

Work-Life Balance And Its Effect On Job Performance, Satisfaction, And Stress Among Female Faculty At Vnsgu

Anupama. T. Pillai

*Ph. D. scholar Bhagwan Mahavir University
Surat*

Dr. Cheta Pinak Desai

*Research Guide I/C Director Bhagwan Mahavir college of commerce and management studies Bhagwan
Mahavir University, Surat*

Abstract:

This study focuses on understanding how work-life balance influences the job performance, satisfaction, and stress levels of female faculty at Veer Narmad South Gujarat University (VNSGU). In today's fast-moving academic world, balancing work and family roles is often challenging, especially for women. Using both primary and secondary data, responses were gathered from 150 female faculty members through a structured questionnaire. The data covered their age, marital status, teaching experience, family background, and daily responsibilities. Various statistical tools like descriptive statistics, normality tests, reliability checks, correlation, t-tests, and ANOVA were applied to ensure the findings are accurate and reliable. Results showed that most female faculty strongly agreed that when they have a healthy balance between work and family, they feel more satisfied and perform better at work, with lesser stress. The reliability score of the study was high (Cronbach's Alpha 0.88) and normality tests confirmed the data was suitable for advanced analysis. Overall, this study highlights the urgent need for flexible work policies and better institutional support to help women balance their professional and personal roles well. It also provides useful insights for policymakers and university management to make changes that support the well-being of female staff.

Keywords:

Work-Life Balance, Female Faculty, Job Performance, Job Satisfaction, Stress.

Introduction

In today's busy world, balancing work and personal life has become one of the biggest challenges, especially for women working in higher education. Female faculty members often juggle multiple roles—teacher, researcher, mentor, wife, mother, and caregiver—making it hard to maintain a smooth balance between their work duties and family responsibilities (Baral & Bhargava, 2010) At Veer Narmad South Gujarat University (VNSGU) in Surat, many women academicians face daily struggles to meet deadlines, handle classes, guide students, and also look after household work, children's education, and elderly care. This constant balancing act affects their job performance, work satisfaction, and stress levels in different ways (Goyal & Agrawal, 2015) When work pressures clash with personal needs, it can lead to frustration, burnout, and even health issues (Kalliath & Brough) Many studies point out that good work-life balance can boost productivity and happiness at work, while poor balance often results in absenteeism, low morale, and mental fatigue (Greenhaus & Allen)

The Indian education sector has seen an increase in women taking up faculty roles, but traditional family expectations still hold them back from enjoying equal opportunities (Rajadhyaksha & Velgach, 2009) In cities like Surat, cultural norms place extra weight on

women to be perfect homemakers along with being good professionals. This often forces them to sacrifice career growth or personal well-being to meet family demands (Singh & Khanna, 2011). The COVID-19 pandemic has further blurred work and home boundaries, pushing many female faculty to handle online classes, family chores, and child care all at once, adding to their stress (Chawla & Sharma, 2019).

Job performance is closely linked with how well a person manages work-life demands. When teachers are able to balance their time and energy, they tend to prepare lessons better, engage students more actively, and handle administrative tasks smoothly (Frone, 2003). On the other hand, when there is an imbalance, their efficiency drops, mistakes increase, and motivation goes down (Byron, 2005). Job satisfaction also suffers when employees feel overwhelmed by conflicting demands (Voydanoff, 2005). Many female teachers at VNSGU share that they often feel guilty for not giving enough time either to work or to family, which affects their peace of mind.

Stress is another area that gets heavily impacted by poor work-life balance (Allen et al., 2000). High stress among teachers not only affects their own health but can also disturb students' learning experience and the institution's overall work culture (Noor, 2011). With rising cases of anxiety and burnout, it has become necessary to study how work-life balance shapes stress levels among female faculty (Beauregard & Henry, 2009). Universities need to design supportive policies like flexible working hours, childcare support, and counselling to help women manage both spheres effectively (Kumari & Devi, 2013).

Despite plenty of global research, there is limited local evidence focusing on South Gujarat's public universities. VNSGU, being one of the leading universities in the region, has many women educators whose voices need to be heard. Understanding their work-life balance challenges and their effects on job performance, satisfaction, and stress will help policymakers develop better HR practices (Parakandi & Behery, 2016). It will also guide family members, managers, and society at large to value the dual contributions of women (Singh & Nayak, 2015).

Through this research, an effort is made to find out how different factors like workload, family demands, organisational support, and personal coping methods affect the delicate balance between professional and personal life (Kossek et al., 2011). The study aims to give practical suggestions to help female faculty improve their job satisfaction, reduce stress, and enhance overall performance (Pandita & Ray, 2018). The findings will not only benefit VNSGU but can also be used by other universities across Gujarat and India to build gender-friendly work environments (Raj & Bajaj, 2016).

By giving voice to the real-life experiences of women teachers, this research hopes to encourage better dialogue between institutions, families, and communities about the importance of work-life balance in modern academia (Lewis et al., 2007). It is only when women are supported both at home and at work that they can give their best without sacrificing their health or happiness (Malik et al., 2021). This study tries to bring out those hidden concerns and offer simple, practical solutions for a more balanced and fulfilling professional life.

Definitions

Work-Life Balance:

Work-life balance simply means how well a person manages their work duties and personal life without letting one affect the other too much. It is about giving enough time and energy to both job and family so that neither work nor personal life suffers. For example, if a teacher can complete classes, check papers, attend meetings, and still spend quality time with family, relax, and look after health — then she has a good work-life balance.

Job Performance:

Job performance is how well a person does their work tasks as expected by their employer. For a faculty member, this includes preparing lessons, teaching students, guiding projects, doing research, attending meetings, and other duties. Good job performance means completing tasks on time, maintaining quality, and contributing positively to the workplace.

Job Satisfaction:

Job satisfaction means how happy and content a person feels with their work. It includes feeling valued, having fair pay, good working conditions, supportive colleagues, and enough chances to grow. If teachers feel respected, enjoy their teaching, and find meaning in their work, they are said to have high job satisfaction.

Stress:

Stress is a feeling of mental or emotional pressure when a person has too many demands and not enough time, support, or energy to handle them. For teachers, stress can come from heavy workload, long hours, deadlines, students' expectations, family responsibilities, or lack of support. If stress is not handled, it can affect health, mood, and work quality.

Need of the Study:

In today's changing education world, the role of female faculty has become more demanding. Many women teachers have to manage lectures, research, administrative tasks, and also fulfil family duties at the same time. This daily struggle often makes it tough for them to balance work and personal life well. When work-life balance is poor, it can affect how they perform in class, how satisfied they feel about their job, and even their mental and physical health due to stress. Understanding this topic is very important, especially in Indian universities where social expectations from women are still high (Raj & Bajaj, 2016). If we know how work-life balance affects job performance and stress, then colleges can make better policies to support their female staff. Small changes like flexible working hours or family-friendly leave can help women teachers stay happy and motivated (Singh & Khanna, 2011). This topic is timely because happy teachers mean better learning for students too. So, studying this issue can help colleges keep good faculty and maintain quality education (Baral & Bhargava, 2010). Therefore, it is necessary to explore this topic in detail and suggest practical ways to help women balance work and life smoothly.

Literature Review

1. **Ahmad (2018)** highlighted the growing concern of work-life balance among female university teachers in India. Using a descriptive survey method, the study collected responses from 120 female faculty members across different departments. The findings revealed that excessive workload and lack of flexible working hours significantly affect their job satisfaction. Many participants reported high stress levels due to the dual responsibilities of work and family. The study concluded that supportive institutional policies could help female faculty manage stress and improve performance.

2. **Kumar and Singh (2019)** investigated the connection between work-life balance and job performance among women educators. Using a mixed-method approach combining questionnaires and in-depth interviews, they focused on faculty members from state universities. Results showed that a poor balance often led to burnout and reduced teaching effectiveness. Participants suggested that flexible scheduling and childcare facilities would enhance their productivity. The authors emphasized that institutional support is key for maintaining a healthy work-life interface.

3. **Sharma (2020)** explored the effect of work-life conflict on job satisfaction among female professors. The study used a quantitative survey of 150 faculty members working in government colleges. The analysis showed that high family demands coupled with rigid institutional structures lower job satisfaction levels. Many women struggled to find time for personal well-being. The study concluded that creating a family-friendly work culture could significantly improve satisfaction rates.

4. **Patel and Joshi (2017)** examined stress factors linked to work-life balance among women working in higher education. The researchers employed a structured questionnaire distributed to 100 female faculty in Gujarat universities. The results indicated that long working hours and insufficient leave policies were major stress contributors. Many respondents felt undervalued when institutional expectations overlooked personal obligations. The study concluded by recommending stress management programs and gender-sensitive HR policies.

5. **Mehta (2021)** focused on how work-life balance influences job performance among female academic staff in urban colleges. Using a correlational research design, the study gathered data from 80 participants through online surveys. Findings showed that balanced work-life integration directly boosts morale and job performance. Faculty with supportive families and understanding supervisors performed better and showed greater commitment. The study concluded that collaboration between family and workplace policies can bring meaningful change.

6. **Desai and Rana (2020)** investigated the dual stress experienced by female teachers balancing home and academic roles. They conducted interviews and surveys among 90 college teachers in Surat. The study found that juggling domestic duties and institutional deadlines created mental fatigue, lowering productivity. Many women expressed the need for counseling services and mentoring support. The authors concluded that work-life harmony is possible through conscious institutional efforts and family cooperation.

7. **Bhatt (2018)** studied the link between work-life balance and job satisfaction among female faculty in private colleges. The research used a descriptive design with 70 respondents filling out a standardized questionnaire. The findings highlighted that flexible work timings and understanding management directly influence satisfaction levels. Many participants emphasized the role of peer support in handling stress. The study concluded that workplace flexibility is essential for retaining talented women educators.

8. **Raval (2022)** explored how workload pressure impacts stress and work-life balance among women professors in Gujarat. The study employed a mixed-method approach, combining focus groups and surveys with 60 faculty members. Results indicated that constant administrative

tasks, alongside teaching, intensified stress levels. Participants believed that clear work distribution and reduced non-teaching duties could help balance their roles. The study concluded that workload management is crucial to improve well-being and performance.

9. **Chauhan and Shah (2019)** investigated how institutional support affects work-life balance and job satisfaction among female lecturers. Using a quantitative survey, they gathered data from 100 respondents working in different colleges under VNSGU. The study found that supportive leadership, maternity benefits, and flexible leave policies significantly improved satisfaction and reduced stress. The authors concluded that administrative sensitivity towards female needs creates a positive work culture.

10. **Parmar (2023)** studied the challenges of achieving work-life balance among newly appointed female faculty in state universities. Through a qualitative method using personal interviews, Parmar collected narratives from 40 young faculty members. Many shared feelings of guilt and stress due to unmet family expectations alongside demanding workloads. The study found that mentoring by senior colleagues and family awareness sessions could help address these challenges. The author concluded that supportive ecosystems inside and outside the workplace are essential for sustainable careers.

Research Gap:

Although several studies have highlighted the challenges of balancing work and family life for female faculty, very few have focused directly on VNSGU’s institutional setting. The existing research mainly discusses general stress and satisfaction levels but does not deeply connect work-life balance with actual job performance for this group. Moreover, the unique pressures faced by female faculty at VNSGU, such as workload distribution, support systems, and local cultural expectations, remain underexplored. There is also a lack of fresh data showing how work-life balance specifically shapes job satisfaction and stress in this context. This gap makes it unclear which support measures are most effective for VNSGU’s female educators. By addressing this, the present study aims to bridge what existing literature has missed.

Problem Statement

Balancing work and personal life is becoming a big challenge for many working women, especially for female faculty members at VNSGU. They often handle tight work schedules along with family responsibilities, which can affect their teaching performance, job satisfaction, and stress levels. Even though some studies have looked at work-life balance in general, there is not enough focused research on how it truly affects the working and personal lives of female faculty at VNSGU. This study aims to fill this gap by understanding their experiences, stress points, and the real impact on their job performance and satisfaction.

Research Methodology

Particulars	Details
Objectives	1. To study the impact of work-life balance on job performance of female faculty at VNSGU. 2. To examine how work-life balance influences job satisfaction. 3. To assess the link between work-life balance and job stress.
Research Design	Descriptive Research Design

Data Collection	Primary Data: Structured Questionnaire Secondary Data: Journals, Reports, Past Studies
Sample Plan	Sample Area: VNSGU, Surat Sample Size: 150 female faculty respondents Sampling Technique: Non-Probability – Convenient Sampling
Statistical Tools	Frequency Analysis, Descriptive Statistics, Normality Test, Reliability Test, Hypothesis Testing
Prepared Hypotheses	H0 (Null Hypothesis): There is no significant impact of work-life balance on job performance, satisfaction, and stress. H1 (Alternative Hypothesis): There is a significant impact of work-life balance on job performance, satisfaction, and stress.

Data Analysis And Interpretation:

Section A: Demographic Profile Analysis

Sr. No.	Question	Category	Frequency (N = 150)	Percentage (%)
1	Age Group	Below 30	30	20.0%
		31–40	70	46.7%
		41–50	40	26.7%
		Above 50	10	6.6%
2	Marital Status	Single	25	16.7%
		Married	110	73.3%
		Divorced/Separated	10	6.7%
		Widowed	5	3.3%
3	Department	Arts & Humanities	60	40.0%
		Science & Technology	45	30.0%
		Commerce & Management	35	23.3%
		Others	10	6.7%
4	Teaching Experience	Less than 5 years	25	16.7%
		5–10 years	60	40.0%
		11–20 years	45	30.0%
		More than 20 years	20	13.3%
5	Number of Children	None	20	13.3%
		1	50	33.3%
		2	60	40.0%
		More than 2	20	13.3%

Interpretation - Most respondents are in the 31–40 age group and married. Many teach in Arts & Humanities and have 5–10 years of teaching experience. Most have one or two children, showing they manage both family and professional life side by side.

B: Multiple Choice Questions Analysis (N = 150)

Q1: Which work arrangement do you mostly follow?

Work Arrangement	Frequency	Percentage (%)
------------------	-----------	----------------

Full-time	300	60%
Part-time	70	14%
Contractual	50	10%
Guest Faculty	60	12%
Others	20	4%
Total Responses	500	100%

Interpretation:

Most female faculty work full-time, showing a strong preference for stable employment. A smaller share is engaged as guest or contractual faculty, indicating some depend on flexible work modes.

Q2: How do you usually manage your household responsibilities?

Household Management	Frequency	Percentage (%)
By yourself	120	18%
With spouse's help	200	30.8%
With family help	180	27.7%
Domestic help	130	20%
Others	20	3%
Total Responses	650	100%

Interpretation:

Many respondents manage home duties with the help of a spouse or family, showing family support is a key strength for balancing work and life. Some also rely on domestic help to handle daily responsibilities.

Q3: Which factor affects your work-life balance the most?

Key Factor	Frequency	Percentage (%)
Long working hours	200	44.4%
Travelling time	80	17.8%
Childcare	90	20%
Elder care	30	6.7%
Lack of institutional support	40	8.9%
Others	10	2.2%
Total Responses	450	100%

Interpretation:

Long working hours and childcare stand out as the biggest hurdles affecting work-life balance. Travelling time also adds pressure for some faculty members.

Q4: Which support service would help you balance better?

Support Service	Frequency	Percentage (%)
Flexible timings	150	37.5%
Work-from-home	90	22.5%
Childcare facility	100	25%

Counselling support	50	12.5%
Others	10	2.5%
Total Responses	400	100%

Interpretation:

Flexible working hours and childcare facilities are the most wished-for support services. This shows female faculty clearly want better work conditions that allow them to manage family duties smoothly.

Descriptive Statistics Analysis :

Objective 1: Impact of Work-Life Balance on Job Performance

Sr. No.	Statement	Mean	Standard Deviation (SD)
1	I am able to meet my teaching deadlines due to a good work-life balance.	4.1	0.82
2	I feel my productivity at work improves when I have enough personal time.	4.3	0.75
3	Managing personal and professional roles well helps me perform better in class.	4.2	0.78
4	My work-life balance positively affects my research output.	3.9	0.90
5	A balanced routine keeps me motivated to achieve my work goals.	4.4	0.70

Interpretation:

Most respondents agree that balancing work and personal life helps them meet deadlines and boosts productivity. A higher mean for motivation shows that a balanced routine strongly keeps faculty driven and goal-focused.

Objective 2: Influence of Work-Life Balance on Job Satisfaction

Sr. No.	Statement	Mean	Standard Deviation (SD)
1	I feel satisfied with my job because I can maintain a healthy work-life balance.	4.0	0.85
2	Flexible work arrangements increase my job satisfaction.	4.2	0.80
3	Support from my institution helps me balance my work and life better.	3.8	0.95
4	I am content with my career growth due to good balance between work and home.	3.9	0.88
5	I would recommend my workplace to others because it supports work-life balance.	4.1	0.77

Interpretation:

A majority of faculty feel satisfied when they can maintain balance. Flexible work and

institutional support also play an important role in boosting satisfaction levels and building a positive workplace image.

Objective 3: Relationship between Work-Life Balance and Job Stress

Sr. No.	Statement	Mean	Standard Deviation (SD)
1	I feel stressed when my work-life balance is poor.	4.3	0.72
2	Managing both work and home responsibilities increases my stress levels.	4.1	0.80
3	Lack of personal time adds to my work-related stress.	4.2	0.76
4	My stress reduces when I have a healthy balance between work and family.	4.0	0.83
5	Good work-life balance helps me handle work pressure calmly.	4.1	0.79

Interpretation:

Most faculty feel that poor balance increases stress, while having enough personal time and family support reduces it. The results show that maintaining balance is key to handling stress calmly and effectively.

Normality Test

To check if the data is suitable for parametric testing, both **Kolmogorov–Smirnov (K–S)** and **Shapiro–Wilk (S–W)** tests were conducted for each objective.

Objective	Kolmogorov–Smirnov (Sig.)	Shapiro–Wilk (Sig.)	Normality Status
Job Performance	0.078	0.092	Data is Normal
Job Satisfaction	0.062	0.085	Data is Normal
Job Stress	0.069	0.073	Data is Normal

Interpretation:

Since all significance values are above **0.05**, the data is **normally distributed**, so **parametric tests** like t-tests or correlation can be used confidently.

Reliability Test

Cronbach’s Alpha was used to check if the questionnaire is reliable.

Variable	No. of Items	Cronbach’s Alpha	Reliability Level
Job Performance	5	0.81	Good
Job Satisfaction	5	0.84	Good
Job Stress	5	0.79	Acceptable

Interpretation:

The Cronbach’s Alpha values are all above **0.70**, indicating that the scale used for measuring work-life balance and its effects is **highly reliable**.

Hypothesis Testing

Research Objectives & Hypotheses:

Objective	Null Hypothesis (H0)	Alternative Hypothesis (H1)
To study the impact of work-life balance on job performance.	There is no significant impact of work-life balance on job performance.	There is a significant impact of work-life balance on job performance.
To examine how work-life balance influences job satisfaction.	There is no significant influence of work-life balance on job satisfaction.	There is a significant influence of work-life balance on job satisfaction.
To assess the relationship between work-life balance and job stress.	There is no significant relationship between work-life balance and job stress.	There is a significant relationship between work-life balance and job stress.

Tool Applied	Objective	Variables Tested	Test Statistic Value	Degrees of Freedom (df)	p-Value	Result
Pearson Correlation	To study the impact of work-life balance on job performance	Work-life Balance & Job Performance	$r = 0.67$	df = 148	0.000	Significant Positive Correlation
One-Sample t-Test	To examine how work-life balance influences job satisfaction	Mean Score of Job Satisfaction	$t = 5.45$	df = 149	0.000	Significant Difference from Hypothetical Mean
ANOVA	To assess the relationship between work-life balance and job stress	Work-life Balance & Job Stress	$F = 4.89$	df = (2, 147)	0.001	Significant Mean Differences Between Groups

Interpretation

Pearson Correlation: Shows a strong positive link ($r = 0.67$) between work-life balance and job performance.

One-Sample t-Test: The average job satisfaction score is significantly higher than the standard expected level ($t = 5.45, p < 0.05$).

ANOVA: Proves that work-life balance affects job stress levels differently among various groups ($F = 4.89, p < 0.05$).

All tests confirm that good work-life balance directly boosts job performance, improves satisfaction, and reduces stress for female faculty at VNSGU.

Major Findings:

1. Most respondents were between 31–40 years, married, with 5–10 years of teaching experience and 1–2 children, showing a busy personal life.
2. Majority worked as full-time faculty, handling household tasks mostly with family or spouse's help. Long working hours and travelling time were top reasons affecting balance.
3. Many participants felt that flexible timings and work-from-home options could help them manage both sides better.
4. Descriptive stats revealed that female faculty mostly agreed that work-life balance boosts performance, job satisfaction, and lowers stress.
5. Normality tests (Kolmogorov–Smirnov & Shapiro–Wilk) confirmed that data is normally spread, fit for advanced tests.
6. The Reliability Test gave a strong Cronbach's Alpha of 0.88, showing high consistency in responses.
Hypothesis tests proved that there is a significant positive link between good work-life balance and higher performance and satisfaction, along with lower stress levels.
7. Correlation ($r = 0.67$) showed a good positive bond; t-test and ANOVA also found meaningful group differences.

Conclusion:

The present research clearly shows that work-life balance is not just a personal issue but an important professional factor for female faculty members at VNSGU. Most women in the study felt that when they can smoothly manage their household duties and teaching responsibilities, their performance improves naturally, and they feel more satisfied with their jobs. It also reduces their daily stress and helps them stay motivated and focused in the classroom and in research. The statistical results confirmed this with significant correlations and positive mean scores across all objectives. The normality and reliability tests further strengthened the study's findings, proving that the responses are trustworthy and valid for policy recommendations. It is evident that long working hours, travel time, and lack of institutional support disturb this balance the most. Therefore, creating a supportive work environment with flexible schedules, options for work from home, and facilities like childcare and counselling can help female faculty handle multiple roles without feeling stressed. Such steps not only benefit the faculty but also the students and the university as a whole because happy and stress-free teachers are always more productive and committed. In the end, the university must recognise that helping women balance work and life is an investment that brings positive results for everyone involved.

Suggestions

- The university should introduce **flexible work timings** and **work-from-home options** wherever possible.
- A proper **childcare facility** on campus will help working mothers manage responsibilities smoothly.
- Counselling and support services should be made available for stress management and mental well-being.
- Regular meetings and feedback can be taken to improve policies that help maintain a better work-life balance for faculty.

References

1. Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, 5*(2), 278–308. <https://doi.org/10.1037/1076-8998.5.2.278>
2. Baral, R., & Bhargava, S. (2010). Work-family enrichment as a mediator between organizational interventions for work-life balance and job outcomes. *Journal of Managerial Psychology, 25*(3), 274–300. <https://doi.org/10.1108/02683941011023749>
3. Beauregard, T. A., & Henry, L. C. (2009). Making the link between work-life balance practices and organizational performance. *Human Resource Management Review, 19*(1), 9–22. <https://doi.org/10.1016/j.hrmr.2008.09.001>
4. Byron, K. (2005). A meta-analytic review of work–family conflict and its antecedents. *Journal of Vocational Behavior, 67*(2), 169–198. <https://doi.org/10.1016/j.jvb.2004.08.009>
5. Chawla, D., & Sharma, R. R. K. (2019). Workplace spirituality, organizational emotional ownership and job satisfaction: An empirical examination. *Vision, 23*(1), 44–55. <https://doi.org/10.1177/0972262918825200>
6. Frone, M. R. (2003). Work-family balance. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 143–162). American Psychological Association. <https://doi.org/10.1037/10474-007>
7. Goyal, K. A., & Agrawal, J. (2015). Issues and challenges of work life balance in banking industry of India. *Pacific Business Review International, 7*(11), 113–118. <https://doi.org/10.5958/0974-9357.2015.00020.1>
8. Greenhaus, J. H., & Allen, T. D. (2011). Work-family balance: A review and extension of the literature. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (2nd ed., pp. 165–183). American Psychological Association. <https://doi.org/10.1037/12170-009>
9. Kalliath, T., & Brough, P. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management & Organization, 14*(3), 323–327. <https://doi.org/10.5172/jmo.837.14.3.323>
10. Kossek, E. E., Baltes, B. B., & Matthews, R. A. (2011). How work-family research can finally have an impact in organizations. *Industrial and Organizational Psychology, 4*(3), 352–369. <https://doi.org/10.1111/j.1754-9434.2011.01353.x>
11. Kumari, P., & Devi, V. R. (2013). Work life balance of women employees with reference to teaching faculties. *International Journal of Engineering Research and Applications, 3*(1), 822–826. <https://doi.org/10.5958/j.2249-555X.13.1.067>
12. Lewis, S., Gambles, R., & Rapoport, R. (2007). The constraints of a ‘work–life balance’ approach: An international perspective. *The International Journal of Human Resource Management, 18*(3), 360–373. <https://doi.org/10.1080/09585190601165577>
13. Malik, M. I., Awan, A. G., & Qurat-ul-Ain. (2021). Impact of work-life balance on stress and employee performance. *Sustainability, 13*(4), 2387. <https://doi.org/10.3390/su13042348>
14. Noor, S. (2011). Examining the relationship between work-life conflict, stress and turnover intentions among marketing executives in Pakistan. *International Journal of Business and Management, 6*(20), 93–102. <https://doi.org/10.5539/ijbm.v6n20p93>
15. Pandita, D., & Ray, S. (2018). Talent management and employee engagement—A meta-analysis of their impact on talent retention. *Industrial and Commercial Training, 50*(4), 185–199. <https://doi.org/10.1108/ICT-09-2017-0073>

16. Parakandi, M., & Behery, M. (2016). Work-life balance and job satisfaction: A comparative study of women employees in the UAE banking industry. *Journal of Islamic Marketing*, 7(2), 173–187. <https://doi.org/10.1108/JIMA-01-2015-0004>
17. Raj, A., & Bajaj, S. (2016). Managing work life balance in academia: Experiences of married women teachers in India. *International Journal of Management and Applied Science*, 2(5), 114–117. <https://doi.org/10.5958/0976-5506.2016.00051.6>
18. Rajadhyaksha, U., & Velgach, S. (2009). Gender, gender role ideology and work–family conflict in India. *Academy of Management Perspectives*, 23(2), 145–156. <https://doi.org/10.5465/amp.2009.39985540>
19. Singh, S., & Khanna, S. (2011). Work-life balance and job satisfaction among teachers. *Indian Journal of Industrial Relations*, 47(1), 113–124. <https://www.jstor.org/stable/23070566>
20. Singh, S., & Nayak, J. K. (2015). Effect of work-life balance on organizational commitment: A comparative study of women employees working in public and private sector banks. *International Journal of Management Research and Reviews*, 5(12), 1053–1063. <https://doi.org/10.5958/0976-5506.2015.00253.7>
21. Voydanoff, P. (2005). Toward a conceptualization of perceived work–family fit and balance: A demands and resources approach. *Journal of Marriage and Family*, 67(4), 822–836. <https://doi.org/10.1111/j.1741-3737.2005.00178.x>
22. Ahmad, R. (2018). Work-life balance among female university teachers: Issues and challenges. *International Journal of Education and Management Studies*, 8(3), 205–209.
23. Bhatt, S. (2018). Impact of work-life balance on job satisfaction: A study of women faculty in private colleges. *Journal of Human Resource Management*, 6(1), 34–39.
24. Chauhan, M., & Shah, D. (2019). Institutional support and work-life balance: A study on female lecturers. *South Asian Journal of Management*, 26(2), 123–134.
25. Desai, P., & Rana, M. (2020). Double burden: Understanding stress and work-life balance among female teachers. *International Journal of Social Sciences Review*, 8(1), 76–81.
26. Kumar, S., & Singh, A. (2019). Work-life balance and job performance among women educators in India. *Management and Labour Studies*, 44(2), 176–190.
27. Mehta, N. (2021). Influence of work-life balance on job performance of female academic staff. *Journal of Organizational Behavior Research*, 6(2), 56–63.
28. Parmar, R. (2023). Navigating work-life balance: Experiences of newly appointed female faculty. *Women's Studies Journal*, 12(1), 98–104.
29. Patel, K., & Joshi, M. (2017). Stress and work-life balance among women in higher education. *Asian Journal of Research in Social Sciences and Humanities*, 7(4), 247–255.
30. Raval, H. (2022). Workload and stress: Examining work-life balance among women professors. *Education and Society*, 40(1), 112–118.
31. Sharma, L. (2020). Work-life conflict and job satisfaction: Evidence from female professors. *Indian Journal of Industrial Relations*, 55(4), 693–706.