Pisco Med Publishing

Human Resources Management and Services 2026, 8(4), 6262
https://doi.org/10.18282/hrms6262

Article

The impact of family-friendly practices on the organizational commitment of female faculty in Chinese universities: the mediating roles of work-family balance and career well-being

Jiatong Yu[1], **Man Jiang**[1,*]

[1] Chinese International College, Dhurakij Pundit University, Bangkok 10210, Thailand
*** Corresponding author:** Man Jiang, man.jia@dpu.ac.th

CITATION

Yu J, Jiang M. (2026). The impact of family-friendly practices on the organizational commitment of female faculty in Chinese universities: the mediating roles of work-family balance and career well-being. Human Resources Management and Services. 8(4): 6262. https://doi.org/10.18282/hrms6262

COPYRIGHT

Copyright © 2026 by author(s). *Human Resources Management and Services* is published by PiscoMed Publishing Pte. Ltd. This work is licensed under the Creative Commons Attribution (CC BY) license. https://creativecommons.org/licenses/by/4.0/

Abstract: Based on the resource conservation theory, the present research investigates how family-friendly practices are associated with the organizational commitment of women teaching at universities in Shandong Province, China, and considers work-family balance and career well-being as parallel mediators. A quantitative design was employed, with data gathered through a structured questionnaire. Five hundred and sixty-two female teachers from Shandong universities took part in the survey. Results show that: female teachers differ markedly in their levels of organizational commitment; family-friendly practices are significantly positively associated with faculty organizational commitment, work-family balance, and career well-being; both work-family balance and career well-being are positively related to faculty organizational commitment; work-family balance partially transmits the effect of family-friendly practices on faculty organizational commitment; and career well-being likewise plays a partial mediating role in this linkage. These findings provide empirical support for the application of conservation of resources theory in higher education contexts and offer practical insights for universities seeking to enhance female faculty commitment through supportive institutional practices.

Keywords: family-friendly practices; organizational commitment; work-family balance; career well-being; female faculty

1. Introduction

Against the backdrop of contemporary social progress and ongoing educational advancement, women have come to occupy an increasingly visible position in both society and organizations (Ahmed, 2024). As a key part of the demographic structure and the labor force, women contribute irreplaceably to economic growth (Fan, 2024). Education remains one of the most vital areas of human development, and teachers are widely viewed as the central driver of educational practice (Nwachukwu, 2024). As China's higher education sector continues to expand, the proportion of female academics in universities has grown steadily and their professional roles have become more diverse (Zhang, 2022). Yet, owing to heavy work demands, obstacles in career progression, and family caregiving duties, women teachers tend to display weaker organizational commitment than their male colleagues (Zhao & Chen, 2022). Strengthening the organizational commitment of female faculty in higher education has therefore emerged as a pressing concern for advancing the high-quality development of universities in Shandong Province.

Family-friendly human resource practices represent an HR management approach intended to assist teachers in reconciling occupational demands with personal life (Ko, 2024). A gradually increasing number of employers consider

these practices as an important means to create a favorable working environment and promote equity and diversity in the workplace (Li et al., 2025). Wanger et al. (2024) indicate that family-friendly practices have various beneficial effects on individuals, whether they themselves use the measures or not. Such measures are positively associated with teachers' attachment and loyalty towards their institutions, encourage organizational citizenship behavior and increase job satisfaction (Afzal & Azmi, 2022; Yadav & Sharma, 2023). Caillier (2012), based on the data from the 2010 Federal Employee Viewpoint Survey, found that the satisfaction with telework arrangements is positively correlated with organizational commitment, which implies that when employers provide family-supportive policies enabling teachers to fulfill their family responsibilities, the organizational commitment of the teachers will also increase.

Oyelakin et al. (2021) pointed out that the organizational commitment of teachers is influenced by their career well-being. Career well-being can meet the needs of teachers for achievement, self-acknowledgment and emotional support at work, which can encourage them to invest more in the institutional development (Septiani et al., 2024). If teachers do not have sufficient career well-being and often suffer from stress, depression or isolation, their confidence and commitment towards the institution may decrease (Hou et al., 2025). Therefore, career well-being not only reflects an individual's psychological state but also plays a crucial role in determining the organizational commitment (Karadaş & Akın, 2023). This study emphasizes that it is important to pay attention to and enhance the career well-being of teachers for both organizational commitment and to maintain a stable teaching force and high educational quality.

Work-family balance describes an individual's capacity to adequately perform roles in both family and occupational spheres, thus gaining a feeling of satisfaction and reducing role conflicts (Clark, 2000). If teachers receive a lot of support from their organization in balancing their work and family life, their job satisfaction and affective commitment will increase greatly (Akter et al., 2019). On the one hand, achieving balance can help teachers to do more family affairs besides their professional duties, which will decrease the inner tension and negative emotions; this advantageous mental condition may have an influence on the working place and strengthen their relationship with the school (Bahar et al., 2022). On the other hand, the perceived support from the organization in handling various roles is regarded as a social-exchange resource, leading people to show greater organizational commitment towards the institution (Vuong et al., 2022). Therefore, work-family balance is an important element in improving teachers' organizational commitment.

Although prior studies have examined a wide range of factors shaping the organizational commitment of female academics in higher education, such as workload, career development, organizational assistance and the environmental conditions (Bantilan et al., 2024; Hngoi et al., 2024), most of these investigations have focused on the impact of individual variables on commitment without giving sufficient consideration to the influence of family-friendly practices at the organizational level on female faculty's commitment. Besides, the previous studies mainly concentrated on the negative impacts of work-family conflict, ignoring the beneficial effect that work-family balance may have as a positive psychological resource for organizational commitment (Atmajaya et al., 2024). Therefore, the present study aims to explore the mechanism by which family-friendly practices affect organizational commitment by improving the work-family balance of female

academics, thereby enhancing their career well-being. An empirical investigation of this nature is necessary to fill the gap concerning organization-level family-friendly practices and to offer a solid theoretical and practical basis for universities to establish a more supportive institutional environment and to increase the career well-being and organizational commitment of female faculty.

Based on the resource conservation theory, this study mainly investigates the relationships between family-friendly practices, organizational commitment, career well-being and work-family balance for female academics in Shandong Province, China. The results are anticipated to provide suggestions for the systematic adjustments in the personnel administration of higher education in China, increase the total organizational commitment of the teaching staff and promote the continuous and healthy development of education.

2. Literature review

2.1. Family-friendly practices and organizational commitment

Family-friendly HR practices are aimed at assisting employees to arrange their work according to their personal needs (Glass & Finley, 2002). From the perspective of Resource Conservation Theory, the company's arrangements such as flexible working hours, parental leave, childcare aid and psychological support are considered as investments in external resources (Li & Zhang, 2023). These institutional measures can assist female academics to cope with the role conflict between work and family, reduce the resource depletion caused by dual roles, and also enhance their sense of achievement and security (Anayat, 2023). Therefore, in this situation, female teachers in higher education generally hold a deeper emotional attachment and identification towards the workplace due to the understanding and consideration of their family demands from the institution (Zhang, 2025). Based on the social exchange theory, if employees feel that their employer provides additional supportive resources, they will show greater loyalty and positive attitudes towards their work, which is reflected in higher organizational commitment (Ahmad et al., 2023). Hence, the following hypothesis is put forward:

H1: Family-friendly practices exert a significant and positive effect on the organizational commitment of female academics in universities in Shandong Province, China.

2.2. Family-friendly practices and work-family balance

Family-friendly practices comprise HR measures aimed at helping employees ease the friction between their work and family roles (Friedman, 1990). The participation rate of women in the labor market has risen sharply in response to family economic needs (Klasen et al., 2021). While women continue to shoulder substantial responsibilities at home, they have also moved into the workplace, which adds to their occupational pressures (Rawal, 2023). They must therefore satisfy work and family demands at the same time. Recognising this strain, employers have rolled out family-supportive policies within their organizations to address the concerns of female employees (Allen et al., 2001; Straub, 2007).

Such family-supportive policies relieve teachers' stress and assist them in reconciling work with personal life (Mohan et al., 2010). Available evidence shows that workplaces with a higher share of female employees are more inclined to roll out family-friendly arrangements that back women's caregiving roles (Poelmans et al., 2003). As the proportion of female staff rises, the number of family-friendly

programmes likewise grows (Poelmans et al., 2003). Other research reports that adopting family-friendly policies yields constructive outcomes such as improved satisfaction with work-family balance (Ezra & Deckman, 1996) and reduced work-family conflict (Goff et al., 1990). On this basis, the following hypothesis is proposed:

H2: Family-friendly practices exert a significant and positive effect on the work-family balance of female academics in universities in Shandong Province, China.

2.3. Work-family balance and organizational commitment

Conservation of resources theory states that people try to acquire, maintain and protect valuable resources such as time, energy, social support and emotional states (Wright & Hobfoll, 2004). If teachers can balance their work and family responsibilities, they can utilize and rearrange their personal resources in an efficient manner, which prevents resource exhaustion and reduces role conflicts (Wang, 2024). This resource coordination not only maintains mental health but also enhances their involvement in work and a feeling of belonging to the organisation (Niazi et al., 2024).

Hafeez and Akbar (2015) stated that the mutual improvement of work and family for teachers has a significant positive relationship with both life satisfaction and job satisfaction. Furthermore, Wen and Jantan (2023) indicated that work-family balance can help establish beneficial social-exchange relationships between teachers and their schools. If teachers feel that the organization supports their family life, they would interpret this as an indication of the organization's good will, thus motivating them to respond in turn due to gratitude for resources received. Generally, such a response usually manifests as a higher level of organizational commitment (Lapierre & Allen, 2006), which is beneficial for the stability and efficiency of educational organizations. Therefore, this research puts forward the following hypothesis:

H3: Work-family balance has a significant and positive effect on the organizational commitment of female academics in universities in Shandong Province, China.

2.4. Family-friendly practices and career well-being

Workplace well-being refers to the personal attitudes and emotions that an individual holds towards his present job situation (Diener, 2000). As a useful management method, family-supportive measures can decrease negative feelings by providing employees with greater job independence and flexibility, enabling them to distribute work and rest time reasonably and to relieve stress (Allen et al., 2013), thus improving the work-related well-being. Additionally, family-supportive arrangements like flexible working hours can significantly reduce the conflict between work and family life, increasing the employees' satisfaction and well-being (Zheng et al., 2016). Positive-psychology research suggests that an individual's career well-being grows out of the combined experience of meaning at work, perceived organizational support, and realisation of role value (Sam et al., 2024). Once female academics perceive the family-supportive measures offered by the organization, they sense the institution's respect and consideration for their holistic needs, which not only raises career satisfaction but also strengthens their sense of self-worth and quality of life (Aziz et al., 2024). The following hypothesis is therefore proposed:

H4: Family-friendly practices exert a significant and positive effect on the career well-being of female academics in universities in Shandong Province, China.

2.5. Career well-being and organizational commitment

The positive emotional experiences employees encounter at work meaningfully

shape their attitudes and behavioural inclinations (Christensen et al., 2023). In a study of 200 secondary-school teachers in Italy, Caprara et al. (2006) observed that higher levels of well-being not only foster teachers' job satisfaction and organizational commitment but also lift students' academic outcomes. McInerney et al. (2015), drawing on a survey of 859 primary- and secondary-school teachers in Hong Kong, noted that affective and normative commitment correlate positively with teachers' psychological well-being. The career well-being of women in higher-education teaching reflects an integrated evaluation of value realisation, emotional satisfaction, and quality of life within the workplace (Chen et al., 2022). When teachers attain a strong sense of well-being in their careers, they often build positive psychological energy and favourable affective experiences, which in turn reinforce identification with and reliance on the organization (Pelealu, 2022). The following hypothesis is therefore proposed:

H5: Career well-being has a significant and positive effect on the organizational commitment of female academics in universities in Shandong Province, China.

2.6. The mediating role of work-family balance and career well-being

For female faculty, family-supportive backing not only improves the coordination of work and household duties but also fosters the replenishment and renewal of personal resources, thereby strengthening positive emotions toward the organization and identification with it (Park et al., 2023). The gathering of these resources initially enables teachers to have a better work-family balance, which then reduces role conflict and emotional stress, and improves their well-being and psychological resilience (Voydanoff, 2004). This positive psychological state and resource reservoir then deepen teachers' emotional investment in and belonging to the school, ultimately producing stronger organizational commitment. Work-family balance therefore plays a mediating role in the relationship between family-friendly practices and faculty organizational commitment. Existing studies likewise confirm that resource-based supportive interventions can elevate the level of work-family coordination and, through resource accumulation, foster organizational commitment (Lapierre & Allen, 2006; Nohe & Sonntag, 2014). The following hypothesis is therefore advanced:

H6: Work-family balance mediates the linkage between family-friendly practices and the organizational commitment of female academics in universities in Shandong Province, China.

From the conservation of resources perspective, individuals who receive external resource support are more likely to develop positive emotional experiences and a feeling of belonging to the organization, which bolsters organizational commitment (Panaccio & Vandenberghe, 2009). As an important conditional resource, family-friendly practices can improve the working conditions for female employees, reduce occupational stress, meet their family and personal needs, and thus increase organizational commitment (Li & Chang, 2018). The conservation of resources theory also indicates that a resource-abundant environment assists individuals in maintaining their psychological balance, induces feelings of gratitude and loyalty, and strengthens the organizational identity (Usha & Ramkumar, 2025). If employees believe that their employer takes into consideration their families and personal requirements, they are more likely to conform to the values and objectives of the organization, which in turn enhances their affective commitment and determination to stay.

Ertem et al. (2023) investigated the impact of certain family-supportive policies on the organizational commitment of working mothers who work in Turkey.

Their results show that family-friendly policies have a significant effect on the organizational commitment of these employees. Jain et al. (2013) pointed out that if people do not have enough resources to deal with the demands, stress will negatively influence their health and well-being. Öztürk and Saz (2022) discovered that there is a positive relationship between the organizational commitment of primary- and secondary-school teachers and their subjective well-being. Based on this, the following hypothesis is suggested:

H7: Career well-being plays an intermediary role between family-friendly practices and the organizational commitment of female academics in universities in Shandong Province, China.

3. Research methods

3.1. Research framework

Based on the resource conservation theory, the current research examines the influence of family-friendly practices on organizational commitment, and also takes into account the mediating role of work-family balance and career well-being during this process. The conceptual model of the study is shown in **Figure 1**.

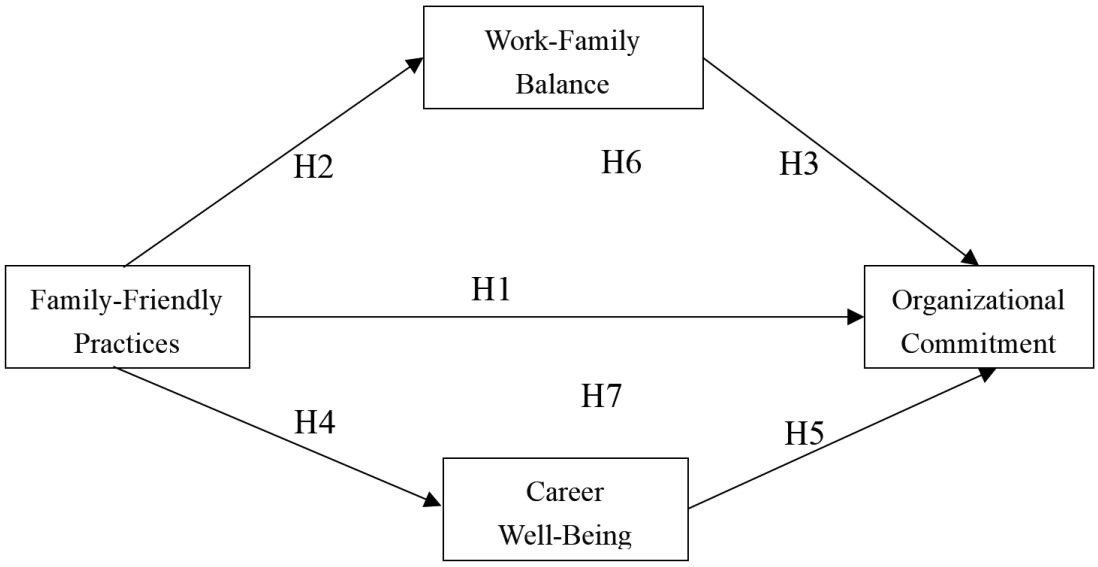


Figure 1. Research framework.

Source: Own elaboration.

3.2. Research participants

The current investigation is about female academics in higher-education institutions of Shandong Province, China. Shandong is situated on the eastern coast of China, a densely populated and developed province. The female teachers in this area have to balance their teaching and research work with their housework, resulting in much stress from both aspects. They thus serve as a representative sample for examining the linkages among family-friendly practices, organizational commitment, career well-being, and work-family balance.

A convenience sampling approach was adopted in this study (Golzar et al., 2022). In-service women teachers from universities in Shandong Province were chosen as the survey participants, drawn from public undergraduate institutions,

private undergraduate institutions, and higher vocational colleges to broaden sample representativeness. To qualify, respondents had to be formally employed full-time female academics at the participating universities. Six hundred questionnaires were sent out across four universities, with roughly 150 questionnaires allocated to each. Ultimately, 562 valid responses were obtained, giving an effective return rate of 93.667%.

Among all participants, 50.712% (285 people) came from public universities, and 49.288% (277 people) came from private universities. In terms of educational background, female faculty with bachelor's degree and below accounted for 50.178%, a total of 282; female faculty with master's degree accounted for 35.053%, a total of 197; those with doctoral degree accounted for 14.769%, a total of 83. In terms of teaching experience, faculty with less than one year of teaching experience accounted for 14.591% (82 people); faculty with 2-5 years of teaching experience accounted for 40.391% (227 people); faculty with 6-10 years of teaching experience accounted for 32.918% (185 people); faculty with more than 10 years of teaching experience accounted for 12.100% (68 people).

3.3. Research instruments

The Family-friendly practices Scale developed by Zhao et al. (2018) was adopted in this study. It has a four-dimensional structure including flexible work arrangements, family care, employee assistance and leisure or vacation time, containing 18 items in all. The responses are given on a 5-point Likert scale from "strongly disagree" (scored 1) to "strongly agree" (scored 5). The Cronbach's Alpha coefficient of each dimension of the scale ranges from 0.822 to 0.859.

The Organizational commitment Questionnaire for university teachers proposed by Xin (2019) consists of three components: affective commitment, transactional commitment and normative commitment, including a total of 23 items. Higher scores show stronger organizational commitment. The items are distributed as follows: 11 items evaluate affective commitment; 6 items reflect transactional commitment and 6 items concern normative commitment. Each item is scored by a 5-point Likert scale, with ratings ranging from 1 to 5, where 1 indicates "strongly disagree" and 5 means "strongly agree". The Cronbach's Alpha value of each component ranges from 0.860 to 0.925.

The Teacher Career well-being Questionnaire developed by Liu and Ren (2010) includes five aspects: professional identity, motivation for professional growth, interpersonal relationships, physical health and sense of efficacy, containing 18 items in total. The scale uses a 5-point Likert system, in which the scores from 1 to 5 stand for "very inconsistent", "relatively inconsistent", "neutral", "relatively consistent" and "very consistent" respectively. The Cronbach's Alpha of each dimension ranges from 0.804 to 0.853, all larger than the suggested value of 0.700.

Grzywacz and Marks (2000) developed a tool for measuring the work-family balance. It includes four aspects: work-to-family interference, work-to-family facilitation, family-to-work interference and family-to-work facilitation. Each aspect consists of three items, resulting in a total of 12 items. Responses are recorded on a 5-point Likert scoring format, ranging from 1 (very inconsistent) to 5 (very consistent). The work-to-family facilitation and family-to-work facilitation dimensions are scored positively, whereas the work-to-family interference and family-to-work interference dimensions are reverse-scored. Greater scores reflect a higher degree of work-family balance. The Cronbach's Alpha values for the dimensions range from 0.834 to 0.851.

4. Research results

4.1. Discriminant validity

For the discriminant validity assessment, evidence of discriminant validity is established when the square root of each variable's AVE exceeds the absolute correlation between that variable and any other. The variables in this study therefore meet the discriminant validity criterion, as displayed in **Table 1**. The AVE square roots are 0.740 for flexible work arrangements, 0.741 for family care, 0.734 for teacher assistance, 0.743 for leisure/vacation time, 0.728 for affective commitment, 0.712 for transactional commitment, 0.727 for normative commitment, 0.770 for professional identity, 0.760 for motivation for professional growth, 0.770 for interpersonal relationships, 0.748 for physical health, 0.760 for sense of efficacy, 0.811 for work-to-family interference, 0.791 for work-to-family facilitation, 0.791 for family-to-work interference, and 0.799 for family-to-work facilitation. Each value exceeds the corresponding correlations with the other variables.

Table 1. Discriminant validity table.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	**0.740**															
2	0.540***	**0.741**														
3	0.568***	0.597***	**0.734**													
4	0.560***	0.538***	0.562***	**0.743**												
5	0.477***	0.485***	0.518***	0.504***	**0.728**											
6	0.464***	0.483***	0.511***	0.491***	0.643***	**0.712**										
7	0.485***	0.469***	0.512***	0.462***	0.685***	0.671***	**0.727**									
8	0.285***	0.265***	0.265***	0.275***	0.263***	0.248***	0.285***	**0.770**								
9	0.285***	0.346***	0.273***	0.291***	0.288***	0.262***	0.283***	0.609***	**0.760**							
10	0.282***	0.267***	0.311***	0.290***	0.271***	0.249***	0.273***	0.659***	0.605***	**0.770**						
11	0.259***	0.250***	0.283***	0.310***	0.275***	0.229***	0.292***	0.609***	0.612***	0.589***	**0.748**					
12	0.260***	0.272***	0.267***	0.297***	0.290***	0.283***	0.295***	0.601***	0.621***	0.587***	0.589***	**0.760**				
13	0.357***	0.308***	0.333***	0.330***	0.382***	0.346***	0.405***	0.296***	0.332***	0.324***	0.298***	0.290***	**0.811**			
14	0.309***	0.303***	0.311***	0.286***	0.354***	0.343***	0.389***	0.287***	0.293***	0.274***	0.271***	0.252***	0.636***	**0.791**		
15	0.302***	0.279***	0.268***	0.290***	0.330***	0.285***	0.376***	0.413***	0.396***	0.473***	0.389***	0.363***	0.572***	0.534***	**0.791**	
16	0.303***	0.336***	0.304***	0.326***	0.372***	0.329***	0.379***	0.342***	0.338***	0.321***	0.286***	0.306***	0.636***	0.627***	0.555***	**0.799**

Note 1: ***$p < 0.001$.

Note 2: The bolded diagonal values represent the square root of the AVE for each variable.

Note 3: 1 = Flexible work arrangements, 2 = Family care, 3 = Teacher assistance, 4 = Leisure/vacation time, 5 = Affective commitment, 6 = Transactional commitment, 7 = Normative commitment, 8 = Professional identity, 9 = Motivation for professional growth, 10 = Interpersonal relationships, 11 = Physical health, 12 = Sense of efficacy, 13 = Work interferes with family, 14 = Work facilitates family, 15 = Family interferes with work, 16 = Family facilitates work.

4.2. Difference analysis

Female academics in this sample were divided into two groups according to the type of institution—public and private. An independent-samples t-test was applied to compare the differences between the two groups. The results showed a significant difference in faculty organizational commitment between the two types of institutions ($t = 2.823$, $p = 0.005$), where women in public universities scored higher than those in private universities. The complete data are listed in **Table 2**.

Table 2. Analysis of differences in organizational commitment among female faculty by university type.

Variable	Public		Private		t	p	Comparison
	M	SD	M	SD			
Organizational commitment	3.360	0.746	3.179	0.775	2.823	0.005	Public > Private

According to their educational background, the female scholars in this sample were classified into three groups: those with a bachelor's degree or less, those with a master's degree, and those with a doctoral degree. In Chinese higher vocational colleges and private undergraduate universities, a large number of full-time female teachers still have a bachelor's degree or lower. These females are mostly employed in practical or teaching positions, and their presence shows the distribution of academic qualifications among female teachers in different types of Chinese universities.

A one-way ANOVA was used to examine the difference between the groups. The results indicated that there were significant differences in organizational commitment among women teachers with different educational qualifications ($F = 3.714$, $p = 0.025$). In order to identify the specific differences, post-hoc comparisons of faculty organizational commitment were conducted by Scheffe's method. The findings revealed that female scholars with doctor's degrees had a higher score compared to those with bachelor's degrees or lower. The detailed results are shown in **Table 3**.

Table 3. Analysis of differences in organizational commitment among female faculty by educational level.

Variable	Educational Level	M	SD	F	p	Comparison
Organizational commitment	Bachelor or below	3.219	0.727	3.714	0.025	Doctor > Bachelor or below
	Master	3.257	0.764			
	Doctor	3.477	0.864			

Female academics in this study were grouped into four categories by teaching experience: under 1 year, 2–5 years, 6–10 years, and beyond 10 years. A one-way ANOVA was used to detect differences across the groups. Results revealed that organizational commitment differed significantly by teaching tenure ($F = 5.001$, $p < 0.010$). Scheffe post-hoc comparisons of organizational commitment showed that women teachers with more than 10 years' experience outscored those with fewer than 1 year, 2–5 years, and 6–10 years. The full breakdown is given in **Table 4**.

Table 4. Analysis of differences in organizational commitment among female faculty by teaching experience.

Variable	Teaching Experience	M	SD	F	p	Comparison
Organizational commitment	Less than 1 year	3.901	0.100	5.001	0.002	Over 10 years > Less than 1 year Over 10 years > 2–5 years Over 10 years > 6–10 years
	2–5 years	3.751	0.050			
	6–10 years	3.705	0.052			
	Over 10 years	3.722	0.088			

4.3. Pearson correlation analysis

A Pearson correlation analysis was conducted on family-friendly practices, organizational commitment, career well-being, and work-family balance among the women academics in this sample. The results indicated that family-friendly practices were positively and significantly related to organizational commitment ($r = 0.672$, $p < 0.001$), career well-being ($r = 0.414$, $p < 0.001$), and work-family balance ($r = 0.453$, $p < 0.001$). Organizational commitment likewise correlated positively with career well-being ($r = 0.371$, $p < 0.001$) and with work-family balance ($r = 0.484$, $p < 0.001$). Career well-being was also positively associated with work-family balance ($r = 0.474$, $p < 0.001$). The correlation coefficients ranged from 0.371 to 0.672, indicating no concerns regarding high inter-correlation or multicollinearity (Dormann et al., 2013). Detailed results are reported in **Table 5**.

Table 5. Correlation analysis table.

Variable	Family-Friendly Practices	Organizational Commitment	Faculty Career Well-Being	Work-Family Balance
Family-Friendly Practices	1			
Organizational Commitment	0.672***	1		
Faculty Career Well-Being	0.414***	0.371***	1	
Work-Family Balance	0.453***	0.484***	0.474***	1

Note: ***$p < 0.001$.

4.4. The mediating role of career well-being between family-friendly practices and organizational commitment

Drawing on the test outcomes, in Model 1 family-friendly practices significantly and positively predicted organizational commitment ($\beta = 0.677$, $p < 0.001$), suggesting that the more strongly family-friendly practices are implemented for women academics in Shandong universities, the higher their organizational commitment. This supports research hypothesis H1. Model 2 showed that family-friendly practices significantly and positively predicted career well-being ($\beta = 0.394$, $p < 0.001$), supporting research hypothesis H4. Model 3 indicated that career well-being significantly and positively predicted organizational commitment ($\beta = 0.119$, $p < 0.010$), supporting research hypothesis H5. In the same model, the coefficients for family-friendly practices ($\beta = 0.629$, $p < 0.001$) and career well-being ($\beta = 0.119$, $p < 0.001$) jointly indicate that the two variables simultaneously influence organizational commitment. After career well-being was introduced into the model, family-friendly

practices continued to predict organizational commitment significantly, though the magnitude of the coefficient declined (from 0.677 to 0.629), and the joint explanation for turnover intention rose by 1.200 percentage points relative to Model 1, reaching 46.600%. Career well-being therefore exerts a partial mediating effect between family-friendly practices and organizational commitment, providing support for research hypothesis H7 (**Table 6**).

Table 6. Analysis of the mediating role of career well-being between family-friendly practices and organizational commitment.

	Model 1		**Model 2**		**Model 3**	
Variables	**Organizational Commitment**		**Career Well-Being**		**Organizational Commitment**	
	β	**t**	**β**	**t**	**β**	**t**
Private	-0.008	-0.265	-0.088	-2.296*	0.002	0.066
Master	-0.012	-0.367	0.011	0.284	-0.014	-0.412
Doctor	-0.044	-1.274	0.075	1.818	-0.053	-1.547
2–5 years	0.014	0.287	0.116	2.003*	0.000	-0.002
6–10 years	0.001	0.018	0.122	2.144*	-0.014	-0.293
Over 10 years	0.001	0.017	0.169	3.497**	-0.020	-0.487
Family-Friendly Practices	0.677	21.366***	0.394	10.296***	0.629	18.390***
Career Well-Being					0.119	3.430**
R^2	0.454		0.203		0.466	
Adj. R^2	0.447		0.193		0.458	
F	65.901***		20.155***		60.254***	

Note 1: *p < 0.050, **p < 0.010, ***p < 0.001.
Note 2: The reference group for university type is public universities, for educational level is bachelor's degree or below, and for teaching experience is less than 1 year.

Moreover, the PROCESS Model 4 was used to investigate the mediating role of career well-being between family-friendly practices and organizational commitment, based on 5,000 bootstrap samples. The result has a significant effect of 0.626, with a 95% bias-corrected confidence interval of [0.559, 0.693], which did not include zero and proved the significance of the direct effect. The indirect effect was 0.047, with a 95% confidence interval of [0.016-0.080], which likewise did not span zero, supporting the significance of the indirect path. The total effect was 0.673, with a 95% confidence interval of [0.611-0.734], confirming a significant total effect. Taken together, the mediating effect of career well-being between family-friendly practices and organizational commitment is supported and is best characterised as partial mediation. The full breakdown is presented in **Table 7**.

Table 7. Analysis of the mediating effect of career well-being.

Effect	Path	Estimate	SE	95% Confidence Interval Lower	95% Confidence Interval Upper
Direct effect	Family-Friendly Practices → Organizational Commitment	0.626	0.034	0.559	0.693
Indirect effect	Family-Friendly Practices → Career Well-Being → Organizational Commitment	0.047	0.032	0.016	0.080
Total effect	Family-Friendly Practices → Organizational Commitment	0.673	0.016	0.611	0.734

4.5. The mediating role of work-family balance between family-friendly practices and organizational commitment

Drawing on the test outcomes, in Model 1 family-friendly practices significantly and positively predicted organizational commitment ($\beta = 0.677$, $p < 0.001$), suggesting that stronger family-friendly practices for women academics in Shandong universities correspond to higher organizational commitment. This supports research hypothesis H1: family-friendly practices have a significant and positive effect on the organizational commitment of female academics in universities in Shandong Province, China.

In Model 2, family-friendly practices significantly and positively predicted work-family balance ($\beta = 0.449$, $p < 0.001$), suggesting that stronger family-friendly practices for women academics in Shandong universities are associated with a higher level of work-family balance. This supports research hypothesis H2: family-friendly practices have a significant and positive effect on the work-family balance of female academics in universities in Shandong Province, China.

In Model 3, work-family balance significantly and positively predicted organizational commitment ($\beta = 0.227$, $p < 0.001$), suggesting that a higher level of work-family balance among women academics in Shandong universities corresponds to stronger organizational commitment. This confirms the research hypothesis H3: there is a significant and positive relationship between work-family balance and the organizational commitment of female academics in universities of Shandong Province, China. In Model 3, the coefficients of family-friendly practices ($\beta = 0.575$, $p < 0.001$) and work-family balance ($\beta = 0.227$, $p < 0.001$) suggest that both variables have an influence on organizational commitment simultaneously. When work-family balance is included in the prediction equation, family-friendly practices still show significant effect on organizational commitment although the coefficient decreases (from 0.677 to 0.575), and the joint explanation for turnover intention reaches 49.500%, an increase of 4.100 percentage points compared to Model 1. Therefore, work-family balance has a partial mediating role between family-friendly practices and organizational commitment, which supports research hypothesis H6. The specific results are shown in **Table 8**.

Furthermore, the PROCESS Model 4 was applied to investigate the mediating role of work-family balance in the relationship between family-friendly practices and organizational commitment, based on 5,000 bootstrap resamples. The result showed a direct effect of 0.571 with a 95% bias-corrected confidence interval of [0.505, 0.638], which did not include zero and indicated the significance of the direct effect. The indirect effect was 0.101, with a 95% confidence interval of [0.064, 0.137],

also excluding zero, thus supporting the significance of the indirect effect. The total effect was 0.673, with a 95% confidence interval of [0.611, 0.734], which suggests a significant total effect as well. In summary, the work-family balance plays a mediating role between family-friendly practices and organizational commitment, and this effect can be considered as a partial mediation. The detailed information is presented in **Table 9**.

Table 8. Analysis of the mediating role of work-family balance between family-friendly practices and organizational commitment.

Variables	Model 1 Organizational Commitment		Model 2 Work-Family Balance		Model 3 Organizational Commitment	
	β	t	β	t	β	t
Private	-0.008	-0.265	-0.043	-1.140	0.001	0.047
Master	-0.012	-0.367	-0.013	-0.326	-0.009	-0.289
Doctor	-0.044	-1.274	0.010	0.252	-0.046	-1.395
2–5 years	0.014	0.287	0.042	0.724	0.004	0.093
6–10 years	0.001	0.018	0.055	0.978	-0.012	-0.258
Over 10 years	0.001	0.017	0.026	0.533	-0.005	-0.134
Family-Friendly Practices	0.677	21.366***	0.449	11.774***	0.575	16.860***
Work-Family Balance					0.227	6.673***
R^2	0.454		0.209		0.495	
Adj. R^2	0.447		0.199		0.488	
F	65.901***		20.910***		67.760***	

Note 1: ***$p < 0.001$.

Note 2: The reference group for university type is public universities, for educational level is bachelor's degree or below, and for teaching experience is less than 1 year.

Table 9. Analysis of the mediating effect of work-family balance.

Effect	Path	Estimate	SE	95% Confidence Interval Lower	95% Confidence Interval Upper
Direct effect	Family-Friendly Practices → Organizational Commitment	0.571	0.034	0.505	0.638
Indirect effect	Family-Friendly Practices → Work-Family Balance → Organizational Commitment	0.101	0.019	0.064	0.137
Total effect	Family-Friendly Practices → Organizational Commitment	0.673	0.016	0.611	0.734

5. Conclusion and discussion

The research results indicate significant differences in organisational commitment among female faculty members across different types of higher education institutions, with female faculty in public universities reporting higher levels of organisational commitment than those in private universities. This finding is consistent with the results reported by Zhong and Zhao (2008). Public universities generally have more stable institutional systems, with relatively clearer job security and career development pathways. Faculty members may therefore experience greater security regarding employment status, compensation, and promotion opportunities (Arcay Jr et al., 2024). Such stability may enhance female faculty members' trust in their institutions, making them more willing to remain with and contribute to the organisation over the long term. In addition, public universities in China generally have greater access to research funding, teaching platforms, and professional development opportunities. These resources may help alleviate work-related pressures and enhance the overall work experience.

There are also significant differences in organisational commitment among female faculty members with different educational qualifications, with those holding doctoral degrees reporting higher levels of organisational commitment than those with undergraduate degrees or below. This finding is consistent with the results of Xin (2018). Faculty members with doctoral degrees typically undertake more central teaching and research responsibilities and may have greater advantages in academic promotion, research project applications, and access to academic resources. In contrast, female faculty members with undergraduate degrees or below may face relatively greater constraints regarding research resources, promotion opportunities, and career development prospects. Continued exposure to intense competition and uncertainty about career advancement may affect their satisfaction with and sense of belonging to their institutions.

The results also indicate significant differences in organisational commitment across years of teaching experience. Female faculty members with more than 10 years of teaching experience reported higher levels of organisational commitment than those with less than 1 year, 2–5 years, or 6–10 years of teaching experience. This finding is consistent with Fang (2016). These differences may be closely related to the developmental stages of faculty members within their institutions. Faculty members with longer teaching experience have typically worked in their institutions for many years and established stable and enduring relationships with their organisations (Mohan & Kaur, 2014). Long-term service also involves substantial investments of time and effort in the organisation, which may strengthen their intention to remain. By contrast, female faculty members with shorter teaching experience may still be adapting to their careers or facing substantial developmental pressures. They may encounter multiple challenges, including teaching responsibilities, research performance requirements, and the coordination of family roles, while also experiencing uncertainty regarding their future career development. Consequently, their organisational commitment may not yet have become fully established.

The results also indicate that family-friendly practices have a notable and positive effect on organizational commitment, as stated by Li and Zhang (2023) and Anayat (2023). These policies provide flexible arrangements and organizational support which assist female scholars in dealing with family matters, enhancing their favourable opinions and identification with the organization. Furthermore, family-

friendly practices significantly improve the work-family balance, similar to the findings of Carlson et al. (2009) and Skinner and Pocock (2011). Flexible measures such as telecommuting, parental leave and flexible working hours help to reduce role conflict and enable people to utilize their time and energy more efficiently.

In addition, work-family balance has been found to have a positive influence on organizational commitment, similar to the results of Niazi et al. (2024). When teachers have a better balance between their professional and family responsibilities, they experience less stress and higher emotional stability, which increases their feeling of belonging and commitment to the organization (Hobfoll et al., 2018). Our study also shows that family-friendly practices can effectively improve the career well-being of teachers, in accordance with Allen et al. (2013). By reducing role pressure and offering supportive resources, these measures enhance the affective feelings and general satisfaction of the teachers with their professional roles (Hobfoll, 2001). Career well-being has been confirmed to be positively associated with organizational commitment, which supports the studies of Caprara et al. (2006) and McInerney et al. (2015). Teachers who feel more satisfied and valuable in their work are more inclined to support the organizational goals and stay engaged for a long time.

Furthermore, this study found that work-family balance plays a partial mediating role between family-friendly practices and organizational commitment, which is consistent with the research results of Lapierre and Allen (2006). The reason is that family-friendly practices first reduce role conflicts through flexible arrangements and supportive measures to help female teachers allocate time and energy more effectively, thus improving work-family balance. When the balance level is improved, teachers' stress is reduced and their mood is more stable. They tend to attribute this improvement to organizational support, thereby enhancing the sense of identity and emotional attachment to the school, thus promoting the improvement of organizational commitment (Voydanoff, 2004).

This study also found that teachers' career well-being plays a partial mediating role between family-friendly practices and organizational commitment, which is consistent with the research results of Öztürk and Saz (2022). The reason is that family-friendly practices can supplement the time and emotional resources of female faculty,, give them a stronger sense of control under the pressure of multiple roles, and reduce long-term pressure. Resource supplement mainly improves the subjective experience and positive emotions of individuals, thus enhancing career well-being. This higher sense of well-being, in turn, will enhance the positive attribution and reciprocation tendency of individuals to organizational support, and ultimately promote the formation of organizational commitment (Li & Chang, 2018).

6. Research suggestions

Universities are suggested to integrate the implementation of family-friendly practices by improving flexible teaching schedules, reducing excessive administrative tasks and providing paid family leave along with on-campus child care facilities. Appropriate application procedures and clear approval standards must be established to make the policies clear and feasible. Moreover, universities should develop supportive organisational atmosphere and transparent promotion schemes which promote work-family balance and career well-being. Different assistance methods should also be arranged for teachers at various stages of their careers and in different kinds of institutions in order to enhance the organizational commitment.

7. Research limitations

This study has several limitations that should be acknowledged. First, the cross-sectional research design limits the ability to establish causal relationships or capture the dynamic associations among family-friendly practices, work-family balance, career well-being, and organizational commitment. Therefore, the findings should be interpreted as evidence of associations rather than definitive causal relationships. Second, convenience sampling was adopted in this study, which may limit the representativeness and generalizability of the findings. The sample may not fully capture the diversity of female faculty members across different regions, institutional types, and higher education contexts in China. Third, the study relied primarily on self-reported data collected from the same respondents, which may increase the potential risk of common method bias and social desirability bias. Although statistical analyses were conducted to assess the quality of the measurement model, these methodological limitations should still be considered when interpreting the findings.

8. Future research prospects

Future research may extend the sample to include faculty members of different genders, academic disciplines, institutional types, regions, and countries to further examine the generalizability of the proposed relationships across different cultural and higher education contexts. Future studies could also include faculty members from dual-career families to provide a broader understanding of how family and career demands are associated with organizational attitudes. To address the limitations of the present cross-sectional design, longitudinal, cross-lagged, or multi-wave research designs could be adopted to examine the temporal associations among family-friendly practices, work-family balance, career well-being, and organizational commitment. Moreover, future research could employ more diverse or probability-based sampling strategies and collect data from multiple sources, such as faculty members, department leaders, and institutional administrators. A combination of quantitative surveys with interviews or case studies may also provide a more comprehensive understanding of the implementation of family-friendly practices and faculty members' perceptions of these practices.

In addition, future research could further investigate the boundary conditions of the proposed mediated relationships. Specifically, leadership support, organizational culture, and department-level climate may influence the strength of the relationships between family-friendly practices and the two mediating variables, as well as the relationships between work-family balance, career well-being, and organizational commitment. Examining these potential moderating factors may provide a more nuanced understanding of the organizational conditions under which family-friendly practices are more strongly associated with female faculty members' organizational commitment.

Author contributions: Conceptualization, YJ and JM; methodology, YJ; software, YJ; validation, YJ and JM; formal analysis, YJ; investigation, YJ; resources, YJ and JM; data curation, YJ; writing—original draft preparation, YJ; writing—review and editing, JM; visualization, YJ; supervision, JM. All authors have read and agreed to the published version of the manuscript.

Funding: None.

Ethical approval: This study was reviewed and approved by the relevant ethics

committee of Dhurakij Pundit University (approval number: DPU_BSH 1607/2567).

Informed consent statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: The data that support the findings of this study are available from the corresponding author upon reasonable request.

Acknowledgment: The authors used the AI-assisted tool ChatGPT to improve the language and clarity of the manuscript. All outputs were reviewed and edited by the authors, who take full responsibility for the final content.

Conflict of interest: There are no conflicts of interest in the conduct and reporting of this research, neither financial nor non-financial.

References

1. Afzal, S., & Azmi, I. A. G. (2022). Effect of family-friendly practices on employees' intention to quit: The mediating role of organizational citizenship behavior. International Journal of Management Studies (IJMS), 29(1), 37-82. https://doi.org/10.32890/ijms2022.29.1.2
2. Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. Frontiers in Psychology, 13, Article e1015921. https://doi.org/10.3389/fpsyg.2022.1015921
3. Ahmed, R. (2024). The breaking barriers: Women empowerment transforming societies in modern times building a better future. Radinka Journal of Science and Systematic Literature Review, 2(3), 451-461. https://rjupublisher.com/ojs/index.php/RJSLR/article/view/311
4. Akter, A., Hossen, M. A., & Islam, M. N. (2019). Impact of work life balance on organizational commitment of university teachers: Evidence from Jashore university of science and technology. International Journal of Scientific Research and Management, 7(4), 1073-1079. https://doi.org/10.18535/ijsrm/v7i4.em01
5. Allen, T. D. (2001). Family-supportive work environments: The role of organizational perceptions. Journal of Vocational Behavior, 58(3), 414-435. https://doi.org/10.1006/jvbe.2000.1774
6. Allen, T. D., Johnson, R. C., Kiburz, K. M., & Shockley, K. M. (2013). Work-family conflict and flexible work arrangements: Deconstructing flexibility. Personnel Psychology, 66(2), 345-376. https://doi.org/10.1111/peps.12012
7. Anayat, A. (2023). Family-friendly human resource management practices and employee performance: Explaining the mediating role of psychological empowerment. Journal of Personnel Management, 1(1), 1-13. https://journals.smarcons.com/index.php/jpm/article/view/201
8. Arcay Jr, N., Rebucas, J. N., & Aparece, R. (2024). The attrition and migration of bohol association of catholic schools teachers of the diocese of tagbilaran. *University of Bohol Multidisciplinary Research Journal, 12*(1), 77-93. https://doi.org/10.15631/ppmzak16
9. Atmajaya, I. T., Amerta, I. S., Putra, I. U., & Dewi, I. A. (2024). The influence of work-family conflict and job satisfaction on turnover intention with organizational commitment as a mediation variable in bebek tepi sawah employees restaurant Ubud. International Journal of Current Science Research and Review, 7(3), 1503-1517. https://doi.org/10.47191/ijcsrr/V7-i3-12
10. Aziz, M., Gupta, S., Mir, S. M., Bashir, I., Khurshid, S., & Amin, F. (2024). Influence of family social capital on the psychological well-being of working women: Mediating role of self-esteem and moderating role of sense of coherence. The Family Journal, 24, Article e10664807241257491. https://doi.org/10.1177/10664807241257491
11. Bahar, A. M., Islam, M. A., Hamzah, A., Islam, S. N., & Reaz, M. D. (2022). The efficacy of work-life balance for young employee retention: A validated retention model for small private industries. International Journal of Process Management and Benchmarking, 12(3), 367-394. https://doi.org/10.1504/IJPMB.2022.122202
12. Bantilan, J. C., Sombilon, E. J. J., Regidor, A. R., Mondoyo, D. P., & Edig, M. M. N. (2024). Impact of transformational leadership and school environment on organizational commitment of teachers. Journal of Social, Humanity, and Education, 4(2), 99-116. https://doi.org/10.35912/jshe.v4i2.1584
13. Caillier, J. G. (2012). The impact of teleworking on work motivation in a US federal government agency. The American Review of Public Administration, 42(4), 461-480. https://doi.org/10.1177/0275074011409394

14. Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. Journal of School Psychology, 44(6), 473-490. https://doi.org/10.1016/j.jsp.2006.09.001
15. Carlson, D. S., Grzywacz, J. G., & Zivnuska, S. (2009). Is work-family balance more than conflict and enrichment? Human Relations, 62(10), 1459-1486. https://doi.org/10.1177/0018726709336500
16. Chen, B., Ren, G., & Liu, Y. (2022). Assessing the determinants of teachers' job happiness in the private universities. Frontiers in Psychology, 13, Article e1018517. https://doi.org/10.3389/fpsyg.2022.1018517
17. Christensen, S. S., Wilson, B. L., & Hansen, S. D. (2023). Using affective events theory to conceptualise nurses' emotional behaviour: A scoping review. Collegian, 30(1), 147-153. https://doi.org/10.1016/j.colegn.2022.05.010
18. Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. Human Relations, 53(6), 747-770. https://doi.org/10.1177/0018726700536001
19. Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. American Psychologist, 55(1), 34-43. https://psycnet.apa.org/buy/2000-13324-004
20. Ertem, A. B., Cetinguc, B., Calisir, F., Ersoy, C. (2024). The effects of family-friendly policies on job satisfaction and organizational commitment of working mothers in Turkey. In F. Calisir, M. T. Khasawneh, & M. Durucu (Eds.), Lecture notes in management and industrial engineering (pp. 11-26). Springer. https://doi.org/10.1007/978-3-031-54868-0_2
21. Ezra, M., & Deckman, M. (1996). Balancing work and family responsibilities: Flextime and child care in the federal government. Public Administration Review, 56(2), 174-179. https://doi.org/10.2307/977205
22. Fan, D. (2024). High-quality and full employment of women in the digital economy era: Challenges and opportunities. Asia Pacific Economic and Management Review, 1(1), 1-8. https://doi.org/10.62177/apemr.v1i1.258
23. Fang, Q. (2016). An investigation of the relationship between salary satisfaction and organizational commitment among faculty members in independent colleges in Jiangsu Province. *Higher Education Forum, 8*(1), 81-88. https://doi.org/10.3969/j.issn.1671-9719.2016.01.022
24. Friedman, D. E. (1990). Work and family: The new strategic plan. Human Resource Planning, 13(2), 79-89. https://www.proquest.com/openview/7fd6f425856960e91ce6c943317a7de3/1.pdf?cbl=52465&pq-origsite=gscholar
25. Glass, J. L., & Finley, A. (2002). Coverage and effectiveness of family-responsive workplace policies. Human Resource Management Review, 12(3), 313-337. https://doi.org/10.1016/S1053-4822(02)00063-3
26. Goff, S. J., Mount, M. K., & Jamison, R. L. (1990). Employer supported child care, work/family conflict, and absenteeism: A field study. Personnel Psychology, 43(4), 793-809. https://doi.org/10.1111/j.1744-6570.1990.tb00683.x
27. Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. International Journal of Education & Language Studies, 1(2), 72-77. https://www.scirp.org/reference/referencespapers?referenceid=3992037
28. Grzywacz, J. G., & Marks, N. F. (2000). Reconceptualizing the work-family interface: An ecological perspective on the correlates of positive and negative spillover between work and family. Journal of Occupational Health Psychology, 5(1), 111-126. https://doi.org/10.1037/1076-8998.5.1.111
29. Hafeez, U., & Akbar, W. (2015). Impact of work-life balance on job satisfaction among school teachers of 21st century. Australian Journal of Business and Management Research, 4(11), 25-37. https://www.scribd.com/document/408612316/uzmawaqarajmsr-pdf
30. Hngoi, C. L., Abdullah, N. A., Wan Sulaiman, W. S., & Zaiedy Nor, N. I. (2024). Examining job involvement and perceived organizational support toward organizational commitment: Job insecurity as mediator. Frontiers in Psychology, 15, Article e1290122. https://doi.org/10.3389/fpsyg.2024.1290122
31. Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. Applied Psychology, 50(3), 337-421. https://doi.org/10.1111/1464-0597.00062
32. Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. Annual Review of Organizational Psychology and Organizational Behavior, 5(1), 103-128. https://doi.org/10.1146/annurev-orgpsych-032117-104640
33. Hou, X., Hu, J., & Liu, Z. (2025). "Meaninglessness makes me unhappy": Examining the role of a sense of alienation and life satisfaction in the relationship between the presence of meaning and depression among Chinese high school seniors. Frontiers in Psychiatry, 16, Article e1494074. https://doi.org/10.3389/fpsyt.2025.1494074
34. Jain, A. K., Giga, S. I., & Cooper, C. L. (2013). Stress, health and well-being: The mediating role of employee and

organizational commitment. International Journal of Environmental Research and Public Health, 10(10), 4907-4924. https://doi.org/10.3390/ijerph10104907

35. Karadaş, H., & Akın, M. A. (2023). Examining teachers' organizational happiness and organizational commitment. International Journal of Educational Research, 14(2), 289-309. https://doi.org/10.19160/e-ijer.1247022
36. Klasen, S., Le, T. T. N., Pieters, J., & Santos Silva, M. (2021). What drives female labour force participation? Comparable micro-level evidence from eight developing and emerging economies. The Journal of Development Studies, 57(3), 417-442. https://doi.org/10.1080/00220388.2020.1790533
37. Ko, M. C. (2024). The Structural relationship of family-friendly policies, work-life balance, and employee' subjective well-being: Focusing on the categorization of family-friendly policies based on the job demands-resources (JD-R) model. Review of Public Personnel Administration, 44(2), 377-409. https://doi.org/10.1177/0734371X221136431
38. Lapierre, L. M., & Allen, T. D. (2006). Work-supportive family, family-supportive supervision, use of organizational benefits, and problem-focused coping: Implications for work-family conflict and employee well-being. Journal of Occupational Health Psychology, 11(2), 169-181. https://psycnet.apa.org/buy/2006-05350-003
39. Li, J., & Chang, Y. S. (2018). The effect of family-friendly programs on career development and organizational commitment. Journal of Industrial Electronics and Applications, 1(2), 32-40. https://sciresol.s3.us-east-2.amazonaws.com/srs-j/jieta/pdf/volume1/issue2/v1n2_3.pdf
40. Li, Y., Pan, S. Y., & Liu, C. Y. (2025). Examining the comparative effects of family-friendly work culture and inclusive nonwork-supportive culture on organizational attractiveness for single employees. Current Psychology, 44(11), 10183-10202. https://doi.org/10.1007/s12144-025-07841-9
41. Li, Z. D., & Zhang, B. (2023). Family-friendly policy evolution: A bibliometric study. Humanities and Social Sciences Communications, 10(1), 1-17. https://doi.org/10.1057/s41599-023-01784-x
42. Liu, Y. L., & Ren, J. (2010). A cross-lagged analysis of teachers' occupational well-being and resources. Journal of Central China Normal University (Humanities and Social Sciences), 49(1), 137-140. https://doi.org/10.3969/j.issn.1000-2456.2010.01.020
43. McInerney, D. M., Ganotice, F. A., King, R. B., Morin, A. J., & Marsh, H. W. (2015). Teachers' commitment and psychological well-being: Implications of self-beliefs for teaching in Hong Kong. Educational Psychology, 35(8), 926-945. https://doi.org/10.1080/01443410.2014.895801
44. Mohan, N., Prabha, N., & Mohanraj, P. (2010). Work life balance through flexi work arrangements: Empirical study on bank employees. International Journal of Management, 1(2), 53-61. https://www.slideshare.net/slideshow/work-life-balance-through-flexi-work-arrangements-empirical-study-on-bank-employees/15647974
45. Mohan, V., & Kaur, M. (2014). Effect of work motivation and tenure on organizational commitment of college teachers in India. *Pakistan Journal of Social and Clinical Psychology, 12*(2), 17-20. https://gcu.edu.pk/pages/gcupress/pjscp/volumes/pjscp20142-3.pdf
46. Niazi, A., Qureshi, M. I., Iftikhar, M., & Obaid, A. (2024). The impact of GHRM practices on employee workplace outcomes and organizational pride: A conservation of resource theory perspective. Employee Relations: The International Journal, 46(2), 383-407. https://doi.org/10.1108/ER-05-2023-0249
47. Nohe, C., & Sonntag, K. (2014). Work-family conflict, social support, and turnover intentions: A longitudinal study. Journal of Vocational Behavior, 85(1), 1-12. https://doi.org/10.1016/j.jvb.2014.03.007
48. Nwachukwu, G. O. (2024). Human capital development: A driver for educational improvement in Nigeria. British Journal of Education, 12(6), 30-39. https://doi.org/10.37745/bje.2013/vol12n63039
49. Oyelakin, O., Shodeinde, A. D., & Arandong, I. J. (2021). Value congruence and organizational commitment: Does work happiness matter? Business Perspective Review, 3(2), 14-26. https://doi.org/10.38157/businessperspectivereview.v3i2.348
50. Öztürk, C., & Saz, A. (2022). A field research on the relationship between organizational commitment and subjective well-being: Basic and secondary education teachers in Tatvan/Bitlis. JOEEP: Journal of Emerging Economies and Policy, 7(1), 361-369. https://dergipark.org.tr/en/pub/joeep/issue/66260/1086491
51. Panaccio, A., & Vandenberghe, C. (2009). Perceived organizational support, organizational commitment and psychological well-being: A longitudinal study. Journal of Vocational Behavior, 75(2), 224-236. https://doi.org/10.1016/j.jvb.2009.06.002
52. Park, Y., Kim, J., & Lee, H. (2023). The influences of supportive leadership and family social support on female managers' organizational effectiveness: The mediating effect of positive spillover between work and family. Behavioral Sciences, 13(8),

Article e639. https://doi.org/10.3390/bs13080639

53. Pelealu, D. R. (2022). The effect of perceived organizational support, psychological well-being, and person job fit on organizational commitment through organizational citizenship behavior (OCB) as variable intervening in automotif companies. Scholars Journal of Economics, Business and Management, 9(4), 81-94. https://doi.org/10.36347/sjebm.2022.v09i04.003
54. Poelmans, S. A., Chinchilla, N., & Cardona, P. (2003). The adoption of family-friendly HRM policies: Competing for scarce resources in the labour market. International Journal of Manpower, 24(2), 128-147. https://doi.org/10.1108/01437720310475394
55. Rawal, D. M. (2023). Work life balance among female school teachers [k-12] delivering online curriculum in Noida [India] during COVID: Empirical study. Management in Education, 37(1), 37-45. https://doi.org/10.1177/0892020621994303
56. Sam, T. H., Isa, K., & Palpanadan, Š. T. (2024). Perspectives of perceived organizational support (POS) theory towards individual happiness. Revista de Gestão Social e Ambiental, 18(9), 1-16. https://doi.org/10.24857/rgsa.vl8n9-035
57. Septiani, S., Sutarto, J., & Utomo, C. B. (2024). Happy teachers, quality schools: Improving teacher performance through happiness, motivation, and a good work life. Перспективы науки и образования, 6(72), 733-746. https://cyberleninka.ru/article/n/happy-teachers-quality-schools-improving-teacher-performance-through-happiness-motivation-and-a-good-work-life
58. Skinner, N., & Pocock, B. (2011). Flexibility and work-life interference in Australia. Journal of Industrial Relations, 53(1), 65-82. https://doi.org/10.1177/0022185610390297
59. Straub, C. (2007). A comparative analysis of the use of work-life balance practices in Europe: Do practices enhance females' career advancement? Women in Management Review, 22(4), 289-304. https://doi.org/10.1108/09649420710754246
60. Usha, M., & Ramkumar, N. (2025). Happy workers, healthy business: The impact of sustainable human resource management and workplace happiness on employee engagement of women employees in tea plantations. Sustainability, 17(3), Article e1047. https://doi.org/10.3390/su17031047
61. Voydanoff, P. (2004). The effects of work demands and resources on work-to-family conflict and facilitation. Journal of Marriage and Family, 66(2), 398-412. https://doi.org/10.1111/j.1741-3737.2004.00028.x
62. Vuong, B. N., Tushar, H., & Hossain, S. F. A. (2022). The effect of social support on job performance through organizational commitment and innovative work behavior: Does innovative climate matter? Asia-Pacific Journal of Business Administration, 15(5), 832-854. https://doi.org/10.1108/APJBA-06-2021-0256
63. Wang, Y. (2024). Work-Family conflict and balance strategies—an analysis based on the work-family resources model. Open Journal of Business and Management, 12(2), 1228-1239. https://doi.org/10.4236/ojbm.2024.122064
64. Wanger, S. (2024). Support on the way to the top? The effects of family-friendly flexible working arrangements in organisations on the promotion of women to management positions—the case of Germany. The International Journal of Human Resource Management, 35(15), 2475-2513. https://doi.org/10.1080/09585192.2024.2347637
65. Wen, X., & Jantan, A. H. B. (2023). The mediating effect of family work balance and psychological capital on the relationship between leadership style and teachers' job performance. Journal of International Business and Management, 6(5), 1-18. https://doi.org/10.37227/JIBM-2023-05-5976
66. Wright, T. A., & Hobfoll, S. E. (2004). Commitment, psychological well-being and job performance: An examination of conservation of resources (COR) theory and job burnout. Journal of Business and Management, 9(4), 389-406. https://doi.org/10.1504/JBM.2004.141118
67. Xin, M. F. (2018). The current status and group differences in organizational commitment among Open University teachers: A case study of the Open University of China (Guangzhou). *China Distance Education, 2*(6), 19-27. https://d.wanfangdata.com.cn/periodical/zgycjy201806003
68. Xin, M. F. (2019). Development and reliability and validity testing of the organisational commitment questionnaire for university teachers. Psychology: Techniques and Applications, 7(6), 364-377. https://doi.org/10.16842/j.cnki.issn2095-5588.2019.06.006
69. Yadav, V., & Sharma, H. (2023). Family-friendly policies, supervisor support and job satisfaction: Mediating effect of work-family conflict. Vilakshan-XIMB Journal of Management, 20(1), 98-113. https://doi.org/10.1108/XJM-02-2021-0050
70. Zhang, L. (2022). Strategies for improving oral expression among female university teachers. Journal of Journalism and Communication Science, 10(2), 72-77. https://doi.org/10.12677/JC.2022.102013

71. Zhang, X. (2025). A literature review on work family balance among married and childbearing female teachers in Chinese universities. Journal of Integrated Social Sciences and Humanities, 2(1), 1-14. https://doi.org/10.62836/jissh.v2i1.255
72. Zhao, F. Q., Chen, Y., & Yang, S. Y. (2018). Work–family balance human resource practices: Structure and measurement in the Chinese context. Economic Management, 40(2), 120-139. https://doi.org/10.19616/j.cnki.bmj.2018.02.008
73. Zhao, L., & Chen, Y. J. (2022). A survey of occupational well-being among special-post teachers and strategies for improvement. Journal of Teacher Education, 9(1), 59-70. https://doi.org/10.13718/j.cnki.jsjy.2022.01.007
74. Zheng, C., Kashi, K., Fan, D., Molineux, J., & Ee, M. S. (2016). Impact of individual coping strategies and organisational work-life balance programmes on Australian employee well-being. The International Journal of Human Resource Management, 27(5), 501-526. https://doi.org/10.1080/09585192.2015.1020447
75. Zhong, Q., & Zhao, Y. X. (2008). An investigation of organizational commitment among university faculty members. *Education and Vocation, 8*(26), 137-139. https://doi.org/10.3969/j.issn.1004-3985.2008.26.065