveals common challenges and institutional differences. Studies of WLB in academia in the US and UK evidence a robust positive effect of organizational commitment with access to WLB practices (Biea et al., 2024; Vyas, 2022). However, cultural differences also emerge; for instance, studies carried out in Asian settings tend to point toward the striving for collective family support, while Western contexts may put more emphasis on individual boundary control (Chakravarty & Singh, 2024).

Cross-cultural research would be crucial in developing comprehensive conclusions about how WLB strategies can best be adapted to suit diverse educational settings (Rahiem & Rahim, 2021). Despite numerous studies, some issues remain unresolved, such as how WLB policies can best support changing roles within academia and mitigate specific stressors peculiar to female faculty members. The direct effects of boundary management styles on

job satisfaction and productivity, especially across such a demanding profession as academics, have also not been well-researched empirically.

This study aims to explore the antecedents and outcomes of work-life balance among women faculty in higher educational institutions in India. To achieve the research objective, the following hypotheses are formulated:

- H1: Supervisor support has a significant positive impact on work-life balance.*
- H2: A high-commitment work system exerts a positive influence on work-life balance.*
- H3: Organizational strategies are significantly and positively related to work-life balance.*
- H4: Work-life balance positively influences organizational productivity.*
- H5: Work-life balance has a significant positive effect on job satisfaction.*
- H6: Work-life balance is positively associated with employees' propensity to work from home.*
- H7a: Work-life balance mediates the relationship between supervisor support and job satisfaction.*
- H7b: Work-life balance mediates the relationship between a high-commitment work system and job satisfaction.*
- H7c: Work-life balance mediates the relationship between organizational strategies and job satisfaction.*

2. METHODOLOGY

In this study, seven constructs (supervisor support, high-commitment work system, strategies, work-life balance, work productivity, job satisfaction, and employee propensity to work from home) are measured using the scales from previous studies (Appendix A). This measure uses a five-point Likert scale, ranging from strongly disagree (1)

to strongly agree (5). Table 1 represents the seven constructs and the adopted scales from previous seminal research.

The population is comprised of women who work in various higher education institutions in Bangalore. Higher educational institutions in the present study are public and private universities, first-grade colleges, and business schools. These higher educational institutions offer various graduation and post-graduation courses. To conduct a thorough mediation analysis using SMART-PLS, the study aimed to ensure enough statistical power and accurately represent the target population. Consequently, the sample included 1,384 women employees. Stratified random sampling was used to ensure diversity across various educational in-

stitutions, including universities, colleges, and business schools. The stratification was based on the type of institution, capturing a variety of different work environments and potential differences in the issues of WLB, work productivity, and job satisfaction. The demographic profile of the respondents is represented in Table 2.

The data collected from the participants included their perception of the seven constructs represented in Table 1. Data analysis was conducted using SmartPLS 4 to investigate the mediating and direct effects between the constructs. The findings are expected to provide in-depth insights into how WLB impacts work productivity, job satisfaction, and employees' propensity to work from home among female teachers in Bangalore.

Table 1. Explanation of the questionnaire items

Variable	Variable types	Items	Sources
Supervisor support	Numeric	Supervisor credits the accomplishments	Shouman et al. (2022)
		Supervisor gives advice	Ganiyu et al. (2020)
		Supervisor informs about different job opportunities	Ganiyu et al. (2020)
		Supervisor provides an opportunity for development	Shouman et al. (2022)
		Supervisor provides assistance to achieve personal goals	Shouman et al. (2022)
High-commitment work system	Numeric	Work rotation	Alzadjali and Ahmad (2024)
		Training	Alzadjali and Ahmad (2024)
		Development	Poulose and Dhal (2020)
		Performance evaluation	Poulose and Dhal (2020)
		Emotional commitment	Poulose and Dhal (2020)
Organizational strategies	Numeric	Time management	Ahmad et al. (2022)
		Situation management	Ahmad et al. (2022)
		Emotion management	Ahmad et al. (2022)
		Attitude management	Ahmad et al. (2022)
Work-life balance	Numeric	Enhance a health life style	Lee and Shin (2023)
		Fulfilled responsibilities	Bouwmeester et al. (2021)
		Time off between work tasks	Lekchiri and Eversole (2021)
		Flexible work time	Rawal (2023)
		Time management	Aman-Ullah et al. (2024)
Work productivity	Numeric	Planning	Wolor et al. (2021)
		Problem-solving	Shouman et al. (2022)
		Set a priority	Wolor et al. (2021)
		Task consistency	Shouman et al. (2022)
		Commitment	Wolor et al. (2021)
Job satisfaction	Numeric	Work content	Aman-Ullah et al. (2024)
		Happiness	Heriyati et al. (2024)
		Social acceptance	Aman-Ullah et al. (2024)
		Remuneration	Heriyati et al. (2024)
Employee propensity to work from home	Numeric	Ability to work in a remote location	Lapshun and Madero Gómez (2024)
		Culture	Lapshun and Madero Gómez (2024)
		Task schedule	Lapshun and Madero Gómez (2024)
		Workload	Poulose and Dhal (2020)
		Communication	Poulose and Dhal (2020)

Table 2. Demographic profile of the respondents

Demographic Characteristic	Category	Response Percentage (%)
Age (Years)	25 to 34	29.17
	35 to 44	33.26
	45 to 54	23.14
	55 and above	14.43
Educational qualification	Master's Degree	71.63
	Doctorate (Ph.D.)	28.37
Experience (Years)	Under 5	21.89
	5 to 10	31.42
	11 to 20	34.68
	Over 20	12.01
Type of institution	University	44.57
	College	36.72
	Business School	18.71
Marital status	Married	68.53
	Single	26.48
	Divorced/Widowed	4.99
Number of children	None	38.76
	One	34.52
	Two or more	26.72

3. RESULTS

The study results were derived through the analysis of PLS-SEM, both in the measurement and structural model, to test the hypothesized relationships (Hair et al., 2014). The measurement model analyzed whether constructs can be considered reliable and valid. It is tested with indicator reliability, which is expected to be above 0.707 or in line with the general AVE kept in the model. Composite reliability (CR) and Cronbach's alpha were checked to ensure the internal consistency of the constructs. Convergent validity was assessed using the average variance extracted (AVE), with

all values expected to exceed the 0.70 threshold. Discriminant validity was evaluated using the heterotrait-monotrait (HTMT) ratio of correlations. All HTMT values are anticipated to come below the recommended threshold of 0.85. This will assist in confirming that constructs are different from one another.

The analysis of the measurement model, as seen in Table 3, confirmed that the study constructs are reliable and valid. All constructs demonstrated strong internal consistency, with Cronbach's alpha values exceeding 0.70. Besides, most of the constructs also had their composite reliability

Table 3. Reliability and validity of measurement model

Construct	Item Code	Indicator loadings	Cronbach's Alpha	Composite Reliability	AVE
Employee propensity to work from home	EP1	0.806	0.735	0.789	0.501
	EP2	0.865			
	EP3	0.791			
	EP4	0.471			
	EP5	0.508			
High-commitment work system	HCWS1	0.771	0.892	0.902	0.699
	HCWS2	0.869			
	HCWS3	0.862			
	HCWS4	0.839			
	HCWS5	0.836			
Job satisfaction	JB1	0.821	0.834	0.837	0.668
	JB2	0.773			
	JB3	0.816			
	JB4	0.858			

Table 3 (cont.). Reliability and validity of measurement model

Construct	Item Code	Indicator loadings	Cronbach's Alpha	Composite Reliability	AVE
Organizational strategies	OS1	0.680	0.828	0.93	0.641
	OS2	0.683			
	OS3	0.919			
	OS4	0.89			
Supervisor support	SupS1	0.803	0.879	0.88	0.674
	SupS2	0.845			
	SupS3	0.789			
	SupS4	0.842			
	SupS5	0.826			
Work-life balance	WLB1	0.801	0.875	0.876	0.671
	WLB2	0.847			
	WLB3	0.86			
	WLB4	0.877			
	WLB5	0.698			
Work productivity	WP1	0.758	0.903	0.91	0.722
	WP2	0.843			
	WP3	0.881			
	WP4	0.889			
	WP5	0.87			

higher than the stipulated level of 0.70 and, therefore, quite reliable. Moreover, AVE for all factors is met above the minimum acceptable value of 0.50, confirming that constructs have satisfactory convergent validity (Hair et al., 2019).

The discriminant validity of the constructs is illustrated by using the HTMT ratio of correlations. The obtained HTMT values are presented in Table 4. It can be inferred that the values of all HTMT for the pair of constructs under consideration are less than the benchmark value of 0.85 (Henseler et al., 2015), which means that each of the two constructs is dissimilar from other constructs. The HTMT ranges from 0.311 (between job satisfaction and strategies) to 0.814 (between WLB and work productivity). This affirms the satisfactory distinctiveness of the constructs within the study and, thus, the adequacy of the measurement model. This means that constructs only measure what

makes them unique with regard to WLB, job satisfaction, and productivity when women are in their work environments.

Table 5. Inner VIF values for common method bias

Construct to a random variable	VIF
Employee propensity to work from home → Random	1.187
High commitment work system → Random	1.484
Job satisfaction → Random	1.570
Organizational strategies → Random	1.034
Supervisors support → Random	1.617
Work productivity → Random	1.519
Work-life balance → Random	1.184

Common method bias (CMB) is a form of error that can taint the results of a study if all the data come from the same source using the same method (Kock, 2015). Bias in this manner is said to occur when data collection has inadvertently introduced systematic errors, thereby establishing misleading relationships that do not reflect the real

Table 4. Discriminant validity of the scale

Constructs	1	2	3	4	5	6
Employee propensity to work from home (1)						
High-commitment work system (2)	0.738					
Job satisfaction (3)	0.691	0.566				
Organizational strategies (4)	0.508	0.467	0.311			
Supervisor support (5)	0.727	0.558	0.606	0.448		
Work-life balance (6)	0.575	0.547	0.653	0.312	0.596	
Work productivity (7)	0.649	0.539	0.623	0.345	0.600	0.814

Table 6. f-square statistics

Independent variable contribution to R ²	Original sample (O)	P values
High commitment work system → Job satisfaction	0.049	0.099
High commitment work system → Work-life balance	0.099	0.015
Organizational strategies → Job satisfaction	0.000	1.000
Organizational strategies → Work-life balance	0.000	0.990
Supervisor support → Job satisfaction	0.064	0.043
Supervisor support → Work-life balance	0.142	0.004
Work-life balance → Employee propensity to work from home	0.285	0.000
Work-life balance → Job satisfaction	0.120	0.018
Work-life balance → Work productivity	1.138	0.000

dynamics of what is being measured. For an easy way to diagnose the presence of CMB and to control its effects in research, Kock (2015) developed the full collinearity test. It works by looking at VIF (variance inflation factor) values. If these values stay below 3.3, this type of bias will not significantly affect the data. In the present analysis, all VIF values are significantly below the threshold of 3.3, suggesting that CMB is not a major issue for any of the constructs in this model (Table 5).

R² indicates the percentage of variance in the dependent variable explained by the independent variables. Higher R² values denote greater explanatory power. In social sciences, R² values of 0.75, 0.50, and 0.25 are deemed substantial, moderate, and weak, respectively (Hu & Bentler, 1999).

Employees' propensity to work from home (R² = 0.222, adjusted R² = 0.220) has modest explanatory power, while job satisfaction (R² = 0.418, adjusted R² = 0.412) and WLB (R² = 0.345, adjusted R² = 0.339) show moderate explanatory power. Work productivity exhibits the highest explanatory power (R² = 0.532, adjusted R² = 0.531). The minimal differences between R-square and adjusted R-square values indicate that the models are well-fitted with minimal overfitting.

Table 6 displays the f-square statistics in PLS-SEM, which evaluate the effect size of each independent variable on the dependent variable. The most substantial effect is observed in the relationship between WLB and work productivity, with a very large effect size (f-square = 1.138). WLB also

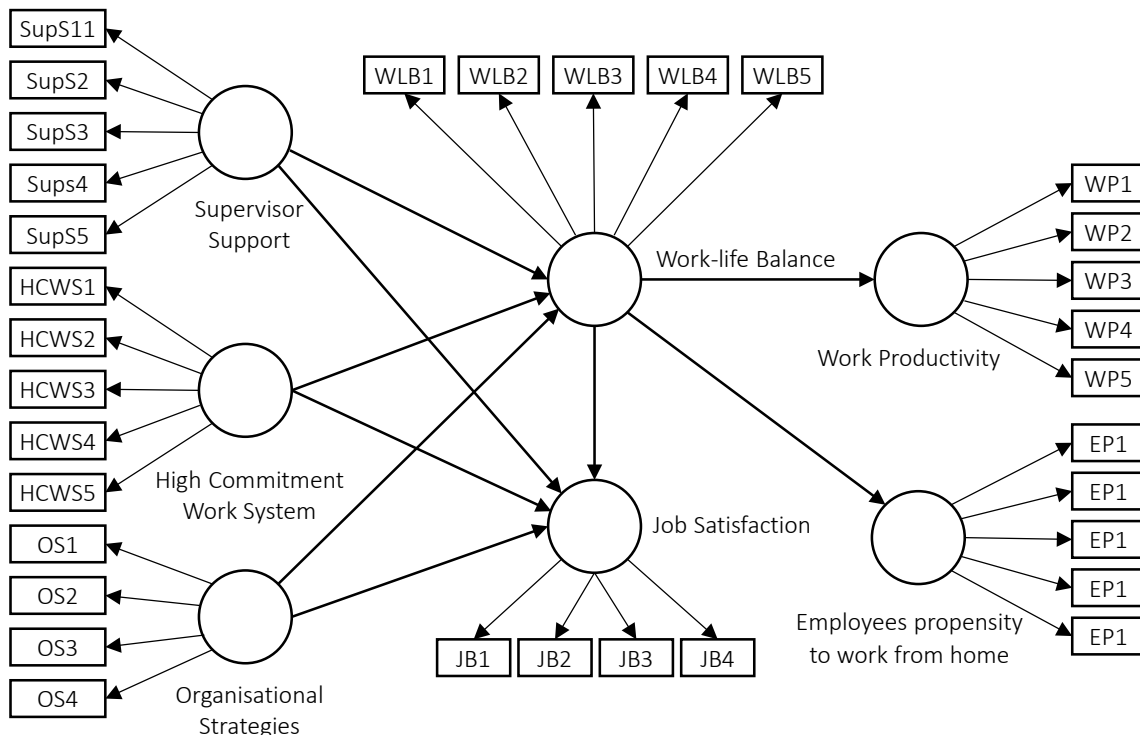


Figure 1. Structural model

Table 7. Hypotheses results

Hypotheses	Path	β	p-value	result
Direct effects				
H1	Supervisor support → Work-life balance	0.366	0.000	Significant
H2	High-commitment work system → Work-life balance	0.308	0.000	Significant
H3	Organizational strategies → Work-life balance	0.006	0.892	Insignificant
H4	Work-life balance → Work productivity	0.730	0.000	Significant
H5	Work-life balance → Job satisfaction	0.327	0.000	Significant
H6	Work-life balance → Employee's propensity to work from home	0.471	0.000	Significant
Specific indirect effects				
H7a	Supervisor support → Work-life balance → Job satisfaction	0.120	0.000	Significant
H7b	High-commitment work system → Work-life balance → Job satisfaction	0.100	0.000	Significant
H7c	Organizational strategies → Work-life balance → Job satisfaction	0.005	0.892	Insignificant

Note: β = Path coefficient, p -value = significance level.

significantly affects employees' propensity to work from home and job satisfaction with medium to large effect sizes. Supervisor support significantly affects both job satisfaction and WLB with small to medium effect sizes. The high-commitment work system has a notable impact on WLB but not on job satisfaction. Strategies do not have significant effects on either job satisfaction or WLB. The structural model of the present study is depicted in Figure 1.

Table 7 describes the hypothesis testing results. The findings explain how workplace support systems shape employee experiences and outcomes. By understanding these dynamics, organizations can more effectively support their employees and foster a positive and productive work environment. H1 is validated with $\beta = 0.366$ and a significance level 0.000, demonstrating a strong and significant positive relationship between supervisor support and WLB. H2 is also confirmed, with $\beta = 0.308$ and a significance level 0.000. This finding suggests that high-commitment work systems, which emphasize employee development and involvement, significantly contribute to better WLB. H3 is not supported, as indicated by β of 0.006 and a p -value of 0.892. This result suggests that organizational strategies, as conceptualized in this study, do not significantly affect WLB. This insignificant relationship also supports the insignificant f -square results.

H4 is validated with $\beta = 0.730$ with a significance level 0.000. This strong positive relationship suggests that employees with better WLB are significantly more productive. H5 is confirmed with $\beta = 0.327$ and a significance level 0.000, highlight-

ing the crucial role of WLB in improving job satisfaction. H6 is also validated, with $\beta = 0.471$ and a significance level 0.000, indicating that employees with better WLB are more likely to prefer working from home.

H7a is supported with $\beta = 0.120$ and a p -value of 0.000. This mediation effect demonstrates that supervisor support indirectly enhances job satisfaction by improving WLB. The direct effect of supervisor support on job satisfaction has β of 0.248 and a p -value of 0.000. Both direct and indirect significant relationships indicate a partial WLB mediation between supervisor support and job satisfaction. H7b is supported with β of 0.100 and a p -value of 0.000. This mediation effect indicates that a high-commitment work system enhances job satisfaction indirectly through improving WLB. The direct effect of the high-commitment work system on job satisfaction is β 0.213 and a significance level of 0.000. WLB has partial complementary mediation between a high-commitment work system and job satisfaction. H7c is not supported, with β of 0.005 and a p -value of 0.892. This outcome suggests that WLB does not significantly mediate the relationship between organizational strategies and job satisfaction. The absence of a significant direct effect of organizational strategies on WLB (as indicated in H3) likely accounts for this non-significant mediation effect.

Comparing the direct and indirect effects gives one a deeper understanding of how organizational factors impact job satisfaction. The results indicate that supervisor support and high-commitment work systems significantly affect job satisfaction, either directly or through the enhancement

of WLB. In contrast, more general organizational approaches do not make much difference. This further emphasizes the crucial role of supportive supervisors and committed work systems in creating good working conditions that facilitate WLB and job satisfaction.

4. DISCUSSION

This study forms an important basis for understanding how a mixture of different factors, such as supervisor support, high-commitment work systems, and organizational strategy, influences WLB, job satisfaction, work productivity, and propensity to work from home. The dynamics just alluded to would be necessary for any organization that wishes to create a supportive and productive working environment.

The paper indicates that supervisor support exerts a considerable positive influence on WLB among teaching women employees. This aligns with much existing research on the importance of supportive supervisors for women trying to juggle their work and personal lives (Shouman et al., 2022). There is a big difference between being balanced and not being a supportive supervisor for the women engaged in teaching, research, and family duties (Zeb et al., 2023). This support can come from flexible work hours, a sympathetic nature about family responsibilities, and providing resources that lead to professional development. High-commitment work systems also facilitate a good balance between work and life for female faculty members (Alzadjali & Ahmad, 2024). Such systems underline employee development, participation, and recognition, which are largely significant in educational institutions characterized by heavy workloads and heterogeneity. A high-commitment system will provide women with flexibility and the requisite support to fulfill their professional and personal responsibilities (Meacham et al., 2023).

Ironically, organizational strategies have not been found to affect the WLB of female teachers significantly (Franěk et al., 2014). This is in contrast with previous studies (Ahmad et al., 2022). This could mean that generalized policies cannot lead to personalized needs for women in academia. Specific targeted interventions such as childcare support,

mentoring programs, and career development opportunities could help reduce special challenges for women employees (Franěk et al., 2014). WLB was positively related to work productivity among women (Wolor et al., 2021). Therefore, this implies establishing a work environment that allows women to lead productive lives comfortably and with minimal struggle (Meacham et al., 2023). When such women enjoy a good WLB, they will be focused, engaged, and more productive in carrying out their academic responsibilities. This is particularly the case for educational institutions, where productivity is linked to quality of teaching, research output, and student engagement.

This study supports H5, as female teachers are delighted with their jobs if achieving a balance between work and personal life, which is imperative for retaining talented women in academia. Satisfied employees are also more motivated, involved, and committed to their institutions (Aman-Ullah et al., 2024; Heriyati et al., 2024). This differs from some previous studies that indicate male employees often report higher levels of job satisfaction as they encounter fewer challenges related to WLB (Yucel et al., 2023). Additionally, WLB positively affects women employees' willingness to work from home (H6) (Lapshun & Madero Gómez, 2024). This underscores the increasing significance of flexible work arrangements in academia, particularly during the COVID-19 pandemic (Hebles et al., 2022). Remote work provides women with the flexibility necessary to better balance their professional and personal lives, thereby reducing stress and improving overall well-being.

The mediation analysis shows that WLB partly mediates the link between supervisor support and job satisfaction (H7a). This means that while supervisor support directly boosts job satisfaction, it also indirectly improves WLB (Lamprinou et al., 2021). For teaching women, having supportive supervisors who understand and accommodate their unique challenges significantly enhances their overall job satisfaction. Similarly, WLB mediates the relationship between high-commitment work systems and job satisfaction (H7b) (Yucel et al., 2023). These systems not only directly boost job satisfaction but also indirectly enhance WLB. It means that organizational commitment through employee development and providing them with a

leading role in creating a favorable work environment for female employees influences job satisfaction (Hebles et al., 2022). However, WLB does not significantly mediate the impact of organizational strategies on job satisfaction (H7c). This finding suggests that general strategies are not adequately addressing the specific needs of women employees. Therefore, there is a clear need for more targeted interventions to better support their unique requirements.

This is in sharp contrast to the previous studies on teaching male employees. Male employees indicate fewer work-life conflicts and are more satisfied with their jobs, partly due to traditional male roles re-

quiring less involvement in household chores (Jung et al., 2020). Further, generic organizational strategies may be helpful more to men since they are not tailored to unique academic realities faced by females. This paper suggests critical interventions for improving WLB, job satisfaction, and productivity among women within any educational institution (Kim et al., 2016). Organizations need to create tailored interventions that will meet the specific needs of women employees to cultivate a supportive and productive work environment. Further studies may also be able to explore gender-specific challenges in academia and pinpoint efficacious strategies that allow both women and men to find WLB and satisfaction in their jobs.

CONCLUSION

The present study examined the antecedents and consequences of work-life balance of women faculties in India. Specifically, the findings mirror that supportive supervisors will be instrumental and vital in enhancing work-life balance and job satisfaction for women faculty. The supervisors' flexibility, resourcefulness, and empathy provide the skills women need to balance demands from work and family situations, which in turn enhance their job satisfaction. Similarly, work-life balance is influenced by high-commitment work systems recognizing and developing employees. General organizational strategies did not influence work-life balance, indicating a need for policies tailored to meet particular challenges relevant to women in academia, including childcare and flexible scheduling. Moreover, work-life balance significantly affects the likelihood of female teachers working from home, which resonates with today's times in light of the reliance on work-from-home engagements. These findings are consistent with the literature showing that, in academia, gender poses different challenges in accomplishing job and family responsibilities; thus, supervisor support and work systems tailored to their specific needs may gain greater importance.

The study suggests that educational institutions must become more proactive in supporting supervisory practices and, by extension, introduce a high-commitment work system to consider the special needs of women employees in the work environment. If such challenges could be explicitly addressed, it would enhance work-life balance, raising job satisfaction and productivity for a more inclusive and effective academic environment. Further studies must explore gender-specific challenges within the academic environment and devise targeted strategies through which women and men can best be brought to actualize their potential.

AUTHOR CONTRIBUTIONS

Conceptualization: Jamunarani H. S., Rajeena Syed.

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APPENDIX A. QUESTIONNAIRE

Dear Respondent,

thank you for taking the time to participate in this survey. This study aims to understand the factors affecting the work-life balance of women faculty members in higher educational institutions and the outcomes of achieving such a balance. Your insights are invaluable and will contribute significantly to this research. Rest assured, your responses will be confidential and used solely for academic purposes.

Please answer the questions honestly based on your experience. Thank you for your valuable input.

1. **Name:** _____

2. **Age (Years):**

- a) 25 to 34
- b) 35 to 44
- c) 45 to 54
- d) 55 and Above

3. **Educational qualification**

- a) Master's Degree
- b) Doctorate (Ph.D.)

4. **Experience (Years)**

- a) Under 5
- b) 5 to 10
- c) 11 to 20
- d) Above 20

5. **Type of institutions**

- a) University
- b) College
- c) Business School

6. **Marital status**

- a) Married
- b) Single
- c) Divorced/Widowed

7. **Number of children**

- a) None
- b) One
- c) Two or more

Please mark your response to the following statements, ranging from 1 “strongly disagree” to 5 “strongly agree.”

1) Supervisor support

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	My supervisor gives credit for my accomplishments.					
2	My supervisor provides helpful advice when needed.					
3	My supervisor keeps me informed about different job opportunities.					
4	My supervisor offers opportunities for my professional development.					
5	My supervisor assists me in achieving my personal goals.					

2) High-commitment work system

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	The organization provides opportunities for work rotation to enhance skills and experience.					
2	The organization offers regular training programs to support employee growth.					
3	The organization is committed to employee development through various initiatives.					
4	Performance evaluations in the organization are conducted fairly and help in improving employee capabilities.					
5	The organization encourages emotional commitment by fostering a supportive and engaging work environment.					

3) Organizational strategies

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	The organization provides training or resources to help employees improve their time management skills.					
2	The organization effectively supports employees in managing challenging situations at work.					
3	The organization offers strategies to assist employees in managing their emotions in the workplace.					
4	The organization encourages positive attitude management to maintain a constructive work environment.					

4) Work-life balance

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	Maintaining a work-life balance has enhanced my healthy lifestyle.					
2	I feel able to fulfill my personal and professional responsibilities effectively.					
3	I have sufficient time between work tasks to manage my daily activities.					
4	I have access to flexible work hours when needed.					
5	I am able to effectively manage my time at work.					

5) Work productivity

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	I plan my work effectively to maintain productivity.					
2	I am able to solve problems that arise during work efficiently.					
3	I prioritize my tasks effectively to meet deadlines.					
4	I consistently complete my work tasks without delays.					
5	I am committed to achieving high levels of productivity in my role.					

6) Job satisfaction

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	I am satisfied with the content and nature of my work.					
2	I feel happy in my current job.					
3	I experience social acceptance and support from my colleagues.					
4	I am satisfied with the remuneration (pay and benefits) I receive for my work.					

7) Employee's propensity to work from home

S.No.	Statement	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	I have the ability to work effectively from a remote location.					
2	The organizational culture supports working from home.					
3	I can schedule my tasks effectively when working from home.					
4	The workload is manageable when I work from home.					
5	Communication with colleagues is effective when working remotely.					