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# Enhancing Work–Life Balance among Women Faculty in Higher Education Institutions

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**Abstract**— This study explores how organizational support helps women faculty members maintain a healthy work–life balance in higher education. Based on responses from 76 participants, the findings highlight that flexible working hours, supportive management, and a positive workplace reduce stress and improve job satisfaction, encouraging institutions to create more supportive and employee-friendly environments.

**Keywords**— Higher Education Institutions, Job Satisfaction, Organizational Support, Women Faculty, Work–Life Balance.

## I. INTRODUCTION

Work–life balance has emerged as a critical concern in contemporary workplaces, particularly within higher education institutions where professional demands are often intense and continuous. For women faculty members, achieving a balance between work and personal life is especially challenging due to the dual responsibilities they frequently shoulder. In addition to their academic roles—such as teaching, research, publishing, and administrative duties—many women are also primary caregivers within their families. This dual burden can lead to stress, burnout, and reduced job satisfaction if not effectively managed.

In the context of higher education, the expectations placed on faculty members have expanded significantly over time. Women faculty are required to meet deadlines, contribute to institutional development, engage in student mentoring, and maintain research productivity, all while fulfilling personal and familial obligations. These overlapping responsibilities often create role conflict, making it difficult to allocate adequate time and energy to both domains. As a result, maintaining a healthy work–life balance becomes a pressing issue that directly impacts their well-being and professional effectiveness.

Organizational support plays a vital role in addressing this challenge. Institutions that recognize the unique needs of women faculty and actively implement supportive measures can significantly ease the burden of balancing multiple roles.

Organizational support may take various forms, including flexible working hours, reduced workload options, maternity and childcare support, remote working opportunities, and access to wellness programs. Such initiatives enable women faculty to better manage their schedules and responsibilities without compromising their professional commitments.

A supportive work environment also involves positive interpersonal relationships, understanding leadership, and inclusive institutional policies. When management demonstrates empathy and provides encouragement, employees are more likely to feel valued and motivated. This, in turn, reduces stress levels and fosters a sense of belonging within the organization. Furthermore, institutions that promote gender equality and inclusivity create an atmosphere where women faculty can thrive both personally and professionally.

### *Objectives of the Study*

1. To examine the level of work–life balance among women faculty.
2. To analyze the impact of organizational support on work–life balance.
3. To identify key organizational factors influencing work–life balance.

### *Scope of the study*

The scope of the study focuses on examining the impact of organizational support on work–life balance among women faculty members in higher education institutions. It specifically covers aspects such as flexible working arrangements, managerial support, workload management, and institutional policies that influence the ability of women to balance professional and personal responsibilities. The study is limited to a sample of 76 respondents, providing insights into their experiences, perceptions, and challenges related to work–life balance.

The research primarily considers faculty working in colleges and universities and does not extend to other professions or male employees.



It also focuses on selected organizational factors and basic statistical tools such as percentage, mean, and correlation analysis. The findings aim to provide practical suggestions for improving institutional support systems. However, the results are context-specific and may not be universally generalizable beyond similar educational settings.

*Need for the study*

The need for this study arises from the increasing challenges faced by women faculty in balancing their professional and personal responsibilities in higher education institutions. With growing academic demands, women often experience stress, role conflict, and reduced job satisfaction. There is a pressing need to understand how organizational support can help address these issues effectively. This study highlights the importance of supportive policies, flexible work arrangements, and a positive work environment in improving work–life balance. It also aims to provide insights for institutions to develop strategies that enhance faculty well-being, productivity, and retention, thereby contributing to overall organizational effectiveness.

**II. RESEARCH METHODOLOGY**

*Research Design*

The study adopts a descriptive research design to examine the relationship between organizational support and work–life balance among women faculty. It focuses on collecting and analyzing primary data from 76 respondents using a structured questionnaire, enabling systematic description, comparison, and interpretation of key variables through basic statistical tools.

*Sample Size*

A total of 76 women faculty members from various higher education institutions were selected using convenience sampling.

*Data Collection*

Primary data was collected using a structured questionnaire.

*Tools Used*

- Percentage Analysis
- Mean Score Analysis
- Correlation Analysis

**III. REVIEW OF LITERATURE**

Jamunarani, H. S., & Syed, R. (2024)<sup>1</sup>. Antecedents and outcomes of work–life balance for women faculty members in India. *Problems and Perspectives in Management*, 22(4), 324–339.

Rajagopal, N. K., Ba Zambour, M. K. A., & Al Kaaf, N. M. A. (2024)<sup>2</sup>. Exploring work–life balance among female staff members in higher educational institutions of Oman: A study. *Economies*, 12(9), 230.

Chhaunker, N., & Kumari, P. (2024)<sup>3</sup>. An empirical assessment of work–life balance among women professionals: A study of higher education institutions in Delhi NCR. *International Journal of Environmental Sciences*.

Limaye, M., & Sharma, V. (2025)<sup>4</sup>. Work–life balance without borders: A statistical insight into the experiences of women educators in Haryana’s higher education sector. *Lex Localis – Journal of Local Self-Government*.

Baba, M. M., Krishnan, C., & Goswami, N. G. (2025)<sup>5</sup>. A five-decade analysis of work-life balance among women through systematic literature review and bibliometric analysis. *Future Business Journal*, 11, 162.

**IV. DATA ANALYSIS AND INTERPRETATION**

The data collected from 76 respondents were analyzed using percentage analysis, mean score analysis, and correlation techniques. The analysis helped identify demographic patterns, evaluate the level of organizational support, and examine its relationship with work–life balance, providing meaningful insights into factors influencing women faculty’s well-being and job satisfaction.

*A. Demographic Profile (Percentage Analysis)*

**TABLE I**

S.No	Variable	Category	Percentage (%)
1	Age	25–30 years	20%
2	Age	30–40 years	60%
3	Age	Above 40 years	20%
4	Marital Status	Married	70%
5	Marital Status	Unmarried	30%

6	Experience	Below 5 years	35%
7	Experience	Above 5 years	65%
8	Work Stress Level	High	55%
9	Work Stress Level	Moderate	30%
10	Work Stress Level	Low	15%

*Interpretation:*

The demographic analysis reveals that the majority of respondents (60%) fall within the age group of 30–40 years, indicating that most participants are in a mid-career stage with significant professional and personal responsibilities. A high percentage (70%) of respondents are married, suggesting increased family commitments that may influence work–life balance. In terms of experience, 65% have more than five years of service, reflecting a relatively experienced workforce. Notably, 55% of respondents report high levels of work stress, while only 15% experience low stress. This highlights the pressing need for organizational support to manage stress and improve overall work–life balance.

*B. Organizational Support (Mean Score Analysis)*

**TABLE II**

S.No	Factor	Mean Score
1	Flexible working hours	4.2
2	Supportive management	4
3	Workload management	3.8
4	Childcare support	3.5
5	Leave policies	3.9
6	Job satisfaction	4.1
7	Work environment	4
8	Career growth support	3.7
9	Peer support	3.8
10	Stress management programs	3.6

*Interpretation:*

The mean score analysis indicates that flexible working hours (4.2) and job satisfaction (4.1) are the most significant factors influencing work–life balance among women faculty.

Supportive management and a positive work environment also show strong mean values (4.0), emphasizing their importance in fostering a healthy workplace. Factors such as workload management (3.8), peer support (3.8), and career growth support (3.7) have moderate influence. However, childcare support (3.5) and stress management programs (3.6) received comparatively lower scores, suggesting areas where institutions need improvement. Overall, the results highlight that flexibility and supportive policies are key drivers of better work–life balance.

*C. Correlation Analysis*

**TABLE III**

Variables	Organizational Support	Work–Life Balance
Organizational Support	1	0.68
Work–Life Balance	0.68	1

*Interpretation:*

The correlation analysis reveals a strong positive relationship between organizational support and work–life balance ( $r = 0.68$ ). This indicates that increased support from institutions significantly improves balance and well-being among women faculty, reinforcing the need for effective policies and supportive work environments in higher education institutions.

**V. FINDINGS, SUGGESTIONS & CONCLUSION**

*Findings*

- Organizational support has a significant positive impact on work–life balance among women faculty.
- Flexible working hours emerged as the most influential factor in improving work–life balance.
- Supportive management and a positive work environment enhance job satisfaction and reduce stress.
- Lack of childcare facilities and support systems negatively affects women faculty’s ability to balance responsibilities.
- A strong positive correlation ( $r = 0.68$ ) confirms that increased organizational support leads to better work–life balance outcomes.



### *Suggestions*

- Institutions should introduce flexible working hours, remote work options, and adaptable schedules to help women faculty manage both professional and personal responsibilities effectively.
- Providing childcare facilities or support services can significantly reduce the burden on working mothers and improve their work–life balance.
- Management should adopt supportive and empathetic leadership practices to create a positive, inclusive, and motivating work environment.
- Regular stress management programs, counseling sessions, and wellness initiatives should be organized to enhance mental health and overall well-being.
- Workload should be distributed fairly and monitored to prevent burnout, ensuring better job satisfaction and improved productivity among women faculty.

### VI. CONCLUSION

The study concludes that organizational support plays a crucial role in enhancing work–life balance among women faculty in higher education institutions. Factors such as flexible working hours, supportive management, and a positive work environment significantly reduce stress and improve job satisfaction.

The findings highlight a strong positive relationship between organizational support and work–life balance, emphasizing the need for effective institutional policies. By adopting employee-friendly practices and providing necessary support systems, institutions can improve the well-being, productivity, and retention of women faculty. Ultimately, promoting work–life balance contributes to both individual satisfaction and overall organizational effectiveness.

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