Factors Influencing Work-life Balance of Women Educators: a Case Study

Srinivas Lakkoju & R. Jeyalakshmi

This paper examines the issues associated with the work-life balance of women faculty members in an autonomous engineering college. The work, using various statistical techniques (anova, t-tests, correlation and regression), conducts two types of analyses viz. basic, which deals with the analysis of WLB issues; and composite, which deals with the evaluation of predicted antecedents and consequence of WLB. The study also identifies that the WLB of 'married without children' respondents is inferior to that of 'unmarried' respondents.

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Introduction

"Pleasure in the job puts perfection in the work" - Aristotle

The concept of work-life balance (WLB) symbolizes the conditions reigning in the workplace of an organization that assist its employees reach a symmetry between the conflicting demands of their workplace and family lives. Yet, WLB is not about working less, it's rather about working 'smart', so that individuals energize themselves and give everything that needs for both work and home, without jeopardizing one for the other (Grosen, 2005). Most working people struggle to successfully balance their work and life domains. A recent survey reports that seven out of ten American workers struggle to reach an acceptable balance between workplace and family life (Kelly et al., 2014). This is invariably true for working women who accept to fulfil more obligations than men, particularly along their personal front.

In most societies, work-life conflict seems to be quite high in the case of working women as they do most of the work associated with the household ac-

tivities, apart from taking care of children, older family members, and other dependents (Sanghamitra, 2009). Furthermore, the working environment at colleges of higher education has become very complex nowadays, as teachers suffer heavy workloads in comparison to their salaries. As the pressure of work is insurmountable even in academics, women faculty members find it extremely difficult to discharge the myriad dimensions of work and life effectively (Leena & Sudhir, 2012). Even Harvard University is of no exception in this regard. The Sociology Professor Michèle Lamont says "life is a constant 'dance' for faculty who are women and have families to fulfill Harvard's expectations for its faculty and still care for their families" (Aspelund & Bernhard, 2015). Hence, without the presence of a wide-ranging support, working women predominantly those in teaching jobs cannot achieve WLB.

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It is also true that an individual's work-life balance varies eventually. At different stages of career and age, different factors become significant. For instance, the right balance for an individual when he/she is single will be dissimilar from those when he/she gets married or when he/she is approaching retirement. The right balance is also different for different individuals. There is no one work-life balance that fits all because all of us have different priorities and different styles of life (Tanuja, 2009). In this background, the present work tries to critically analyze as to what extent certain factors influence WLB of women educators in different settings.

Objectives of the Study

i) To compare the work-life balance perceptions held by different groups of women faculty members working in the selected educational institution.

ii) To assess the impact of different factors on work-life balance of the respondents.

ii) To discuss the implications of the study.

Sample

The survey was conducted by administering a self designed questionnaire and semi-structured follow-up interviews, during 2012-2013 among all the 38 women faculty members present in both engineering and non-engineering departments of the autonomous engineering college in which the authors are working as faculty members. Faculty members with less than one year experience were not admitted to the study. The sample achieved for the study is 27 with a response rate of 71 per cent.

Reliability & Validity

The questionnaire (Appendix 1) responses were measured based on Likert's 5-point scale ranging from 'Strongly Agree-5' to 'Strongly Disagree-

Table 1 Reliability Estimates of all Sub-scales of the Instrument

Variable	Statements (From-to)	No. of Items	Cronbach's Alpha	Standard Error of Measurement (SEM)	Standard Error of Estimation (SEE)	No. of Observations
1	1-6	6	0.954	0.956	0.934	27
2	7-14	8	0.986	1.045	1.038	
3	15-20	6	0.959	1.702	1.666	
4	21-26	6	0.965	0.924	0.908	

1'. Cronbach alpha reliability estimates (Table 1) indicate the existence of a high level of internal consistency between the statements concerning all the four variables analyzed. George and Mallery (2003:231) provide a thumb rule, i.e. "e—0.9 – excellent, e—0.8 – good, e—0.7 – acceptable, e—0.6 – questionable, e—0.5 – poor, and d—0.5 unacceptable". Further, the low SEM and SEE indicate the high score precision, i.e. response stability. Besides, the visual output (Appendix 2) of ViSta (Young, 1996) Horn's Parallel Analysis (Horn, 1965) clarifies that all the four sub-scales are unidimensional.

Hypotheses

Aryee et al. (2005) observe that female professionals have a higher level of parental overload than men. Hence, women employees require more support from their families, management and fellow workers to balance the conflicting demands of their work and family roles and to happily engage with their workplace, maintain their effort levels and become more efficient. Deepak and Neena (2011) observe that Indian women professionals are looking for supportive workplaces that help them manage their multiple roles. Anja-Kristin & Laura (2011) discover that emotional family support has a positive impact on work-life balance satisfaction. Another study offers evidence, established on a randomized trial that workplace interventions, such as increased schedule control and supervisor support, can reduce employee work-life conflict (Kelly, et al., 2014). In this backdrop, the present study hypothesizes that:

i) H1 – Support (SWLB) from management, family and colleagues has a positive impact on the WLB of women faculty members.

According to Greenhaus and Beutell (1985) work-family conflict represents the extent to which work and family roles are incompatible and interfere with one another. This conflict can be in two directions: work-to-family conflict and family-to-work conflict (Friedman & Greenhaus, 2000). Hence, not only 'work' and 'life' domains have a bearing on one another (Tara & Jyotsna, 2010) but also the disagreement between them would have a significant bearing on WLB of a professional (Deepak & Neena, 2011). In this backdrop, the present study formulates two research hypotheses:

ii) H2 – Work-to-family conflict (WFC) has a negative impact on the WLB of women faculty members

iii) H3 – Family-to-work conflict (FWC) has a negative impact on the WLB of women faculty members.

Work-life balance refers to satisfaction and good functioning at work and at home, with a minimum of role conflict (Clark, 2000). This implies that those who are happy with the conditions prevailing at work and at home and living an ideal life, can have a sense of effective work-life balance. In other words, WLB of women faculty members leads to their work -life satisfaction (WLS). Hence, it is hypothesized that:

H4 – WLB of women faculty members has a positive impact on their work-life satisfaction (WLS).

The foregoing assumptions can be summarized in mathematical forms as below:

Regression Model 1 (for antecedents): WLB = f(SWLB, WFC, FWC)

Regression Model 2 (for consequence): WLS = f(WLB)

Model 1 describes that the work-life balance is a function of 'support for WLB', 'work-to-family conflict' and 'family-to-work conflict'. Theoretically, it is believed that WLB (Y) is associated positively with SWLB (H_1) and negatively with WFC (H_2) as well as FWC (H_3). Model 2 describes that work-life satisfaction is a function of work-life balance. Theoretically, it is believed that WLB causes WLS (H_4).

Data Analyses

The study includes two kinds of analyses: i) basic analysis, based on comparisons between various classes of respondents and ii) composite analysis, based on correlation and regression analyses. Basic analysis deals with the statement-wise mean values, percentage scores {(Mean Value-1) X 25}, average mean values, ANOVA and paired samples t-tests (for post hoc comparisons). ANOVA and t-tests were further accompanied by Cohen's effect sizes *f* and *d* (Lenhard & Lenhard, 2014; Faul et al., 2007), respectively. Later, the study employs the technique of regression analysis to explore the presence and extent of cause and effect relationship between WLB (measured by a single statement) and the four variables viz. SWLB, WFC, FWC and WLS (measured by several statements).

Basic Analysis

According to the results of post hoc comparisons (Tables 2, 3, 5 and 6) which are inconsistent with the preceding results of ANOVA, the WLB perceptions of the respondents classified as two categories, each in terms of their: age (>35 or <35), child's age (>13 or <13), faculty (engineering or non-engineering) and family type (joint or nuclear), are deemed to be similar in their nature.

Table 2 Comparative Position of WLB Based on Respondents' Age

Variable	Average Mean		t-test@α=0.01
	Age>35N=7	Age<35N=20	
1	4.16	4.01	t_{stat}=1.12; P=0.31; t_{crit}=4.03
2	3.23	3.06	t_{stat}=1.78; P=0.11; t_{crit}=3.49
3	2.83	2.90	t_{stat}=0.36; P=0.73; t_{crit}=4.03
4	3.35	3.31	t_{stat}=0.22; P=0.82; t_{crit}=4.03

Anova: F_{cal}=8.39, P=0.00, F_{crit}=2.76 @ α=0.01; *f*=1.185

Table 3 Comparative Position of WLB Based on Children's Age

Variable	Average Mean		t-test@α=0.01
	Child's Age>13N=7	Child's Age<13N=11	
1	4.11	4.03	t_{stat}=0.53; P=0.61; t_{crit}=4.03
2	3.23	3.22	t_{stat}=0.03; P=0.97; t_{crit}=3.49
3	2.83	3.27	t_{stat}=2.14; P=0.08; t_{crit}=4.03
4	3.35	3.31	t_{stat}=0.23; P=0.82; t_{crit}=4.03

Anova: F_{cal}=5.94, P=0.00, F_{crit}=2.76 @ α=0.01; *f*=1.136
N.B. Six are 'unmarried' and three are 'married without children'.

Table 4 Comparative Position of WLB Based on Travelling Distance

Variable	Average Mean		t-test@α=0.01	Cohen's d
	Non-locals	Locals		
1	3.93	4.22	t_{stat}=2.84; P=0.03; t_{crit}=4.03	-
2	3.32	2.59	t_{stat}=3.86; P=0.00*; t_{crit}=3.49	1.715
3	2.78	2.66	t_{stat}=1.07; P=0.33; t_{crit}=4.03	-
4	3.11	3.83	t_{stat}=4.66; P=0.00*; t_{crit}=4.03	0.761

Anova: F_{cal}=18.20, P=0.00, F_{crit}=2.76 @ α=0.01; *f*=1.17
*Significant@á=0.01

Table 4a Comparative Position of 'WFC' Based on Location

Statement	Non-Locals(Long distance commuters)			Locals(Short distance commuters)		
	Mean	S.D.	% Score	Mean	S.D.	% Score
7	4.00	0.94	75.00	2.50	1.07	37.50
8	3.32	0.95	57.89	2.63	0.74	40.63
9	3.58	1.12	64.47	2.50	1.41	37.50
10	3.21	1.03	55.26	3.13	1.25	53.13
11	3.32	0.89	57.89	2.63	1.30	40.63
12	3.47	1.17	61.84	2.88	1.46	46.88
13	3.47	1.22	61.84	2.25	1.39	31.25
14	2.21	0.92	30.26	2.25	1.28	31.25

Table 4b Comparative Position of 'WLS' Based on Location

Statement	Non-Locals(Long distance commuters)			Locals(Short distance commuters)		
	Mean	S.D.	% Score	Mean	S.D.	% Score
21	4.05	0.71	76.32	4.13	0.35	78.13
22	3.42	1.02	60.53	4.00	0.53	75.00
23	3.21	0.79	55.26	3.88	0.35	71.88
24	2.84	0.96	46.05	3.88	0.64	71.88
25	2.26	1.05	31.58	3.38	0.52	59.38
26	2.89	0.94	47.37	3.75	0.71	68.75

Table 5 Comparative Position of WLB Based on Faculty of Studies

Sub-scale /Dimension	Average Mean		t-test@α=0.01
	EngineeringN=13	Non-Engg.N=14	
1	3.94	4.09	t_{stat}=1.21; P=0.27; t_{crit}=4.03
2	2.99	3.21	t_{stat}=1.69; P=0.13; t_{crit}=3.49
3	2.71	2.78	t_{stat}=0.21; P=0.83; t_{crit}=4.03
4	3.23	3.45	t_{stat}=2.16; P=0.08; t_{crit}=4.03

Anova: F_{cal}=11.39, P=0.00, F_{crit}=2.76 @ α=0.01; *f*=1.304

Table 6 Comparative Position of WLB Based on Family Status

Sub-scale /Dimension	Average Mean		t-test@α=0.01
	JointFamilyN=9	NuclearFamilyN=18	
1	4.05	4.00	t_{stat}=0.36; P=0.72; t_{crit}=4.03
2	2.90	3.20	t_{stat}=2.06; P=0.03; t_{crit}=3.49
3	2.74	2.75	t_{stat}=0.06; P=0.95; t_{crit}=4.03
4	3.50	3.24	t_{stat}=1.60; P=0.16; t_{crit}=4.03

Anova: F_{cal}=12.44, P=0.00, F_{crit}=2.76 @ α=0.01; *f*=1.207

However, results in Table 4 show that the perceptions of the respondents classified as 'local' and 'non-local' in terms of the 'distance' they travel daily to reach the work-spot, significantly vary regarding dimensions 'WFC' (t_{stat}3.86>t_{crit}3.49, P0.00<α0.01 and *d*=1.715) and 'WLS' (t_{stat}4.66>t_{crit}4.03, P0.00<α0.01 and *d*=0.761) respectively. Recently, de Winter (2013) commented that there are no objections to using a t-test with extremely small samples, as long as the effect size is large. Regarding t-tests, Cohen (1992) indicated that the effect sizes of 0.20 are small, 0.50 are medium, and 0.80 are large. Hence, it can be safely inferred that the factor 'distance' has significant bearing on the WLB of respondents and

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For instance, the data in Table 4a reveal that the women faculty members staying locally are leading comfortable lives and subsequently balancing their work and personal lives effectively. In fact, the statements concerning 'WFC' aim to verify whether 'work' causes any pessimistic effects on personal life of the respondents. In respect of all statements (except S10) 'local' respondents have recorded inadequate scores, i.e. <50.00 per cent. Obviously, due to their stay in the vicinity of the college women faculty members can have more personal time after college hours and lead a peaceful life as compared to their colleagues staying far off and commuting daily 50-100 kms (to and fro) and reaching their houses late in the evening. Despite this gap, both groups express that they are able to give equal efforts to activities at home (S10) and that they do not have problems in their family lives (S14). A study led by Barry and Boles (1998) suggests that role stress affects female service providers' job performance more negatively than it does to males. Further, data in Table 4b indicate that the 'local' respondents are happy with their present work-life conditions. They have registered positive scores (>50.00 per cent) with regard to all statements concerning this dimension. In contrast, 'non-local' respondents feel that they are not getting enough sleep and exercise (S24), unable to spend much time with their loved ones (S25) and that they are not leading an ideal life (S26). Yet, they are pleased with their career (S21), comfortable working hours (S22) and spend most of their time doing what is important to them (S23). Possibly, the present job is essential for them to maintain their families.

Data in Table 7 indicate that in respect of the dimension 'WLS' the difference between 'married with children' and 'unmarried' categories identified as significant by t-test cannot be considered meaningful as the Cohen's effect size worked out is small (t_{stat}=3.73> t_{crit}=2.57, P=0.01<0.05, d=0.431). However, the perceptions of 'married without children' and 'unmarried' respondents are truly differing (t_{stat}=3.86>t_{crit}=2.57, P=0.01 <0.05, d=1.811). Hence, turning to data in table 7a, it can be observed that the 'married without children' respondents are unhappy about the prevailing conditions of their jobs, as compared to 'unmarried' respondents. They comment that working hours are not comfortable for them (S22). In fact, as per the data provided by them the three respondents in this category fall in the age group of 26-28 and involve in travelling about 64-90 kilometers per day. Because, they are passing through the initial phase of their marriage life, due to pressures in their jobs and long hours of travelling as well as working, they might not be making enough time to build a long-term relationship with their partners. They rationalize this by noticing that they are neither spending much time with their loved ones (S25) nor living an ideal life (S24). White et al. (2003) found that long hours of working have wide ranging negative effects on family life.

Table 7 Comparative Position of WLB Based on Marital Status

Sub-scale / Dimension	Average Mean			ANOVA@ α=0.05			t-test@α=0.05 {t_{crit}=2.77 for (5)**} {t_{crit}=2.57 for (6)**}		
	Married with Children N=18 (1)	Married without Children N=3 (2)	Unmarried N=6 (3)	F_{cal}	P	F_{crit}	Between (1) & (2)	(2) & (3)	(1) & (3)
1 (6)**	4.08	3.55	4.13	2.53	0.11	3.68	-	-	-
2 (8)**	3.22	3.25	2.66	2.55	0.10	3.46	-	-	-
3 (6)**	3.10	2.00	2.08	2.31	0.13	3.68	-	-	-
4 (6)**	3.33	2.77	3.58	4.29*	0.03	3.68	t_{stat}=2.41 P=0.06	t_{stat}=3.86 *P=0.01 *d*=1.811	t_{stat}=3.73 *P=0.01 *d*=0.431†
				f=1.311					

*Significant@α=0. 05; **Figures in parentheses indicate no. of items in each dimension
†Difference is meaningless as the Cohen's effect size is small.

Table 7a Comparative Position of 'WLS' Based on Marital Status

Statement	Married with children(1)			Married without children(2)			Unmarried(3)		
	Mean	S.D.	% Score	Mean	S.D.	% Score	Mean	S.D.	% Score
21	4.17	0.62	79.17	3.33	0.58	58.33	4.17	0.41	79.17
22	3.67	0.91	66.67	2.33	1.15	33.33	4.00	0.00	75.00
23	3.39	0.85	59.72	3.00	0.00	50.00	3.67	0.52	66.67
24	3.06	1.06	51.39	3.00	1.00	50.00	3.50	0.84	62.50
25	2.50	1.04	37.50	2.67	1.53	41.67	2.83	0.98	45.83
26	3.22	1.06	55.56	2.33	0.58	33.33	3.33	0.52	58.33

Composite Analyses

Regression analysis can be employed only when the variables under study are believed to be systematically connected by a linear relationship. Mere computation of correlation coefficients (Table 8) does not help the investigator identify any non-linear association between the variables. Hence, the data have been carefully evaluated using graphical displays and found that in all the scatter diagrams (Appendix 3) correlation is a straight line adequately describing linear relationships among the variables under study. Further, there is no problem of multicollinearity as all the variables have intercorrelations well below 0.80 (Table 8). Thus, the study advances further by conducting regression analysis to estimate the cause and effect relationship concerning the two models under study.

Residual plots of the two regression models 1 and 2 (Appendices 4 and 5) explain the ideal situation given that the residual points are symmetrically distributed and clustered towards the middle of the plot i.e. scattered all around zero and are not obvious patterns. Hence, a linear regression model is appropriate for the data

Table 8 Intercorrelations among the Study Variables

Variable	WLB	SWLB	WFC	FWC	WLS
WLB	1				
SWLB	0.384461	1			
WFC	-0.61478	-0.30599*	1		
FWC	-0.31099**	0.034037*	0.418308	1	
WLS	0.70936	0.376263*	-0.455	-0.23644**	1

*Significant@α=1%; **Significant@α=5%; All two-tailed probabilities

Table 9 Regression Analysis 1 about the Antecedents of WLB

Regression Statistics						
Multiple R	0.656064					
R Square	0.43042					
Adj R Square	0.356127					
Standard Error	1.047363					
Observations	27					
ANOVA						
	df	SS	MS	F	Significance F	
Regression	3	19.06603	6.355342	5.793552	0.004206	
Residual	23	25.23027	1.096968			
Total	26	44.2963				
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
WLB	3.688099	2.461728	1.498175	0.147688	-1.40437	8.780571
SWLB	0.723995	0.514923	1.406027	0.173083	-0.3412	1.789194
WFC	-0.83397	0.311534	-2.67696	0.013464	-1.47842	-0.18951
FWC	-0.14005	0.22113	-0.63332	0.53277	-0.59749	0.317395

Regression results in Table 9 corresponding to the proposed model 1 (fig. 1) show that 35% (Adjusted R Squared) of variations in WLB is explained together by all the three input variables. Significance F (0.004) indicates that the regression output is highly valid, which means that there is only a 0.4% (less than 1%) probability that the regression output was to occur merely by chance. Thus, R^2 is statistically reliable. However, all the three hypotheses developed for the present model were not validated by the regression results. For instance, regarding the relationship between WLB and SWLB the effect is statistically insignificant, though the relationship is in the predicted direction. Thus, the estimated coefficient for X1 (0.72, t=1.40, *P*=0.17) disproves H_1 by indicating that the aspect of 'support' does not have a significant impact on WLB of women faculty members. Women are naturally sacrificing and always caring for others. Nearly, 70 percent of the women work to support their

The aspect of 'support' does not have a significant impact on WLB of women faculty members.

Figure 1: An Assumed Model of WLB Concerning Women Faculty Members

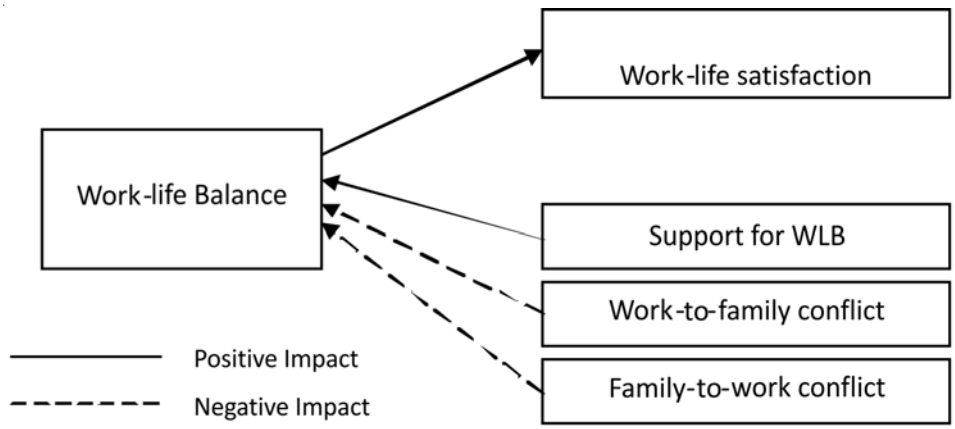
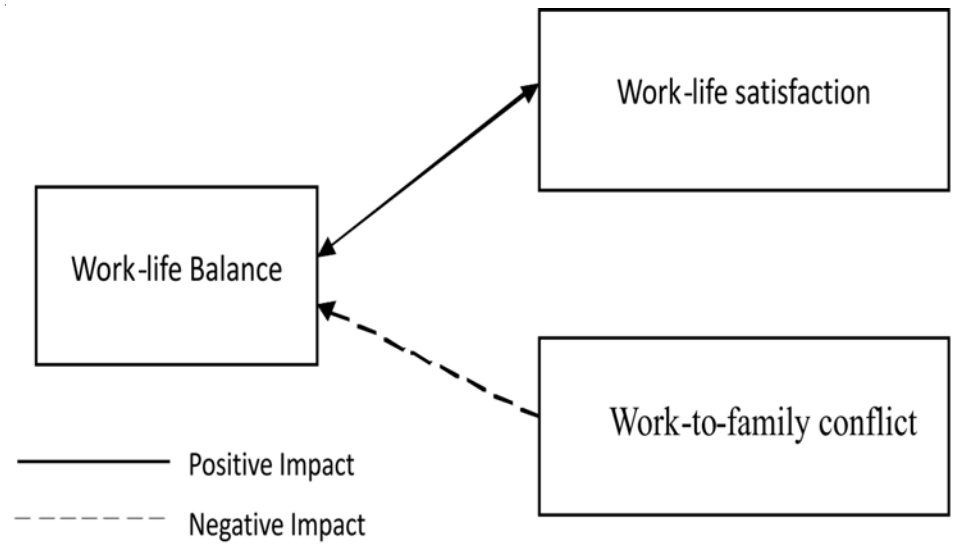


Figure 2: An Empirical Model of WLB Concerning Women Faculty Members



families (Reddy et al., 2010). Hence, regardless of 'support' they strive to achieve a balance between their work and life domains. However, if they get realistic support their WLB will be more effective. Particularly, women faculty members require more support as they experience pressure in both domains. Social support from spouse, relatives, friends, supervisors and colleagues can reduce work and family conflict (Geertje, 2006).

Next, the estimated coefficient for X2 (-0.83, t =-2.67, *P*=0.013) suggests that the variable 'WFC' has a statistically

significant negative impact on the WLB of women faculty members thereby endorses H_2. This is similar to the finding of Deepak & Neena (2011:350). However, the coefficient of X3 (-0.14, t=-0.63, *P*=0.53) specifies that the variable 'FWC' has no significant impact on WLB of women faculty members, though the relationship between WLB and FWC is in the predicted direction. This outcome invalidates H_3. Narayanan and Savarimuthu (2015) have exactly the same findings. Similarly, Williams & Alliger (1994) and Gutek et al. (1991) observe that 'family interference with work' is less than 'work interference with family'. Usually, family hindrances do not restrain women professionals from working effectively, as their inherent patient and optimistic attitude help them cope with such interferences. Mahzarin R. Banaji, a Psychology Professor at Harvard University found that women faculty members with children spend, on average, 20 more hours a week than men do on "household duties" (Aspelund & Bernhard, 2015).

'Family interference with work' is less than 'work interference with family'.

Further, to assess the probable outcome of work-life balance, the variable WLS was regressed singly on the variable WLB and the result is presented in table 10. The analysis reveals that 48% (Adjusted R Squared) of variations in WLS is explained by the variable WLB. Significance F (0.000) confirms extreme validity of the regression output and statistical reliability of R^2. Further, the coefficient of WLB (0.32, t =5.03, *P*=0.000) indicates that the variable 'WLB' has a significant positive impact on WLS of women faculty members. Indeed, there is a reciprocal relationship between WLB and WLS of women faculty members (2.15, t =8.75, *P*=0.000). This phenomenon supports H_4.

Implications

The Indian higher education system is facing a chronic shortage of faculty and poor quality teaching (Lynne, 2014). Many engineering colleges established in remote areas are striving to attract qualified faculty. They attract teaching staff from urban areas, but frequently fail to prevent their mobility as the jobs involve risk of regular travelling in addition to normal working. The present study also discovers that the WLB of women faculty members is greatly upset by their regular travelling of long distances to reach the workplace. Out of the 19 non-local respondents interviewed eight have demanded for a reduction in working hours and an increase in the duration of permission sanctioned, to enable them to reach their houses early and take care of their children or older parents. Some of them even commented that the long hours of travelling and work is spoiling the childhood of their kids as they are

WLB of women faculty members is greatly upset by their regular travelling of long distances to reach the workplace.

Table 10 Regression Analysis 2 about the Consequence of WLB

Regression Statistics	
Multiple R	0.70936
R Square	0.503192
Adj R Square	0.48332
Standard Error	0.426134
Observations	27

ANOVA

	df	SS	MS	F	Significance F
Regression	1	4.598098	4.598098	25.32125	3.43E-05
Residual	25	4.539762	0.18159		
Total	26	9.13786			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
WLS	2.157748	0.24644	8.755678	4.36E-09	1.650196	2.6653
WLB	0.322185	0.064027	5.032022	3.43E-05	0.190319	0.454051

unable to give them love and guidance. Hence, the institution under study as well as the colleges having similar working conditions (e.g. providing transport for faculty members) should have family-friendly policies to compensate mainly the burden of travelling and ensuing long hours of work. Interviews with two women faculty members reveal that they are hopeful of a five-day work week.

The study also reveals that the 'married without children' (recently married, in the age group of 26-28 and regularly travel a distance ranging between 64-90 kms) respondents are cheerless about their work-life conditions. These respondents are neither spending much time with their loved ones, nor living an ideal life as their working hours are not comfortable for them. Therefore, management may consider introducing customized WLB strategies in respect of recently married women faculty members like sanctioning them hibernation leave after one or two years of their working so that they can maintain enduring relationships with their partners, live happily and thereby contribute well towards organizational goals. It is worth noting here that all the three respondents in this category urged the management special casual leaves through this survey. Casper and Buffardi (2004) identify that the provision of work schedule flexibility and dependent care assistance from organizations led to job pursuit intentions among participants.

Provision of work schedule flexibility and dependent care assistance from organizations led to job pursuit intentions among participants.

Conclusion

Many studies have shown that the employees nowadays seem to value the quality of life more than the amount of salary they get (Vloeberghs, 2002). When asked about their general opinions, 88

percent (24 of 27) of the respondents in the present study have firmly indicated that for them WLB is more important than money. More or less, a similar percentage of respondents have also specified that the WLB policies and programs should be customized to address their common individual problems and needs. Hence, without having in place customized WLB policies and programs no organization can attract and retain adequate number of women faculty members and ensure its smooth functioning. In order to cope with the acute shortage of faculty members, educational institutions should start hiring number of women educators and ensure gender parity or gender balance. Many professors at Harvard say that the university's intense work environment can still be more stressful for women than men, primarily because they are fewer in number (Aspelund & Bernhard, 2015). If institutions ensure women to be 'smart' at both work and family lives more women show interest to join academics.

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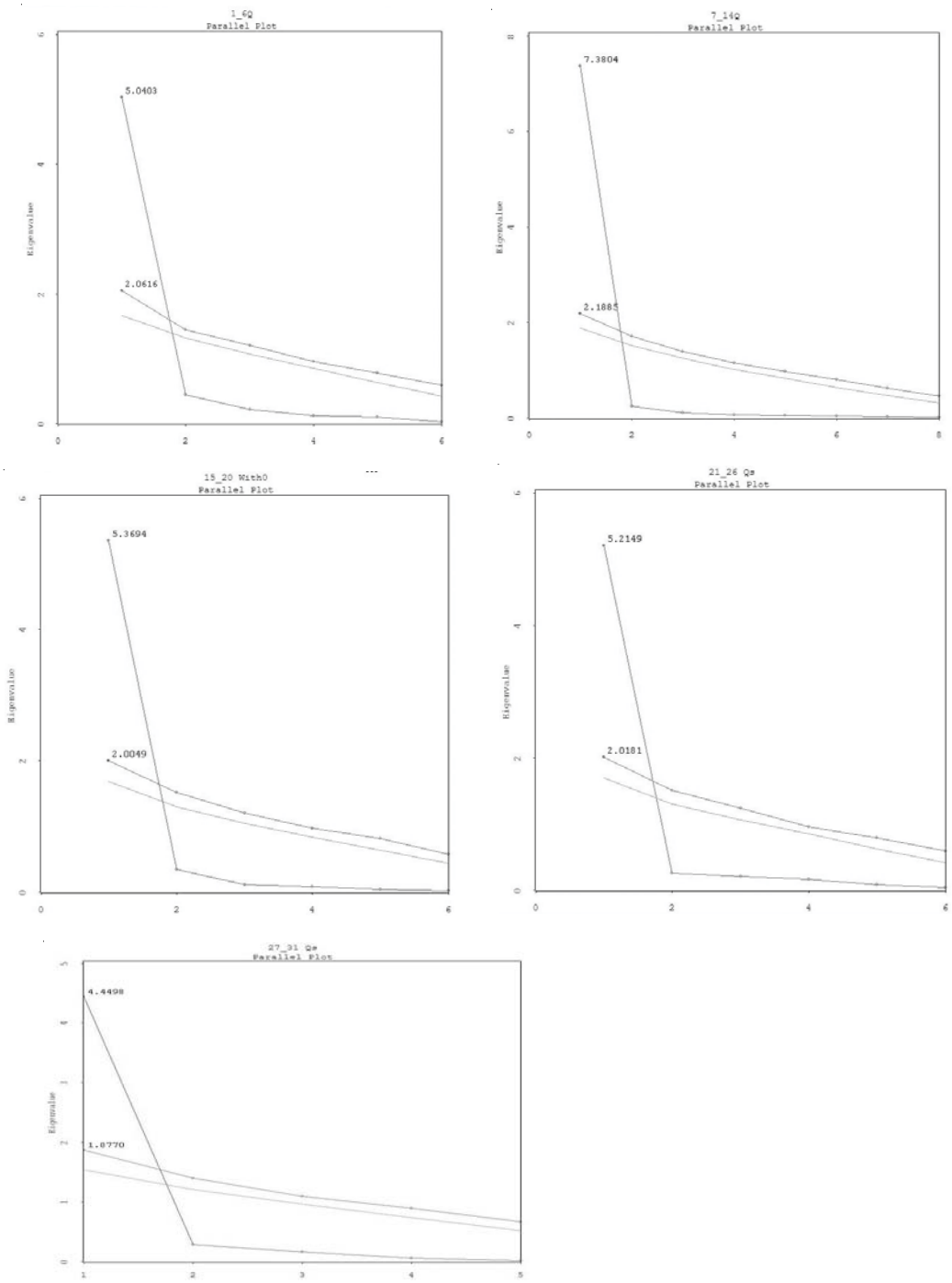
Appendix 1 Questionnaire

WORK-LIFE BALANCE OF WOMEN TEACHERS IN HIGHER EDUCATION

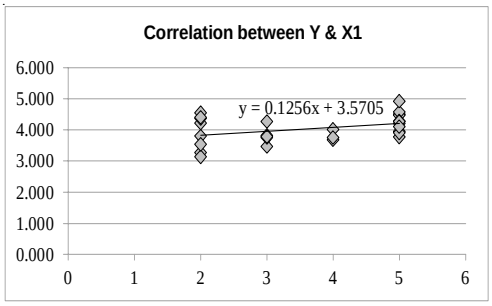
Using the options given below, please give your apt answers to the following questions:
Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

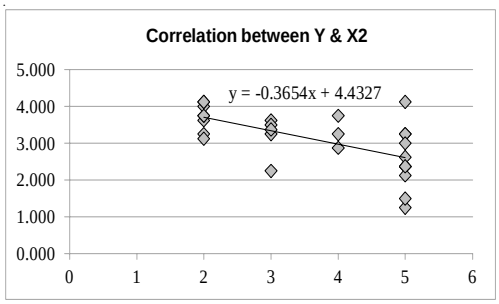
	Antecedent Variable X1: Support for work-life balance
1.	You have complete support from your family for your career.
2.	You have complete support of your management for your career.
3.	You have complete support from your colleagues for your career.
4.	Your management provides WLB policies or programmes like: Yoga, gym, stress management workshops, convenient transportation, reduced working hours, flexible work schedules, job sharing, career breaks/sabbaticals, picnics, medical facilities, etc.
5.	You are currently using the work-life policies or programmes provided by your management.
6.	Your management supports you at times of personal emergencies.
	Antecedent Variable X2: Work-to-family conflict
7.	You usually miss out quality time with your family and friends due to work pressure.
8.	You feel that you are spending too much time at work.
9.	Your job makes you feel too tired to do the things that need attention at home.
10.	Your job reduces the effort that you can give to activities at home.
11.	You often think and worry about your work when you are not at work.
12.	You usually feel tired and depressed by the end of the working day.
13.	You suffer from stress related diseases like hypertension, obesity, diabetes, frequent headaches, etc.
14.	You have had problems in your family life due to work pressure.
	Antecedent Variable X3: Family-to-work conflict
15.	Responsibilities at home reduce the effort, you can devote to your job.
16.	Personal or family worries and problems distract you when you are at work.
17.	Too many responsibilities at home make you irritable at work.
18.	Activities and responsibilities at home prevent you from getting the amount of sleep you need to do your job well.
19.	Your family members take care of your children when you are at work.
20.	You have elders to look after, at your home.
	Consequence Variable X4: Work-life satisfaction
21.	You are happy with your job/career.
22.	Your working hours are comfortable to work.
23.	You spend most of your time doing what is most important to you.
24.	You get enough sleep, exercise and healthy food.
25.	You spend as much time as you'd like with your loved ones.
26.	You are living an ideal life.
	Variable Y: Work-life balance
27.	Overall, your work–life is completely balanced.

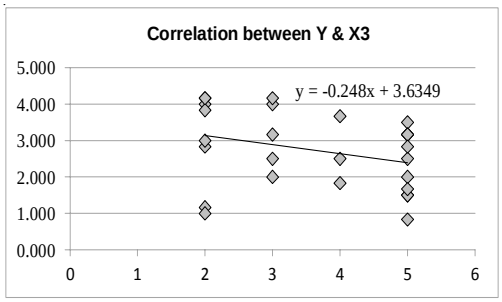
Appendix 2 PA Graphs Showing the Dimensional Validity of Sub-Scales

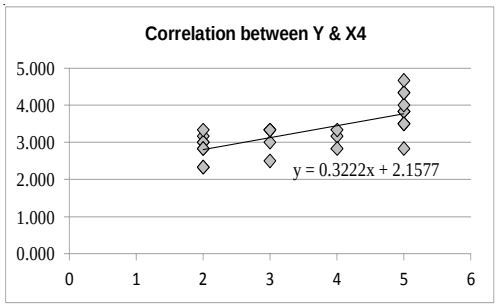


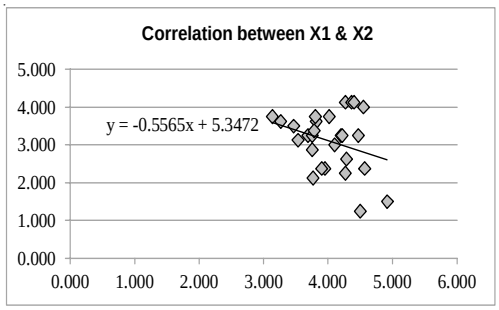
Appendix 3 Scatter Diagrams for Exploring Associations among the Study Variables

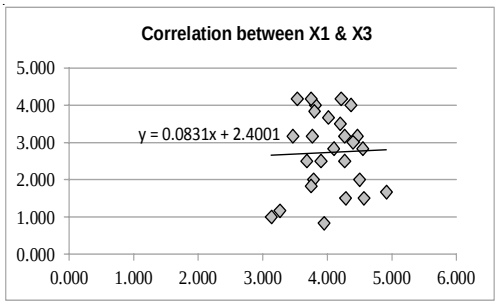


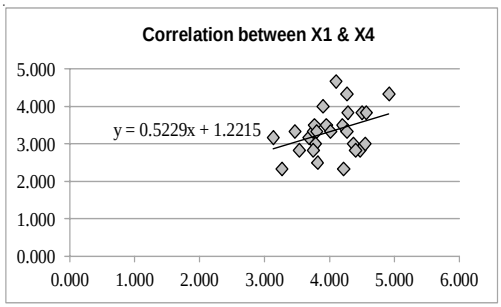


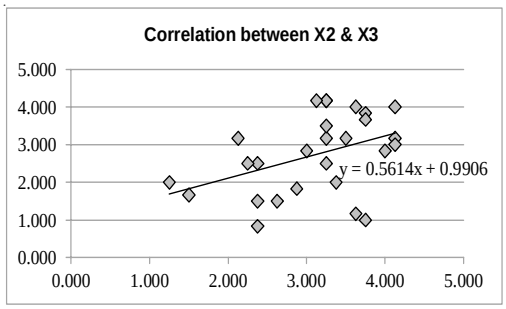


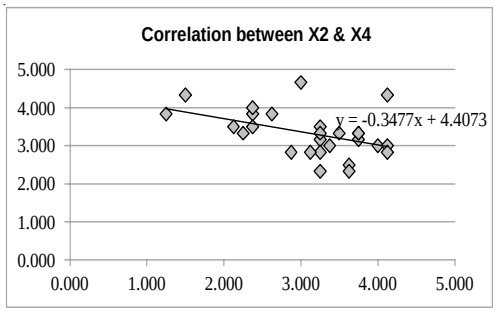


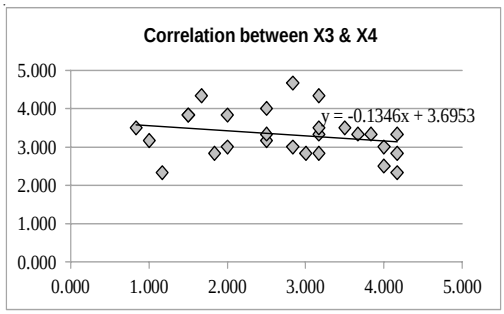






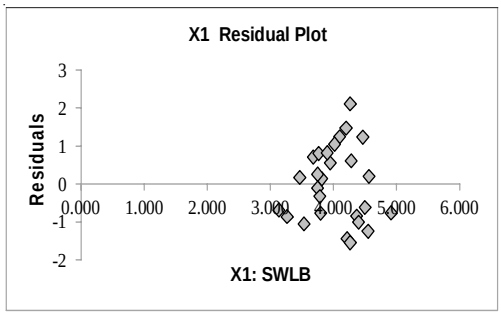


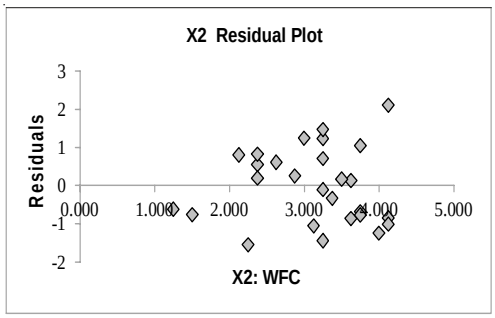


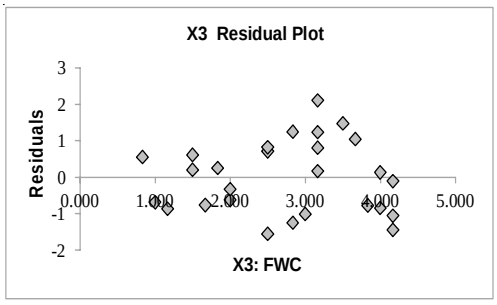


Appendix 4 Residual Plots for Variables in Regression Analysis1

(Note: Variable WLB was regressed on variables SWLB, WFC, FWC)







Appendix 5 Residual Plot for Variable in Regression Analysis 2

(Note: Variable WLS was regressed on variable WLB)