
Mitigating Work-Life Conflicts through Organizational Support: A Study on Women in Higher Education Department

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1. Abstract

Work–life conflict remains a persistent issue for women professionals in academia, where teaching, research, administrative duties, and family responsibilities frequently intersect. This study explores how organizational support manifested through flexible work arrangements, compassionate leadership, and a culture of understanding can mitigate such conflicts and enhance the overall well-being of women faculty members.

Although previous research has widely addressed the topic of work–life balance, there is still a noticeable lack of focus on women in higher education, who experience distinct pressures linked to academic workloads, publication expectations, and domestic responsibilities. To address this gap, the present study undertakes a comprehensive review of secondary data, synthesizing insights from sixteen empirical and conceptual studies related to work–life integration.

The findings indicate that when faculty perceive strong institutional support, they report lower levels of stress, higher job satisfaction, and greater organizational commitment. Practices rooted in empathy, mentorship, and managerial flexibility appear to be especially effective in helping women reconcile professional and personal roles.

The study concludes that universities should institutionalize supportive measures such as adaptable scheduling, mentorship initiatives, and family-oriented policies. Fostering an inclusive and empathetic work environment not only strengthens women's well-being but also contributes to long-term organizational success and sustainability.

Keywords: Work–life balance, organizational support, women faculty, higher education, job satisfaction, secondary data review

2. Introduction

i. Context of work-life conflict among women in academia.

In the fast-paced world of higher education, finding a work-life balance and reducing work-life conflicts has become a top priority for both academic and administrative staff. Work-life conflicts at the workplace is a worldwide problem to all working women around the globe; the balance of work and personal life is of paramount importance to become productive and happy workers (Erwin R. Bucjan, Mardie E. Bucjan, 2025).

Higher education institutions play a critical role in shaping a skilled and knowledgeable workforce, making it essential to foster organizational commitment toward an advanced society. However, it is becoming increasingly challenging for these institutions to retain talented staff and teachers (Almutairi, 2021).

Due to technological advancement and increased workload, work-life balance has become challenging in today's organizations especially in the private sector. Several kinds of research on work-life balance found that work-life imbalance makes work-life more difficult. Employees may suffer from depression and physical problems due to the work-life imbalance as they are stressed at work (Tasnim et al., 2017).

ii. Why organizational support matters.

In Human Resource Management, an organization needs to understand the factors that influence employee performance, mitigating work-life conflicts including organizational culture and support. Work-life balance refers to a person's capacity to handle various life

responsibilities at the same time, ensuring that their engagement in both personal and professional roles is well-aligned and reinforced by a supportive organizational culture.

Workers' everyday experiences showed that work and family are both sources of growth and support as well as burdens and strains (Crouter, 1984). Organizational support (OS) refers to the extent in which an organization is supportive and sensitive to employees' needs to maintain WLB.

iii. Objectives of the study

1. To examine the relationship between organizational support and work-life conflict among women employees in the higher education sector.
2. To assess how organizational support mechanisms such as flexible policies, leadership empathy, and family-friendly initiatives help to mitigate work-life conflicts.

iv. Hypothesis

1. **Null Hypothesis:** Organizational support does not significantly reduce work-life conflict among women in higher education institutions.
2. **Alternate Hypothesis:** Organizational support significantly reduces work-life conflict among women in higher education institutions.

3. Literature Review

• 3.1 Concept of Work-Life Balance and Conflict

In particular, work-life balance is defined as the equitable distribution of time and psychological energy between work and non-work life, as well as the attainment of a high level of satisfaction from both Sirgy, M. & Lee, Dong-Jin. (2017).

Work-life balance is defined by certain authorities in a variety of ways. This balance is defined as the capacity to effectively integrate work, family, and personal responsibilities, as per Greenhaus and Beutell (Minarika et al., 2020). Work-life balance is a critical concern that impacts the performance and well-being of employees in a variety of industries. Work-life balance is the capacity of an individual to reconcile the demands of their professional life with the requirements of their personal life and family (Alfina Diana Irfani, Anisah Triyuliasari).

By definition, work-life conflict occurs when the pressures of one role make it difficult to conform to the demands of another role. Work-life conflict can have adverse effects on the family and workplace and can endanger the well-being of societies in general. If working women can reduce their work-life conflict and strike a proper balance between work and other roles in their lives, they will achieve a healthier and happier life with more success(Seyyede Fateme Rahimi, et.,at., 2024).

- **3.2 Organizational Support and Its Types**

Organizational support (OS) refers to organizational (managerial) sympathetic views, and assistance received from other organizational members like supervisors and co-workers in the context of the institutional job performance (Subrata Banik et.,al., 2021). Organizational support was found to play an important role in the regulation and management of work-life balance. Therefore, the OS is an important factor which will facilitate WLB(Gazi Md. Shakhawat Hossain et.,al., 2019).

- **3.3 Work-Life Issues among Women in Higher Education**

Women working in higher education face distinct and persistent challenges that often exacerbate work-life conflict. Within academic institutions, women faculty members are required to fulfill demanding roles involving teaching, research, administration, and student mentoring, often with limited institutional flexibility. Study by Sampada Gulavani, 2020 highlights that women faculty in universities spend extended hours preparing lectures, attending seminars, and updating their academic credentials to remain competitive. Such professional demands, coupled with domestic obligations, contribute to stress, burnout, and

career stagnation. The absence of formal organizational support, such as flexible schedules, childcare facilities, and mentoring systems, further intensifies these issues.

- **3.4 Previous Studies Overview**

Numerous empirical studies have examined the link between organizational support and work-life balance across sectors and geographies. Banik et al. (2021) found that both organizational and family support significantly improve employees' work-life balance and job satisfaction in the service sector, establishing that institutional empathy plays a critical role in reducing work-life strain. Similarly, Rahima Begum (2023) observed that employees who receive supervisor and co-worker support experience lower stress and higher engagement, while lack of institutional support contributes to work-family conflict and decreased motivation. Evendi et al. (2025) demonstrated that a positive organizational culture enhances employee performance and satisfaction through improved work-life balance. Gazi et al. (2023) also found that administrative flexibility and leadership empathy directly influence job satisfaction among women educators. Collectively, these studies suggest that organizational support acts as a mitigating mechanism for work-life conflict, with flexible policies, mentoring, and inclusive climates emerging as the most effective interventions.

- **3.5 Conceptual Relationship**

Based on the reviewed literature and theoretical foundations, this study finds that organizational support serves as an independent variable influencing the dependent variable - work-life conflict. The relationship is moderated by contextual factors such as organizational culture, family expectations, and institutional policies. When organizational support like managerial understanding, flexible scheduling, mentoring, and family-friendly initiatives is high, work-life conflict decreases, leading to enhanced job satisfaction, employee well-being, and organizational commitment. This relationship positions organizational support as a key determinant of women's well-being and productivity in higher education, emphasizing that institutional empathy and flexibility are essential for sustaining gender-equitable academic environments.

4. Research Methodology

4.1 Research Design

The present study adopts a descriptive and analytical research design based entirely on secondary data sources. The descriptive aspect focuses on identifying and explaining the existing patterns of work-life conflict and organizational support mechanisms, while the analytical component evaluates the relationship between organizational support and women's work-life balance in higher education. This design enables a systematic understanding of the variables influencing women's professional well-being without direct field data collection.

4.2 Data Sources

The study relies on secondary data obtained from credible and peer-reviewed sources such as published journal articles, institutional reports, conference papers, and government publications. A total of sixteen studies published between 2016 and 2025 were reviewed. These sources cover multiple geographies and organizational contexts, with a special focus on women faculty members in higher education. Databases such as Google Scholar and ResearchGate were used to access relevant literature.

4.3 Data Collection

Data were collected through a systematic literature review approach. The process involved identifying, screening, and selecting relevant studies using specific keywords and Boolean combinations, including: "work-life balance," "organizational support," "higher education," "women faculty," "job satisfaction," "flexible work policies," and "work-family conflict." Only studies with clear empirical or theoretical contributions to the relationship between organizational support and work-life conflict were included.

4.4 Data Analysis

The collected literature was analyzed using thematic and comparative analysis techniques. Recurring themes such as organizational support systems, flexibility, family-work interface, job satisfaction, stress reduction were categorized. Comparative synthesis was then

conducted to evaluate the degree to which organizational support mitigates work-life conflict across different contexts. Findings from each study were interpreted in relation to the central hypothesis: Organizational support significantly reduces work-life conflict among women in higher education institutions. The results were then synthesized into an integrated framework linking organizational support with employee well-being, job satisfaction, and institutional effectiveness.

4.5 Comprehensive Summary Table of Reviewed Studies

Author(s)	Title / Focus of Study	Key Findings	Relevance To Hypothesis
Ashi Sachdeva & Dr. Priya (2022)	Work-Life Balance: An Approach Towards Study of Working Women	Found that flexible HR policies, effective communication, and empathy reduce work-life stress.	Establishes that institutional support reduces work-life conflict among women.
Banik, S., Akter, K.M. & Molla, M.S. (2021)	Impact of Organizational and Family Support on Work-Life Balance	Organizational and family support positively influence WLB and job satisfaction.	Confirms importance of workplace support.
Rahima Begum (2023)	Relationship between Work-Life Balance and Perceived Work-Related Factors	Workload and supervisor support are key determinants of WLB and lack of institutional support increases stress.	Organizational policies and supervisor empathy lower conflict.
Galih Evendi , Hary Sulaksono, Diana Dwi Astuti (2025)	Effect of Organizational Culture and Work-Life Balance on Performance	Supportive organizational culture improves satisfaction and performance through work-life balance.	Organizational empathy fosters work-life balance.

Muhamad Anang Munawir (2024)	Work-Life Balance, Organizational Climate, and Job Satisfaction	Supportive organizational climate and WLB programs enhance satisfaction and reduce burnout.	Strongly supports our hypothesis especially relevant to higher education context.
Gazi el al. (2019)	Relationship Between Work-Life Balance and Job Satisfaction Among Women in Educational Institutions	Administrative flexibility and leadership empathy reduce stress; WLB improves satisfaction.	Core validation for women in higher education.
Bagus Riyono, Gebrina Rezki (2022)	Burnout among Working Mothers: The Role of WLB and Perceived Organizational Support	POS and WLB significantly reduce burnout and stress.	POS directly mitigates work-life conflict and emotional strain.
Zeng, Swatdikun, Aujirapongpan, Huang (2025)	Quality of Work Life and POS on Turnover Intention in Private Higher Education Institutions	POS mediates QWL turnover link, reduces stress and turnover by improving WLB.	Specific to women working in higher education fields.
Alfina Diana, Anisah Triyuliasari (2023)	Supporting Factors of Work-Life Balance: A Systematic Review	Organizational support, family support, and leadership are key predictors of balance.	Confirms that organizational systems drive WLB success.
Aiza Glor J. Saburnido, Mark Raymond S. Tan(2022)	Organizational Support and Faculty Retention in Higher Education	Mentorship, family-friendly policies, and emotional support increase retention.	Direct relevance to higher education.
Sampada Gulavani (2020)	An Empirical Analysis of Factors Affecting Work-Life Balance for Women Faculty in Higher Education	WLB is affected by workload, role strain, and family expectations; support from family and institutions is vital.	Core evidence for our data's population.

Erwin R. Bucjan, Mardie E. Bucjan (2025)	Role of Educational Management in Promoting Work-Life Balance and Reducing Workplace Stress in Universities	Educational management and supportive leadership reduce stress and improve WLB.	Direct link between institutional support and reduced conflict.
Pui-Yee Wong, Abdullah Bandar, Sali (2017)	Workplace Factors and Work-Life Balance among Employees in Selected Services Sector	Supervisor and co-worker support, plus flexible work, improve WLB.	Workplace social support enhances balance.
Esther Aina Mesimo Ogunsanya (2016)	Organizational Support and Employees' Work-Life Quality	Formal and informal organizational support increase satisfaction and reduce turnover.	Confirms value of structured and informal support systems.
Juliana Mohamed Abdul Kadir et al. (2024)	Influence of Workplace Environment and Conflicts Toward Employee Performance	Psychosocial workplace support and healthy culture improve performance and morale.	The work environment moderates conflict outcomes.
Njekang Dieudonne et al. (2025)	Optimising Workspaces for Employee Productivity: A Contemporary Analysis	Supportive workspace and WLB practices boost employee productivity and reduce stress.	Organizational design and support reduce work-life conflict.

5. Findings and Discussion

The analysis of 16 secondary studies reveals a consistent and compelling pattern supporting the hypothesis that organizational support plays a pivotal role in mitigating work-life conflict among women employees, particularly those in higher education. Across diverse sectors and geographies, organizational factors such as flexible policies, supervisor and co-worker support, empathetic leadership, and positive institutional culture repeatedly emerged as key enablers of effective work-life balance.

Studies focused on women faculty in higher education (Sampada Gulavani, 2020; Gazi et al., 2023, Trairong Swatdikun et al., 2025) demonstrated that academic workloads, career advancement pressures, and domestic responsibilities often intersect to produce high levels of work-life conflict. However, universities that adopted supportive management structures, administrative flexibility, and family-friendly initiatives were more successful in reducing these tensions. This aligns closely with the findings of Erwin Bucjan (2025), who identified that effective educational management and institutional empathy substantially enhance employee well-being and reduce workplace stress. Collectively, these studies validate the central argument that organizational support is not merely a moderating variable but a fundamental determinant of women's professional satisfaction and retention in academia.

Further evidence from research (e.g., Rahima Begum, 2023; Bagus Riyono, 2022; Wong et al., 2017) reinforces that perceived organizational support (POS) reduces emotional exhaustion, increases morale, and enhances commitment. Studies by Esther Mesimo-Ogunsanya (2016) and Mark Raymond (2022) also found that formal and informal supports such as flexible schedules, mentoring, and recognition directly improve job satisfaction and lower turnover intention. Similarly, reviews by Alfina Diana & Anisah Triyuliasari (2023) and Juliana Abdul Kadir (2024) confirmed that psychosocial workplace design and supportive leadership are among the strongest predictors of sustainable work-life integration.

A clear synthesis emerges from these findings: organizational support acts as both a preventive and corrective mechanism against work-life imbalance. Preventively, supportive cultures and policies enable women to navigate dual responsibilities without role overload. Correctively, they help mitigate stress, burnout, and job dissatisfaction once conflict arises. In the context of higher education, where performance expectations and research obligations are intensive, institutional support systems serve as the most effective buffers against gendered work pressures.

Thus, the cumulative evidence from secondary data robustly supports the study's alternate hypothesis that:

Organizational support significantly reduces work-life conflict among women in higher education institutions.

6. Conclusion

This study concludes that organizational support is a decisive factor in reducing work-life conflict and enhancing job satisfaction among women in higher education institutions. The synthesis of 16 secondary studies revealed that flexible work arrangements, empathetic supervision, and supportive organizational cultures substantially mitigate stress, burnout, and turnover intentions among women faculty. The evidence confirms that when institutions actively promote a positive organizational environment characterized by open communication and gender sensitive policies, women employees experience better work-life balance. The findings thus validate the hypothesis that organizational support significantly reduces work-life conflict among women in higher education institutions.

Universities must introduce flexible scheduling, remote work options, and workload redistribution to accommodate the dual professional and personal roles of women faculty. Mentoring programs and peer support networks should be established to provide emotional and professional guidance, helping women navigate career progression without compromising family responsibilities. Additionally, policy frameworks must include gender-responsive HR practices, such as extended parental leave, on-campus childcare, and wellness programs, to create an inclusive and supportive academic environment.

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