

WORK LIFE BALANCE AND ORGANIZATIONAL COMMITMENT OF FEMALE ACADEMICIANS: WEIGHING THE IMPORTANCE OF WORK-RELATED AND NON-WORK RELATED FACTORS

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Abstract

Purpose

This study aims to examine the linkage between work–life balance (WLB) and organizational commitment (OC) among women academicians in the private universities of Rajasthan.

Design/methodology/approach

Using a quantitative methodology, this paper drew upon samples of 309 women academicians employed in eleven NAAC-approved private universities of Rajasthan in India. A structured questionnaire was administered to gather the required information. Data were analysed using SMART PLS and Statistical Package for the Social Sciences, in which descriptive statistics, t-test, analysis of variance and structural equation modelling were conducted to achieve the objectives of the study.

Findings

Findings indicated a significant positive relationship between WLB and OC. Further component-wise analysis revealed that WLB largely impacted the continuance commitment of female academicians. Moreover, work related factors (WRF) were found to be more dominant in creating interference between the work and life.

Originality/value - The research highlights factors that affect the WLB of female academicians in addition also highlights the importance of organisational procedures and policies in supporting the work-life balance of academicians leading to positive commitment towards the organisation.

Keywords: Work-life balance, Organisational commitment, Female Academicians, Private Universities

Introduction

WLB has become an emerging concern not only for policymakers but also HR practitioners. The concept has emerged now 'as an evolving area of study for academic researchers as it directly reflects the level of commitment of an employee (Choo et al., 2016; Nwagbara and Akanji, 2012; McGinnity et al., 2009).

Women are emerging as key resources in the workforce globally; however, those who are part of a developing economy have comparatively fewer choices to make. The challenges they face while juggling between work and personal demands leave them stressed. Within the context an exhaustive exploration of problems associated with WLB is an important area to be studied.

Meeting the challenges of the dynamic and ever-changing working eco-systems and juggling between personal and professional demands create a disturbance in the form of stress both at work and at home (Roberts, 2007; MacInnes, 2006), leading to regular or sudden absenteeism (Wang

and Walumbwa, 2007; Deery, 2002) and increasing psychological issues (Burchill et al., 1999; Lewis, 2003). Such issues when combined with societal pressure decrease the motivation and overall organizational commitment of female workers (Aziz and Cunningham, 2008; Lambert et al., 2006; Kaufman and Uhlenberg, 2000). As a result, this imbalance makes it difficult to keep a smooth functioning of both domains and affects their commitment at large (Arif and Farooqi, 2014).

Work- life Balance as a predictor of organizational commitment

Studies have been conducted to evaluate the contribution of WLB in improving and enhancing the commitment and an organization's overall effectiveness (Choo et al., 2016; Biwott et al., 2015; Cegarra-Leiva et al., 2012; Wayne et al., 2013). According to Greenhaus and Beutell (1985) and Lambert et al. (2006) organisational commitment stands out to be a strong predictor of job satisfaction, organization's performance, organisational citizenship behaviour, and other related issues. Various authors including Kim in 2014; Nwagbara and Akanji in 2012; Atkinson in 2011; Akintayo in 2010; and O'Neill et al. in 2009 have observed a positive association between the two stated variables. Further, a few cross-sectional studies have also reflected similar results with context (Deery and Jago (2015), Smeaton et al. (2014), Kopp (2013), Malone and Issa (2014), and Tayfun and Çatir (2014)). On the contrary, few studies conducted by Malan in 2010, Wallace in 2006, and Evangelista et al. in 2009 have begged a difference in opinion. Various studies conducted by Azeem and Akhtar in 2014; Barnett and Gareis in 2002; Ferreira in 2014; Mafini and Dlodlo, in 2014; Poulose in 2017; Pryce et al., in 2006; Reumkens in 2011; Sakthivel and Jayakrishnan in 2012; Varma et al., in 2016 and Russo and Buonocore, in 2012" have studied the relationship across nations, cultures and sectors.

Despite such measurable work, substantial empirical evidence that supports the impact of factors associated with work-life balance on organisational commitment is yet to be contributed (Ferreira, 2014 many of the studies conducted lack proper working methodology (Casper et al., 2007), and do not have a broad spectrum (Carlson et al., 2010).

Moreover most of the studies undertaken are limited to banking, IT, financial services, and the healthcare. Within the context of education sector in India, WLB among the female academicians and its relationship to organizational commitment is an area that requires attention given that the industry has shifted to altogether a new paradigm.

Institutions are not able to implement WLB strategies effectively, resulting in a lower level of commitment (Nelson and Tarpey, 2010). The present research explores how the WLB of female academicians affect their organizational commitment, in private universities of Rajasthan. Educational institutions being responsible for generating responsible citizens of the country, has to have an ecosystem that promotes academicians with high organizational commitment. The objectives of the study include:

- Study the state of work-life balance and organisational commitment of female academicians.
- To determine the influence of various work related and non-work related factors on the WLB and OC of female academicians.
- To identify the type of commitment that most significantly gets affected by the work-life- balance of female academicians.

Using a quantitative methodology, this paper drew upon samples of 309 women academicians employed in eleven NAAC-approved private universities of Rajasthan in India. A structured questionnaire was administered to gather the required information. Data were analyzed using SMART PLS and Statistical Package for the Social Sciences, in which descriptive statistics, t-test, analysis of variance and structural equation modeling were conducted to achieve the objectives of the study.

Sample Profile

Table 1 depicts the demographic profile of the respondents. It can be observed that out of 309 respondents, 22 percent of respondents were from "18-30 years of age, 57 percent were from 31-40 years of age, 18.4 percent were from 41-50 years of age and the rest 1.6 percent were over 50 years of age". In the category of highest qualification acquired by the respondents, 59.9 percent of the respondents had a post-graduation degree, 32.7 percent were holding a Ph.D., 3.9 had a master's in philosophy and the rest 3.6 had other added qualifications. Further, in context to the current designation of the respondents, 5.2 percent of the respondents were associated as Adjunct Faculty, 15.2 were working as Associate professors, 19.4 were as Professors and 60.2 percent as Assistant Professors. Further, in the category of teaching experience, 21.7 percent of the respondents had less than 5 years of experience, 43 percent had 5-10 years of experience, 14.9 had 10-15 of experience years and the remaining 20.4 had more than 15 years of teaching experience. The majority of the respondents i.e., 61 percent were married and 37.5 percent were single. Moreover, 51.8 percent of the respondents didn't have any childcare responsibilities and 48.2 percent of the respondents had children which further is distributed among the number of children they had, wherein 29.4 percent had two or more children and 18.8 had one child only. The majority of the respondents i.e. 62.1 percent had eldercare responsibilities with them. Table 1 can be referred to a detailed overview of the demographic profile of the selected respondents.

Table I: Demographic Profile of the Respondents

Demographics	Category	Frequency	Percentage
Age	18-30	68	22
	31-40	179	57
	41-50	57	18.4
	>50	5	1.6
Highest Qualification	Post-Graduation	185	59.9
	PhD	101	32.7
	M.Phil	12	3.9
	Any Other	11	3.6
Current Designation	Professor	60	19.4
	Associate Professor	47	15.2
	Assistant Professor	186	60.2
	Adjunct Faculty	16	5.2
Total Work Experience (In Years)	Less than 5	67	21.7
	5-10	133	43.0
	10-15	46	14.9
	>15	63	20.4
Marital Status	Single	116	37.5
	Married	188	60.8
	Divorced/Widowed	5	1.6
Nature of Family	Nuclear	202	65.4
	Extended/ Joint	107	34.6
Parental Status	Yes	149	48.2
	No	160	51.8
Number of Children	0	160	51.8
	1	58	18.8
	2 or more	91	29.4
Number of Elder Dependants	0	117	37.9
	1	113	36.6
	2	68	22.0
	2 or more	11	3.6

Research Tool

The research tool of the study was a 54-item self-administered and structured questionnaire including some 'reverse-coded items'. A Likert scale (established on five point) where each statement was asked to be responded on a scale from '1' signifying 'Strongly Disagree' to '5' signifying 'Strongly Agree' was designed. Further, the questionnaire was segregated into three sections to provide a thorough insight of the variables under investigation to the respondents. The first section was to record the demographic characteristics of the female academicians, followed by the remaining two sections which comprised statements related to work-life balance and organisational commitment respectively. The scale used to measure work-life balance comprised 36 items categorised into "Work related factors (WRF) and 'Non-work related factors (NWRf)" which were finalised after an extensive review of literature and verifications done with the help of suggestions made by subject

experts at multiple stages. Moreover, the scale was checked for reliability using the Cronbach Alpha test, and the value for both factors were falling in the acceptable range (WRF with a value of 0.868; and NWRF with a value of 0.904). The organisational commitment of the respondents, was measured through the "Allen and Meyer's (1996), three component model", which comprised 18 statements assessing the three components of OC namely "Affective Commitment (AC), Normative Commitment (NC) and Continuance Commitment (CC)", having 6 statements for each component.

This model was preferred as the model provides a comprehensive perspective of organisational commitment examining its key components moreover the scale has been extensively used in Indian studies. Additionally, the model also verified the reliability of each component ("AC at a value of 0.887; CC at a value of 0.884; and NC scale at a value of 0.889") and the item loading of each was also observed to be highest on their respective factor.

Since the study was cross-sectional, the required data was collected during a given time frame yielding an effective response of 309 female academicians in total.

Data Analysis Techniques

Initially, the reliability and validity of the research tool were assessed through exploratory factor analysis (EFA) during the pilot study. During the EFA two key aspects were checked that are sample adequacy and relationship among the items which were assessed using "KMO and Bartlett's Test" of each scale and were found to be suitable to be considered.

A "multi-method statistical approach" was used to conduct the analysis. Essentially, "SPSS version 20 and SMART PLS version 3.3.3" were used for the purpose. Further, through skewness, the normalcy of the data was checked which signifies the consistency of the data. All the values were within acceptable value < 3 (Kline, 2011), hence removing the concern of normality of the data. The profile of the respondents and the constructs were further investigated by using descriptive statistics which includes frequency distribution (fd), mean (m), variance, and standard deviation.

Further, SMART PLS examined the contribution of selected factors associated with WLB and their impact on OC of the respondents. Since the research is based on reflective measurement model therefore "reliability and validity including indicator reliability, internal consistency reliability, and convergent validity and discriminant validity criterions" were assessed. In addition, to find the contribution of factors of work life balance on organisational commitment, inner models were evaluated through "coefficient of determination (R^2), significance and relevance of structural path coefficients and the effect size (f^2)".

Analysis of Results

WLB of Female Academicians

As shown in Table II, the combined mean value of both the factors i.e., WRF and NWRF of work-life balance reported significantly higher as compared to the average mean score ($M = 4.006$ and $SD = 0.538$), indicating a fairly satisfactory state of work-life balance among the respondents under study and respondents are mostly positive towards the situations associated with work-life balance in their working organization.

Further, it was revealed that work related factors ($M = 4.145$ and $SD = 0.455$) significantly contribute more towards a healthy work-life balance than non-work related factors ($M = 3.867$ and $SD = 0.621$)

within the private universities. Therefore, it can be implied better interventions at the university level can lead to improvement in the overall work-life balance of academicians.

Table II: Descriptive Statistics for Work-life Balance

S.No	Factors of WLB	Cronbach's Alpha (=0.7)	Mean (M)	Standard Deviation (SD)
1	WLB_WRF	0.929	4.145	0.455
2	WLB_NWRF	0.940	3.867	0.621
Total			4.006	0.538

Organizational Commitment of Female Academicians

As cited in Table III, the overall mean score (M = 3.631 and SD = 1.018) is much higher for the organizational commitment of the respondents under study, which implies a fairly high level of commitment towards their organization. Further component-wise, continuance commitment (M = 3.891 and SD = 1.048) reported the highest mean score which signifies that for most of the academicians, the sense of commitment is related to the cost and risks they might have to bear if they leave their current organization. The normative commitment was recorded to have the second highest mean value (M = 3.730 and SD = 0.991) implying that academicians would remain with their organization due to a sense of moral obligation. This sense further comes out from a feeling of reciprocity an employee finds obligated towards as it marks the investment of the organization in their growth and development. Lastly, as compared to the former components, affective commitment scored the lowest mean value (M = 3.279 and SD = 1.016), which indicates academicians having a fair level of emotional attachment to their organization. In addition to this, supervisors and colleagues who favor long working hours, and personal relationships were reflective of having better employee commitment level.

Table III: Descriptive Statistics for Organizational Commitment

S.No	Factors of OC	Cronbach's Alpha (=0.7)	Mean (M)	Standard Deviation (SD)
1	Affective Commitment (AC)	0.887	3.279	1.016
2	Continuance Commitment (CC)	0.884	3.891	1.048
3	Normative Commitment (NC)	0.889	3.730	0.991
Total			3.631	1.018

The Measurement Model: Factors of WLB and OC

In this phase, the assessment was focussed on examining the impact of WRF and NWRF on overall organizational commitment. Figure 1 represents the Outer Measurement Model based on the reflective measurement model and reveals the strength of the association between selected factors of WLB and OC. Further, the model revealed a comparatively strong effect of WRF (58.1 percent) on

the overall commitment of the respondents as compared to the NWRF (22.5 percent).

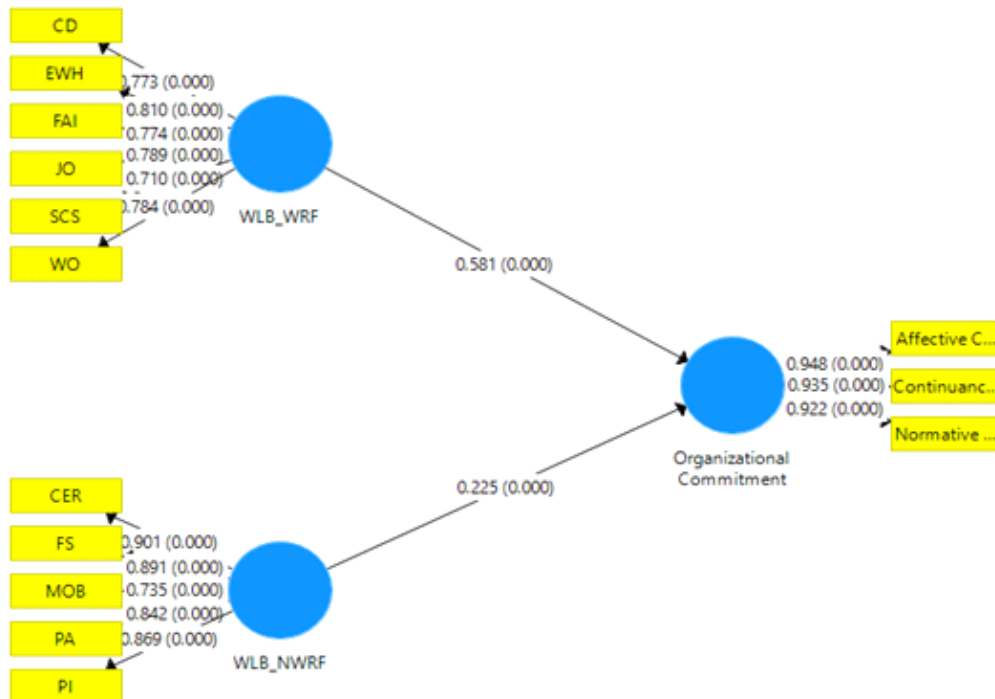


Figure I: Measurement Model

Structural Model : Evaluation

The evaluation of the structural model (Figure II) is the most crucial and important phase, as it quantifies and establishes the significance of the proposed model. To examine and evaluate the quality of the proposed inner model “collinearity assessment among the constructs, coefficient of determination (R²) and significance and relevance of path coefficients” were studied according to the standard recommendations cited by Hair et. al in 2014 and Sarstedt et.al. in 2014.

Further, a detailed explanation is reflected below:

Stage 1: The structural model is firstly examined for any potential collinearity among the set of predictors chosen for the study, before proceeding to the path coefficient estimation. Sarstedt and Mooi in 2014, recommended that collinearity among the predictors may cause a potential bias in the outcomes. Table IV reveals the results of collinearity among the predictors of the study through VIF (variance inflation factor) values. All the resulting values were observed below 5 which is the threshold value of VIF according to Lambert, S.J ,1990 , Zedek, S.E , 1992; Sarstedt et al., 2014, demonstrating that the proposed model does not have a collinearity issue.

Table IV: VIF Values

Items	VIF	Items	VIF	Items	VIF
WRF		NWRF		OC	
CD_1	2.136	PA_1	2.348	AC_1	1.864
CD_2	2.217	PA_2	2.464	AC_2	1.680
CD_3	2.767	PA_3	3.558	AC_3	2.567
EW_H_1	1.784	PI_1	2.471	AC_4	2.713
EW_H_2	2.227	PI_2	2.709	AC_5	2.293
EW_H_3	2.064	PI_3	1.570	AC_6	1.994
FAI_1	1.293	MOB_1	4.014	NC_1	2.140
FAI_2	1.931	MOB_2	3.983	NC_2	2.409
FAI_3	1.964	MOB_3	4.098	NC_3	1.749
JO_1	1.836	FS_1	1.355	NC_4	2.965
JO_2	1.991	FS_2	2.185	NC_5	2.290
JO_3	1.297	FS_3	2.321	NC_6	2.457
SCS_1	1.192	CER_1	2.115	CC_1	2.271
SCS_2	1.929	CER_2	1.263	CC_2	2.677
SCS_3	1.827	CER_3	2.286	CC_3	2.564
WO_1	2.248			CC_4	1.526
WO_2	1.779			CC_5	2.349
WO_3	2.123			CC_6	2.422
WO_4	2.206				
WO_5	2.227				

Stage 2: In the following step, with the help of the “re-sampling bootstrap method” 5,000 small sub-samples were employed to estimate the path relationship among the selected latent variables. The specifications under this method are:

- No sign changes option
- Bias-corrected and accelerated (BCa) bootstrap confidence interval
- Two-tailed sample test at 0.05 significance level to generate statistical significance values.

The results revealed a substantial contribution of dimensions of work-related factors on overall organizational commitment with a path coefficient value of 0.581 (Mean (M) = 0.586 and Std. Dev. (SD)= 0.045) whereas the impact of non-work related factors is comparatively lower with a coefficient value of 0.225 (M = 0.228 and SD = 0.228). Furthermore, t-values of WRF and NWRF were 13.001 and 4.916 respectively, which is more than 1.96 and p-value = 0.000 showing a significant impact of both factors on overall organizational commitment of the female academicians.

Stage 3: The model revealed a R² value (coefficient of determination) of 0.387, implying that collectively the selected factors of WLB explained 38.7 percent of the variance in OC. The results suggest that the main outcome of the research that is organizational commitment, has satisfactory R² values of .387.

Stage 4: The last step calculates the f² value which indicates the contribution of the exogenous construct (WRF and NWRF) to the endogenous construct (OC). In the study, the value of both dimensions is 0.552 (WRF) & 0.082 (NWRF) which fall in the large and medium range of threshold value “0.02, 0.15, and 0.35 representing small, medium and large effects, respectively; Chin, 1998”

indicating a fairly significant contribution of each.

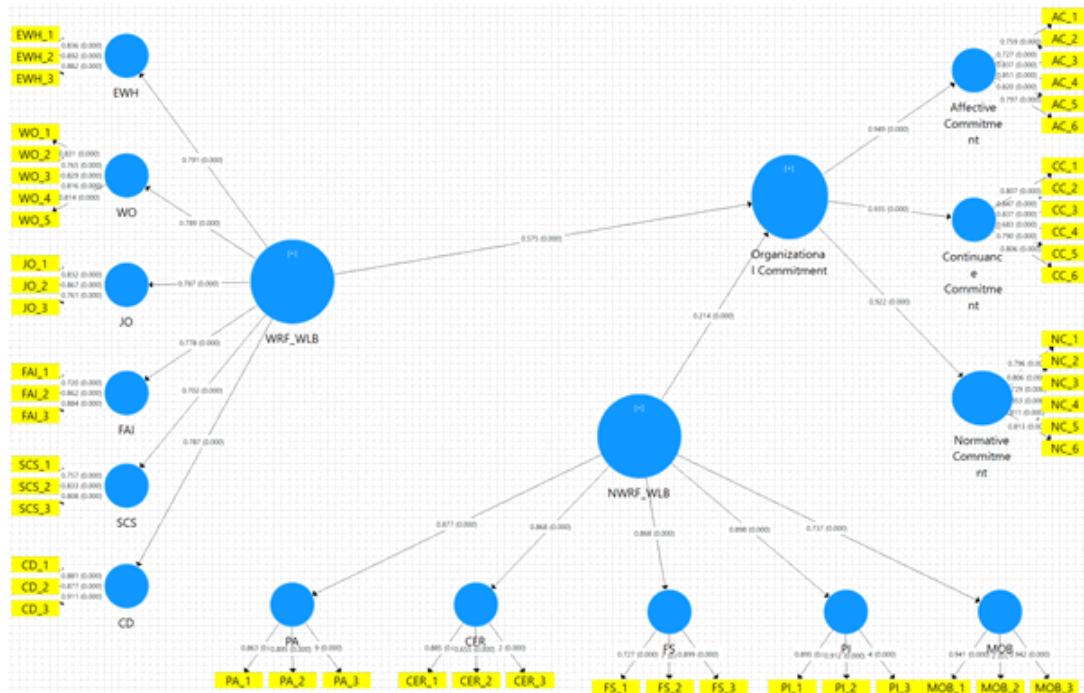


Figure II: Structural Model

Discussions

The major findings of the research reflect a positive impact of the selected dimension of WLB (WRF & NWRF) on the OC (having for WRF: path coefficient = 0.581, t-statistics = 13.001 and p-value = 0.000; for NWRF: path coefficient = 0.225, t-statistics = 4.916 and p-value = 0.000). The results fall in line with some previously conducted research on similar problems (Choo et al., 2016; Tayfun and Çatir, 2014; Sethi, 2015; Malone, 2010). A positive relationship between WLB and OC has been associated with various practices in support of the WLB of the employees (eg. Flexi working hours, compressed working days, part-time/ gig-based work, and job sharing). In today's progressive and dynamic economy wherein the concept of dual-earner setup is also growing, women are playing a pivotal part in the global workforce across every sector. At the same time, women also have a parallel and somehow bigger responsibility for their household work, maintaining social circle, and childcare and elder care. Such obligations which are associated with the personal life of the women employees along with the professional demands and expectations directly affect their psychological as well as physiological well-being, eventually leading to an imbalance in their work and life. In the big picture, the impact of such imbalance reflects in their overall performance. For example, employed women whose commitment inclines more toward their family and towards their childcare responsibility tend to quit their job easily (Kelley et al., 2002). By itself, such issues generate a greater need or desire for more flexibility in work since the availability of flexible working hours at the workplace can easily accommodate the distinct needs of employees who face a dilemma in choosing their family over their career (Scandura and Lankau, 1997), hence creating harmony in work-life integration.

Though in context to education industry, various initiatives of work-life balance (remote working) cannot be feasible for the academicians to opt for, the administrators are determined to provide a healthy work culture while being equally receptive to social needs. Employees who experience even a simple or small sense of flexibility at their workplace and home tend to respond positively in accomplishing their responsibilities as well as show a greater sense of ownership. Therefore, it can be very well understood that WLB and OC work parallel with each other. However, few authors have a conflicting argument which states no relationship between WLB and OC, since the scope of commitment is not limited to specific roles like parental role but is stimulated by both intrinsic (e.g. self-intellect and motivation) and extrinsic (e.g. financial rewards) factors Malan (2010). Similarly, Dex and Smith (2001) argue that employees who are associated with the private sector tend to be more committed than those who are employed in the public sector as they have better policies to support a healthy WLB. These results are fair in context with the contrary association of WLB and OC.

While studying the relationship between selected factors of WLB and the three components of OC, a significant positive relationship was found among all the three forms of commitment among the female academicians with variation in the level of relationship “having for WRF-AC: path coefficient = 0.545, t-statistic = 11.902 and p-value = 0.000; CC: path coefficient = 0.537, t-statistic = 11.891 and p-value = 0.000; NC: path coefficient = 0.530, t-statistic = 11.706 and p-value = 0.000 and for NWRF-AC: having path coefficient = 0.203, t-statistic = 4.581 and p-value = 0.000, CC: having path coefficient = 0.200, t-statistic = 4.564 and p-value = 0.000; NC: having path coefficient = 0.197, t-statistic = 4.590 and p-value = 0.000”. The WLB of female academicians reported having a slightly higher correlation with their sense of affective commitment as compared to the remaining two, which implies that females experiencing a better WLB tend to be psychologically invested with their organizations. Since the WLB is also related to both normative and continuance commitment of the female academicians it may be implied that female academician sexperiencing normative commitment as an outcome of WLB continue with their current organizations due to some moral commitment. In case of those experiencing continuance commitment and a work life Balance the scarcity of options and a low sense of debt toward the organization cannot be overruled. These findings fall in line with studies conducted by Choo et al. (2016) and Biwott et al. (2015). However, according to Ferreira (2014), there is a significant impact of WLB on AC and NC but no association with CC.

In the current study, academicians specifically who experienced good work life possess comparatively high levels of affective commitment which could be due to benefits including satisfactory remuneration policies, better autonomy at work, stability, and growth at their current job. Further, continuance commitment was also found to be associated with WLB, which reflects the commitment of the academicians in the form of the “perceived high economic and social costs” linked to their current employment (Phillips and Gully, 2011). Employees tend to stay with their organization due to benefits that are 'non-transferrable' in nature such as post-retirement facilities, work culture, relationship with colleagues, or things similar in nature which are specific to an organization or will not be available in other organization (Reichers, 1985; Lee et al., 2008). Normative commitment is also found to be affected by factors of work-life balance which reveals a fair level of obligation the academicians tend to feel with their organization. As such this form of commitment is a reciprocal exchange of an employee towards their organization due to the moral obligation, they feel due to the

investment organization has made in their growth and development (Ferreira 2014).

Conclusion and Implications

Female academicians investigated in the current study were found to be fairly satisfied with their overall WLB, yet few HR interventions can further improve and nurture their current state. Work related factors were found to be more dominant in creating interference between work and life than non-work related factors. Furthermore, the academicians were found to be fairly committed to their organization, but this commitment was largely in the form of continuance commitment which signifies their association due to the lack of opportunities in the context of private universities and may be the personal sacrifices that they might have to go through in case they leave the organization. In addition, the academicians were found to be fairly obligated towards their current organization and lacked a strong emotional attachment of any kind. This further implies that since the academicians don't feel any connection they may move out if they get any better opportunity with improved working conditions.

Moreover, the results signify a positive and significant relationship between the three components of OC (AC, CC, and NC) and the selected dimensions of work-life balance (WRF and NWRF). This implies that dimensions of WLB have a significant impact on OC in totality, which explains that female academicians do consider that their WLB plays an influential role in continuing with their current organization. Since the study reveals that WLB is a strong measurement of an individual's commitment, and the work related factors play a crucial role as compared to the non work related factors towards striking a balance between work life and personal life, it becomes important for the organization to address the work related issues to maintain and improve the commitment of their female employees. Though the key players of the private education industry are concerned with this issue, the initiatives are not adequate to support the work-life balance of its employees. .

In today's dynamic and challenging world with the changing work dynamics and ecosystem of the education Industry, it is important to take initiatives that make work place more comfortable while incorporating flexibility in work practices specifically for women to help them better balance their work and life. Work-life balance as an issue is not only concerned with the employee but also the employer so that they can retain women academicians who are reflective of affective commitment. Until and unless the institutions focus on these issues, employee turnover will increase, the efficiency of the women will deteriorate, the overall satisfaction of the beneficiaries will be affected and eventually the organization will face the repercussions in the long run. This situation calls for a strong system that should include organizational support and proper coordination between the facilities and organization itself to help the employees in accomplishing their non-work related demands so that they are better able to balance their work related factors. Furthermore, for working mothers and women with eldercare responsibilities, flexibility on overall working hours, appropriate leave and vacation policies and a supportive employee network should be introduced. At the same time, financial incentives, better working conditions, fair promotion opportunities, career growth, and post-retirement provisions will further motivate the academicians to manage their demands and ensure a healthy work-life balance which eventually raises their commitment towards their organization.

Recommendations

It is imperative for the stakeholders of different institutions to collectively draft policies concerning

work-life balance to make sure uniformity and consistency in the implementation. Academicians mostly have a fixed time frame of work, but today's competitive work culture demands staying back at work on more than a few occasions, in such times organizations must provide meals and appropriate transport facilities. Such efforts ensure not only the safety of women employees but also reduce work-family interference leading to a better sense of achieving work-life balance.

Based on the findings of the current study, a few recommendations are proposed to improve the "work-life balance and organizational commitment of the female academicians". Researchers compiled and documented the recommendation with the help of "The Delphi Technique" in three phases keeping in mind the practicality of implementation.

The following were found the most suitable :

1. Flexible Work Arrangements
2. Equity in load distribution
3. Periodic Job Rotation
4. Support Staff to assist in secretarial jobs
5. Encourage Research
6. Onsite Childcare/Elder Care Facility
7. Family Day at Work
8. Regular Monetary and Non-Monetary Benefits
9. Ease in daily commute

Educational Institutions should consider adopting the same in order to improve factors associated with overall work-life balance and in turn the organizational commitment of their female employees.. Further, based on the above recommendations various policies and programs can be designed to enhance the work-life balance.

Limitations and Scope for future research

The current study is confined to female academicians working in private universities of Rajasthan, and therefore the findings cannot be generalized to the women associated with different professions and opposite gender overall. Though a substantial sample has been investigated yet may not be an effective number to assume the applicability of the findings on a large scale and to further reach specific conclusions in context to the relationship between the selected variables. The sample is largely based on two cities of Rajasthan (Jaipur and Udaipur) therefore, exhaustive research is required to validate the results on other geographical setups. Since the study is based on cross-sectional data, results are limited to justify the inferences drawn. As the study is limited to women academicians working in private universities, future research may be applied to a mixed sample of both males and females spread across different working sectors before concluding the relationship between factors of WLB and its impact on OC among the employees. A study on a heterogeneous sample would further strengthen the work in the field of work-life balance. Furthermore, the generation gap and its consequent impact on work-life balance is a growing area to be worked on in the future. Also, the number of variables can be increased by including more which were limited to two in the current study. Lastly, longitudinal studies can be conducted to draw a strong inference related

to the variables investigated in the study. This would further provide researchers with a new framework to study the relationship between the impact of new policies framed to support work-life balance and its impact on employee commitment.

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