



Enhancing Sustainable Work-Life Balance in Academia: The Role of Leadership, Policy, and Organizational Culture

Syeda Sadaf Seraj^{1*}



| Mushtaq Ahmed²



Abstract

The present study explored the issue of work-life balance among academics in Karachi, paying attention to the most important organizational and psychological dimensions. The study took on a quantitative methodology by collection of survey data to determine the factors behind work life balance, i.e., leadership, organizational culture and the institutional policies. Also, it examines the moderating effects of psychological capital of these relationships. The work focused on giving theoretical and practical information concerning the role of organizational dynamics, influences work-life experiences among academic staff. The results indicate that organization policy and culture have a considerable contribution to make relating to WLB but leadership surprisingly did not have any direct impact. Further results indicated the implications to institutional approaches with a note of flexible working schedules, mentoring schemes, and conducive family policies. The study is the policy-relevant and practice that make it advanced and likely to be more nurturing and fair in academic settings. Researchers could focus on the longitudinal approach, cross-cultural analysis, and intersectional view as future directions in order to develop more inclusive and sustainable work-life policies during the higher education context.

Keywords: Work-Life Balance, Leadership, Organizational Culture, Organizational Policy and Psychological Capital

Author's Affiliation:


Institution: Ziauddin university, Karachi ^{1,2}

Country: Pakistan

Corresponding Author's Email: *syeda.22030@zu.edu.pk

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1. INTRODUCTION

1.1 Background of the Study:

An emerging concept in academia in the recent past, especially among faculty members, administrative staff and most strikingly Heads of Departments (HODs), is work-life balance (WLB) that has arisen as a very urgent issue. These job duplications usually lead to job dissatisfaction, stress, and burn out. An attainable sustainable WLB is a critical element to the health of individuals and higher education establishments. Although WLB is important to academic professionals in the context of Pakistan, where this group is working under high pressure and has insufficient personal time, the role of leadership styles, institutional policies, and the culture of an organization is especially notable (Adisa et al., 2023). Although these factors are closely connected, they create the way work and personal life boundaries are negotiated, particularly where cultural values and economic limitations also exist.

In this study, one of the moderating variables used is the psychological capital because it is going to look at how personal resources influence the capacity of people in balancing work and life requirements. It focuses on the effects that organizational culture and leadership have on policies such as limiting emails received outside normal working hours and boundary management practices. There is still little empirical evidence of WLB in Pakistani universities even though theoretical work has been done on the topic (Wharton School, 2024). By revealing such dynamics and providing context-related suggestions, the article fills that gap and will contribute to organizational effectiveness improvement and the WLB enhancement.

1.2 Problem Statement:

The role theory, introduced by Robert K. Merton in the 1960s, highlighted how conflicting roles, such as worker, parent, and spouse, contribute to work-life balance (WLB) challenges. Over time, and with the rapid advancement of technology, WLB has become more complex, particularly after the COVID-19 pandemic. Academicians now face heightened difficulties in managing work and personal responsibilities, largely influenced by organizational leadership, policies, and culture (Sargent, 2021).

1.3 Research question:

This research aims to investigate the following main research question:

What impact leadership style has on work life balance?

What effect institutional policies have in promoting work-life balance in academia?

What is the impact of organizational culture on work-life balance?

“What is the influence of “Psychological Capital” between Leadership, org. policies and org. culture on sustainable work-life balance among academic professionals?

1.4 Research Objectives:

1. To check the impact of leadership styles on work-life balance among academic staff.
2. To check the effect of various institutional policies in promoting work-life balance in academia.
3. To check the impact of organizational culture on work-life balance.
- 4.
5. To check the moderating role of Psychological Capital in the relationship between leadership styles on sustainable work-life balance among academic staff. .
6. To check the moderating role of Psychological Capital in the relationship between organizational policies on sustainable work-life balance among academic staff.
7. To check the moderating role of Psychological Capital in the relationship between organizational culture on sustainable work-life balance among academic staff.

1.5 Justification of Study:

This research intends to thoroughly investigate the elements increasing sustainable work-life balance in academic professionals in Pakistan, including the role of leadership, policy, and organizational culture. There is still a research gap that needs to be filled in order to show how academic professionals, such as faculty members and administrative staff, especially heads of departments, can sustain a work-life balance in both public and private universities in the nation.

1.6 Scope of Study:

The study focuses on academic staff, in specific Heads of Departments across both kind of universities i.e. public and private institutions in the country. The results can be useful for policy and decision-makers and educational experts in Pakistan to provide direction on how the health and productivity of academic professionals could be improved.

1.7 Beneficiary of the Study:

Findings of this study are useful for academicians, specifically faculty members, administrative staff and Heads of Departments in Pakistan and support how Higher Education Institutions (HEIs) can address inclusive organizational culture and decrease employee well-being and turnover. Improving the quality of teaching students will benefit indirectly, and researchers/ advisors in education can get directions for further research from the findings to devise better strategies.

1.8 Limitations of Study:

1.8.1) Methodological bias:

Towards quantitative methods: reliance on quantitative methods might overlook qualitative nuances.

1.8.2) Respondent Bias :

privacy and consent issues must be carefully managed, especially when exploring personal aspects of participants' lives. Research study participants bias if arise, it may affect the results.

1.8.3) Challenges in strategy implementation:

Potential organizational resistance may pose challenges in implementing proposed strategies, emphasizing the need to consider practical implications in the research outcomes.

1.9 Assumptions:

Homogeneity and Shared Experiences: This study carried out the analysis under the assumption that although there are individual variabilities as far as academic professions in Pakistan are concerned, there exist all-encompassing commonalities with regard to their experienced challenges and those they encountered on their way to achieving work- life balance.

1.9.1) Stability of Influencing Factors over Time:

The research can be assumed to be based on the postulation that the factors that determine the role of leadership, policy, and organizational culture for sustainable Work-Life Balance in Academia, do not seem to alter significantly over the intervening periods.

Effectiveness of non Probability Sampling: The study takes into account the assumption of use of non-probability convenience sampling methodologies from making this assumption, the inference that has been made is that the chosen sample set is able to accurately represent the different ethnicities and characteristics of this wider population and thus subsequent generalizations drawn from the study of this population could be done without doubt.

1.10 Definition of Keywords:

1.10.1) Work-life balance:

Work-life balance, as a phenomenon, accordingly allows us the re-creation of an organized life plan which is organized around and around our family, work, health, and leisure activities as well as personal and spiritual development. (Gragnano

et.al, 2020; Umma et.al, 2020).

1.10.2) Leadership:

Leadership is the process by which an individual influences a group of individuals to achieve a common goal. It involves the ability to inspire, guide, and direct others to accomplish organizational objectives. (northhouse, 2018).

1.10.3) Institutional Policy:

Institutional policy refers to the formal guidelines, rules, and procedures established by an organization to govern its operations and guide the behavior of its members. (w richard scott, 2015).

1.10.4) Organizational Culture:

Organizational culture is the set of shared values, beliefs, norms, and practices that shape the behavior of individuals within an organization. It represents the social glue that holds an organization together and influences how employees interact, make decisions, and approach their work (Schein, 2010).

Psychological capital:

Psy Cap is a positive psychological state that can be cultivated to help people and teams only and thrive in their workplace. Literature also predicts that high psychap will have effects on the increase in job satisfaction, work engagement and output rates.psycap unlike other factors is a portable factor since it can be modified and enhanced through training and practice hence should be embraced in organizations and other aspects of life

2. LITERATURE REVIEW

The problem of work-life balance (WLB) has become a central issue in the twenty-first century, especially in the sphere of academia, where workloads, administrative, and research demands interfere with professional and personal life boundaries (Kelliher et al., 2019; Sirgy & Lee, 2024). Previously perceived as a flexible, autonomous career, academic profession is gradually defined as fragile in terms of contract, escalating performance demands, and rigidity on the part of the institution with all these factors threatening WLB (Yildirim & Aycan, 2021). In contrast to the former beliefs (e.g., Fletcher, 2006; Foust, 2006; Mayo, 2004) about the main periphery as high work demands and the scarce institutional support as a primary obstacle to WLB, recent studies insist upon the active interaction of organizational culture, the styles of leadership, and the institutional policy as the main opportunity or hindrance to WLB (Kalliath & Kalliath, 2021; Rajaraman & Kalliath, 2021)

It has been discovered that transformational and supportive leadership patterns may create a favorable psychological climate and contribute to the feeling of balance and control among employees (Obrenovic et al., 2020; Darouei & Pluut, 2021). In

the same vain, workplace cultures emphasizing flexibility, inclusion, and employee well-being are, generally, associated with more optimal WLB conditions, and more so within the knowledge-intensive sector, such as higher education institutions (Brougham & Haar, 2022; Putra et al., 2020). Family-friendly practices, remote work plans, and mental health policies are some of the institutional policies that play a critical role in institutionalizing WLB within the academe (Schieman et al., 2021).

However, although increasing attention is paid to these enablers, it has been found that there is a gap in the implementation of such practices at different academic institutions, depending upon the hierarchical structure, the ambiguity of the policy or the lack of leadership each institution (Imran, 2023). Thus, in this paper, the authors summarize the current literature by critically reflecting on the interaction of leadership, organizational culture, and institutional policy in forming sustainable WLB outcomes in the academic environment, giving special consideration to poorly studied educational institutions in developing states.

2.1 Relevant Variables and Constructs

2.1.1 Work-Life Balance (WLB)

The original definition of work-life balance, according to Greenhaus and Beutell (1985) as the extent to which an individual is not conflicted in the role of work and personal life, is valid. Adding to what has been said, the recent evidence demonstrates that WLB is currently under threat in academic institutions, the reasons of which lie in the multiple roles involved in teaching, research, and administration. According to Adisa et al. (2022), these responsibilities lead to the overloading of roles, which has hits, and the role negatively influences personal health and professional performance. This throws light at the way structural requirements and cultural moulds in schools create conflict with the goal of attaining a balance, which requires the organizational actions to create systemic solutions to the problem of WLB degradation.

2.1.2 Leadership Styles

In the academia settings, leadership can be seen as a very critical work-life determinant. It has also been determined that the supportive leadership increases the flexibility and decreases the rigidity in workplaces, allowing the workers to achieve better work-life balance (Demirtas & Akdogan, 2015). People in leadership style, in particular, has a significant role in enhancing climate and satisfaction of employees in the South Asian setting specifically in Pakistan (Alwali, 2024). To further emphasize the importance of such practices, Moss (2025) comments that modeling the boundaries that are considered healthy and streamlining the infrastructures of workloads of the institutions in question are valuable. Combined, such studies indicated that leadership should not be understood as a solely interpersonal resource but also a structural lever that can influence the way responsibilities of the academic role are allocated and shaped.

2.1.3 Institutional Policies

2.1.3.1 Work-Life Balance and Institutional Policies in Academia: Universities particularly in UK and Australia remain a huge challenge towards work-life balance. They include not only individual experiences but systematic structural problems that are promoted by the growing pressure on performance (Sani & Adisa, 2024; Editverse, 2024), manifesting in the form of longer working hours and administrative demand (that may go beyond days and working weeks) (Sani & Adisa, 2024). This trend is corroborated with the Australian study reference to the increased pressure in the field of higher education as a coefficient of competitiveness in the sector (Randell-Moon et al., 2013; The University of Sydney, 2025). These patterns do not only result in psychological distress experienced as stress, fatigue, and social withdrawal but also mark institutional stagnation when reacting to well-being issues (ResearchGate, 2024; Editverse, 2024).

Instead of victims writing the records of crises, the contemporary literature promotes a prescriptive move: the embrace of work flexibility, the incorporation of mental health modalities, and a critical redesign of workload distribution schemes are deemed to be the key to the sustainability of academic careers (Editverse, 2024; ResearchGate, 2024). Taken together, these observations point towards the necessity to have institutional policies that would go beyond recognising there are WLB issues, but rather develop support provisions structural to the university environment and enable a transformation that is sustainable and lasting.

2.1.3.2 Critiques of Work-Life Balance Policies in Higher Education:

Despite the emergence of the concept of work-life balance (WLB) policies in the higher education community, critical scholars have underscored a discrepancy between the rhetoric about policies in the field and the reality of the practices at the institutional level. Perhaps even more significantly than this, universities that publicly promote the role of WLB also pressure faculty, through subtle coercion, to work longer hours, self-promote, and ensure community interaction to the point of burdening stress levels, and the COVID-19 pandemic further taxed academic resources and eroded the barriers between work and home life (Leathwood & Read, 2023). This irony is an indication of a paradoxical research position: as far as health is enhanced, the job demands at work are increasing.

In addition, critics point to the fact that the majority of WLB programs do not touch the underlying causes of work-life conflict as they include a lack of resources, excessive workload, and an overall performance-oriented culture. Most interventions are, however, superficial instead of changing the structural elements of WLB problems (Leathwood and Read 2023). So although most are widely adopted, a lot of institutional policies have little effect as they fail to change the fundamental pressures in the place of work.

2.1.4 Organizational Culture:

Organizational culture is vital to the development of academic WLB since it dictates the extent to which it is possible to have a sustainable WLB in an academic setting.

The study in the context of Pakistani universities will determine how cultural values, practices and norms either allow or impede the capability of academic employees to balance out their work and personal demands.

2.1.4.1 Perceived Organizational Culture and Employee Behavior:

Studies demonstrate that organizational culture could support or limit the WLB of the employees. Well-being may be compromised in cultures that instantiate increased availability and high productivity, whereas cultures that promote flexibility and support work to balance work and attain satisfaction. According to the suggestion made by Kalliath and Brough (2023), organizational culture is best viewed to blur professional and personal boundaries, and the degree to which the same blurring proves profitable or counterproductive is dependent on the manner in which the organization manages expectations and resources. It is especially eminent in academic institutions, where the identity of the institution may overlap with professional commitment.

2.1.4.2 The Consequences of Organizational Culture on Work-Life Balance:

Good outcomes in an organizational culture which is proactive to WLB includes high levels of job satisfaction and lower stress levels and turnover. In universities, in Pakistan, where the work load and the expectations are normative, it is important that a culture of faculty well being needs to be developed. This type of change does not only make morale and productivity better but also results in better retention and a healthier working environment. Thus, the practice of building positive culture should not be perceived only as an ethical determination, but a tactical with the practical returns to the institutions.

2.1.5 Psychological Capital:

Psychological Capital (PsyCap) that is based on positive psychology is about personal strengths and abilities instead of weaknesses. PsyCap analyses, differently than in the conventional psychological models, which just focus on dysfunction, four psychological resources, including hope, optimism, efficacy, and resilience (Goel & Wani, 2024). According to Avey and Holley (2024), PsyCap is a central component of positive organizational behavior, thereby designing it as a psychological survival kit in dealing with workplace issues.

2.1.5.1 PsyCap as a Moderator in the Academic Context:

PsyCap acts as a mediator of the manner through which academic professionals feel and react to the organisation structures, such as leadership, policy and culture. Instead of implementing in isolate, institutional interventions rely frequently to the individual psychological resources in order to become efficient.

PsyCap and Leadership: There is a positive correlation between transformational leadership and a PsyCap of the workers. Motivated, visionary, and person-specific leaders assist in building the hope and resilience of workers- resources

that they should employ in dealing with the demands that accompany academic work, including role overload and ambiguity (Bak, Jin, & McDonald, 2022; Li et al., 2025). What this means is that leadership is no longer only a means of providing a structure in which the party thrives but also a means of psychological empowerment.

PsyCap and Organizational Policies: Policies at the institutional level regarding flexibility and wellness are necessary, yet their success is usually dependent on psychological resources of the individuals. Huo et al. (2022) concluded that employees with an elevated sense of PsyCap have a more advanced ability to access institutional support resources, which results in a level of improved WLB. This illuminates the provisionality of policy influence-which would be that without simultaneous offer of developing PsyCap reformation of this policy might not expand much.

PsyCap and Organizational Culture: Organizational cultures that facilitate interpersonal support, appreciations of personal input and observance of working hours are instrumental in building organizational commitment (Zhang et al., 2025). Nevertheless, these cultural practices can be controlled by the psychological resources of the people and their effectiveness. Higher PsyCap individual employees experience and take advantage of positive culture, which implies an exchange between the internal and the external resources in working out a balance between work and life

2.1.6 Underpinning Theory: Spillover Theory:

Spillover Theory:

Finally, this paper has demonstrated that Spillover Theory provides a useful framework for analyzing the relationships between work and family. According to the Dual-Career Theory, the patterns which take place in one field (a career or a family) may influence the other field. Because this theory fits well in explaining the relationship between work-life balance and job satisfaction and personal relationship, as well as intervention suggestions for work-life balance (Schnettler et al., 2021).

2.1.7 Research Gap:

WLB has been well-researched, studies on the dynamics of these factors have not specifically addressed academic staff in Pakistan (Amjad et al., 2019). Professional academia in Pakistan is already facing many unique challenges such as an enhanced workload, role ambiguity and lack of institutional support which add more to already existing WLB issues (Shaikh & Hafeez ,2017),limited literature exists concerning which specific type of leadership styles affecting WLB especially in academic institutions specifically in Pakistan.

Allen et al. were among the first to provide an estimate of research on institutional policy ,use in a large sample of studies from one field, their data are cross-sectional

and thus we cannot examine actual change over time. This gap exists in academic context and there is no such understanding which can demonstrate exact impact of policies on WLB specially within Pakistani context.

Organizational culture also effects WLB, but its influence in academia is not thoroughly studied. (Schein, 2010) and recent work by (Kalliath & Brough, 2023)

2.2 Conceptual frame work

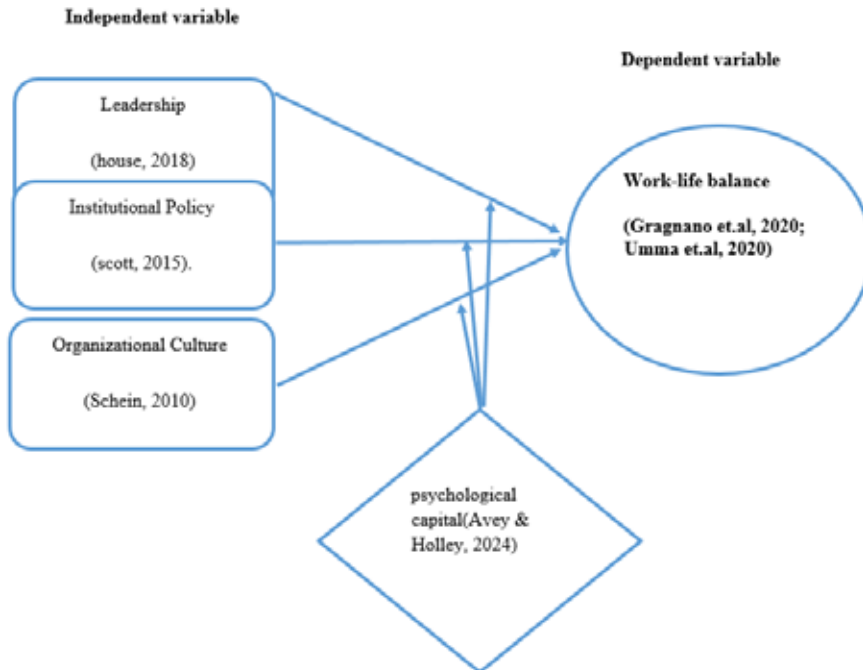


Figure 1: Conceptual Diagram

2.3 Hypotheses development:

Hypothesis 1: leadership style has significant impact on work life balance.

Hypothesis 2: Work-life balance policies have significant impact on work life balance.

Hypothesis 3: Organizational culture has significant impact on work life balance.

Hypothesis 4: Psychological capital moderates the relationship between leadership styles (IV) and sustainable work-life balance (DV).

Hypothesis 5: Psychological capital moderates the relationship between organizational policies (IV) and sustainable work-life balance (DV).

Hypothesis6: Psychological capital moderates the relationship between organizational culture (IV) and sustainable work-life balance (DV).

3. METHODOLOGY

3.1 Research design:

This work will be based on the quantitative method to uncover different factors shaping academic professionals' work-life balance in Pakistan. However, for this purpose cross-sectional research design will be used.

3.1.1 Theoretical approach:

This research is posting positivism as mentioned by (Saunders et al.,2007)

3.1.2 Research Approach:

It is mostly deductive methodology we adopt in the current study that broadly corresponds to quantitative strategy that constitutes the guidelines presented by (Saunders et al., 2007).

3.1.3 Research Strategy:

This research is survey based and will use instruments such as a questionnaire to get information that, has been used to match up academic professionals in Pakistan, with the recommendation by (Saunders ,2007).

3.1.3.1 Construction and Instrumentation of the Questionnaire:

In constructing the questionnaire, the existing and verified instruments used in the past empirical studies were used with the consideration of theoretical consistence and content relevance. These were also instruments on the leader styles based on Northouse, (2009) who focuses on the dimensions of supportive, participative and transformational behaviors of leadership that are ideally supposed to be used in work-life balance environment. The items of the organizational culture were founded on the items developed and altered respectively to Nitzsche et al. (2014), related to culture elements that assist employees in well-being and combination of the work and life. As regards organizational policies, the items have been altered according to Yuile et al. (2012), which looks at flexibility and work life supportive policy characteristics. The dimension of psychological capital (moderating variable) was formed on a basis of proved dimensions by Sapyaprapa (2013) that incorporated additional elements of core PsyCap which are efficacy, resilience, optimism and hope in coping with work-life requirements. Lastly, work-life balance scale was borrowed according to Haar (2018) which measures the capacity that an individual should be able to lead the comfortable life text of work and life.

Before its administration, the instrument underwent face validity testing by four experts of the domain (faculty senior members and PhD supervisors of management

and education disciplines). Based on their suggestions, some modifications were made in order to make the items more clear, relevant, and easy to read in language. One of them was the deletion of those questions that were redundant, and some of the questions were also reworded in order to place the respective construct in the context of the Pakistani higher education (see Appendix A to access both versions of the questionnaire (pre- and post-validation); Appendix B to access emails responses by an expert).

Appendix B (Face Validity Evidence)

Appendix of entire copies of email attached of four academic reviewers who tested face validity of the questionnaire. The professional responses contributed to the implementation of the language, transparency, and relevance change in a minor way, and this is culturally and contextually correct.

3.1.4 Research Choice:

This research is based on a mono-method design and conforms to (Saunders et al.2007) suggestions on the usage of a single survey-based approach and in this particular case survey is to assess the factors affecting the work-life balance of academicians in Pakistan. This methodology aims to simplify the data collecting process, and it also allows us to have a good overview of the relationships between the variables that are relevant in the work-life balance among academic professionals

3.1.5 Time Horizon: The temporal context of this research project is cross sectional, mainly aiming at capturing for the present the state of balance between work and life of the academic professionals of Pakistan (Saunders, et al., 2007).

3.2 Methodology and Analytical Procedures:

The analysis will be performed through Smart PLS, which is a quantitative data analysis Software, currently used for research studies. In line with that, on Smart PLS we will perform all statistical tests such as Structural Model for interrelationship between latent and observed variable, Measurement Model for Reliability and Validity of the construct and its items of the study, to determine the researched work-life balance variables.

3.3 Role Researcher:

The researcher will act as the main conductor of study instructed with designing research framework, executing data collection process, analyzing results and inferring findings.

3.4 Population:

The population of interest for this research study comprises academic professionals.

3.5 Sampling Method:

We will use convenience sampling to select participants for our study. The target population includes employees from private and public educational settings. The target sample size will be 400 employees. Participants will be recruited through email invitations, professional networks, and direct involvement with academic institutions.

3.5.1 Justification Of Convenience Sampling:

Convenience sampling approach was used to conduct the research with the researchers making their aims specific to targeting academic professionals (lecturers, assistant, and associate professors) at the public and the private universities in Pakistan. Convenience sampling was not selected accidentally; the variety of practical justifications ensued:

Accessibility:

As various academic institutions are geographically spread and there are fewer centralized databases that could be utilized, then in that regard the convenience sampling option enabled the participation outreach in a better way through the professional connections, emails as well as personal contacts in the academic institutions.

Feasibility and Resource Constraints:

It was time and logistic limits that renders probability based sampling of the scope of this research as impractical to use.

Selective Representation:

The methodology is not probability sample, yet it allowed gathering a wide range of academic workers in various domains (l.g., humanities, social sciences, sciences, engineering), so the material could be considered heterogeneous.

3.1.5.2 Disadvantages Of Convenience Sampling:

Although with the help of convenience sampling it became possible to gather handy data, its drawbacks have been disclosed:

Generalizability:

Given the chances of sampling biasness, no final conclusion can be used to represent the total of the academic professionals in Pakistan.

Self-selection Bias:

The non-respondents can also differ systematically with the participants in terms of

the attitude or experience as people decided to participate in the survey.

Sampling Error:

There is no element of randomness of selection here so there is the threat of bias in the collection of the population.

To solve these drawbacks, the process of reaching a large demographic sample (by gender, age, the type of an institution and academic discipline) was attempted. Second, the sample size (400) could be considered sufficiently large, to conduct a plausible structural equation modeling (Smart PLS), and enhance the statistical accuracy of the outcomes in spite of the sampling strategy.

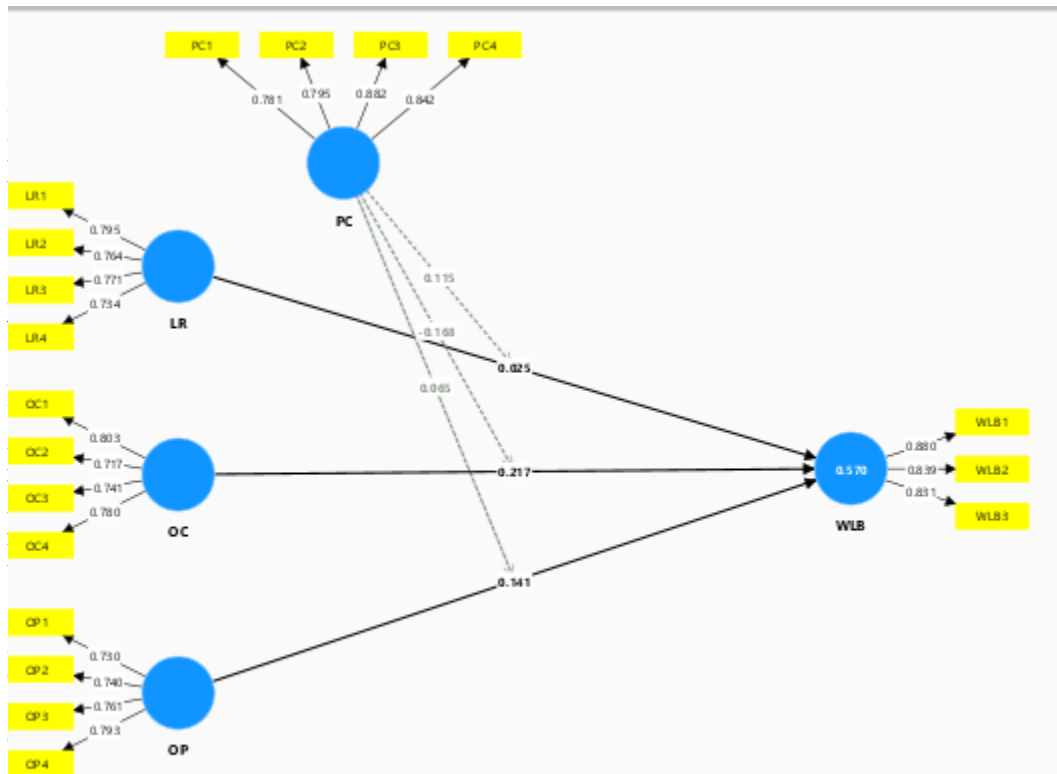


Figure 2: Study Model

Table 4.1: MEASUREMENT MODEL (LOADING, RELIABILITY AND VALIDITY)

Concepts	Observed Variable	Outer Loading	Cronbach's Alpha	Composite Reliability (rho_c)	AVE
Leadership	LR1	0.795	0.765	0.850	0.587
	LR2	0.764			
	LR3	0.771			
	LR4	0.734			
Organizational Culture	OC1	0.803	0.758	0.846	0.579
	OC2	0.717			
	OC3	0.741			
	OC4	0.780			
Organizational Policy	OP1	0.730	0.760	0.842	0.572
	OP2	0.740			
	OP3	0.761			
	OP4	0.793			
Psychological Capital	PC1	0.781	0.844	0.895	0.682
	PC2	0.795			
	PC3	0.882			
	PC4	0.842			
Work-Life Balance	WLB1	0.880	0.808	0.887	0.723
	WLB2	0.839			
	WLB3	0.831			

a) Outer loading >0.7 is considered highly satisfactory, and 0.5 is also acceptable (Chin, 1998) All items loading >0.5 indicates indicators reliability (Hulland 1999, p198)

b) All Average Variance Extracted (AVE) >0.5 indicates convergent validity (Bagozzi & Yi,1991: Fornell & Larcker,1981)

c) All composite Reliability (CR) >0.7 indicates Internal Consistency (Gefen et al,2000)

d) All Cronbach's Alpha (CB α) >0.7 indicates for all constructs indicate that the measurement items for each latent variable exhibit strong internal consistency.

e) All Rho A >0.7 (Dijkstra & Henseler,2015) further confirm the reliability of the constructs. Rho A is a more robust measure of internal consistency compared to

Cronbach's Alpha, as it accounts for the actual loadings of the indicators rather than assuming equal contribution of all items

To establish reliability, interterm consistency was checked for all the constructs used in the model. The minimum threshold for the measurements of inter-item reliability is 0.7 for Cronbach's Alpha and Composite Reliability. All the constructs used in the model had the values of Alpha and CR in excess of 0.7, thus establishing their inter-item consistency. The minimum values of Alpha and CR were found for Organizational Culture (OC) (Cronbach's Alpha = 0.758, Composite Reliability = 0.846). In order to corroborate the convergent validity at item level, the loadings of constructs were compared with the minimum acceptable value of 0.6. All the items had loading in excess of 0.6, so they can be declared to have item level convergent validity (Gefen and Straub, 2005). Construct level convergent validity AVE more than 0.5. Results of reliability and validity with factor loading are shown in Table-6

4.2 DISCRIMINANT VALIDITY:

Table 4.2: Discriminant Validity Through HTMT Ratios

	LR	OC	OP	PC	WLB	PC x LR	PC x OC	PC x OP
LR								
OC	0.639							
OP	0.448	0.699						
PC	0.601	0.648	0.530					
WLB	0.540	0.737	0.570	0.827				
PC x LR	0.362	0.358	0.269	0.497	0.356			
PC x OC	0.325	0.344	0.154	0.475	0.417	0.808		
PC x OP	0.278	0.185	0.152	0.498	0.303	0.703	0.742	

To evaluate discriminant validity at the construct level, hetro trait (HTMT) ratios of correlations were computed. According to Henseler et al;(2015) HTMT ratios for the pair of constructs must not be more than 9.0. Results of discriminant validity are shown in Table-7. Hence, discriminant validity is established

4.2.2 DISCRIMINANT VALIDITY THROUGH CRITERION FORNELL-LARCKER:

Discriminant validity Discriminant validity was assessed by the Fornell-larcker criterion, the table 8 shows that square root of the AVE for the construct was greater the inter construct correlation. Discriminant validity is also established.

Table 4.3: Fornell-Larcker Ratios

	LR	OC	OP	PC	WLB
LR	0.766				
OC	0.492	0.761			
OP	0.364	0.544	0.756		

PC	0.484	0.522	0.442	0.826	
WLB	0.425	0.582	0.474	0.687	0.850

Table 4.4: STRUCTURAL MODEL

	Relation Type	Relation	B	Standard deviation (STDEV)	T statistics (O / S T - DEV)	P values	
H1	Direct	LR -> WLB	0.025	0.055	0.454	0.650	Insignificant
H2	Direct	OC -> WLB	0.217	0.057	3.830	0.000	Significant
H3	Direct	OP -> WLB	0.141	0.051	2.752	0.006	Significant
H4	Moderating	PC x LR -> WLB	0.115	0.052	2.202	0.028	Significant
H5	Moderating	PC x OC -> WLB	-0.168	0.064	2.620	0.009	Significant
H6	Moderating	PC x OP -> WLB	0.065	0.051	1.274	0.203	Insignificant
	R- square	Q-square					
CSP	0.570	0.536					
SRMR	Saturated model	Estimated model					
d_ ULS	0.078	0.078					
d_ G	1.160	1.150					
NFI	0.437	0.432					
	0.710	0.715					

The structural model reflects the paths hypothesized in the research framework. Model is assessed on the R-Square and Q-Square along with the significance of paths. The goodness of the model is determined by the strength of each structural path determined by R-Square values for the dependent variables (Boriones Penealver et al., 2018). The values of R-Square should be equal to or above 0.1 (Falk & Miller, 1992). Result of R-Square presented at the bottom of Table # -4 As the result of R-Square above 0.1, this depicts that predictive capability is established. Furthermore, Q-Square establishes the predictive relevance of the endogenous constructs. The Q-Square values above 0 depict that the model has predictive relevance. A result Q-Square confirms that there is significance in the prediction of the constructs (see the bottom of Table# 4). Furthermore, the model fit was assessed using SRMR. The value of SRMR was 0.078; this is below the required value of 0.10, which indicates model fit (Hair et al., 2016).

d_ULS , d_G and NFI indices are specifically designed for PLS-SEM and assess the overall fit of the model. For d_ULS and d_G , lower values indicate better fit. For NFI, higher values indicate better fit. For d_ULS -- <0.08 (good fit), and <0.1 (acceptable fit) for d_G -- <0.05 (good fit),

and <0.08 (acceptable fit) and for NFI -- >0.90 (good fit). The d_ULS values (1.160 and 1.150) exceed the acceptable threshold of 0.08 and the Normed Fit Index (NFI) values (0.710 and 0.715) also fall below the acceptable threshold of 0.90, These deviations may be attributed to slight skewness in the data, which can influence parameter estimates and model fit indices

However, the overall model fit is not significantly compromised as the value of SRMR is acceptable (0.078).

4.4 Hypotheses Testing

H1 Unsupported: There is no important direct influence of leadership on work-life balance (WLB) in academia. This corresponds with the realities on the contexts in Pakistani institutions where structural limitations, lack of autonomy, and scarcity of resources interfere with the impact of leadership on WLB.

H2 Supported: For organizational culture, there is a strong and significant association between supportive organizational culture and enhanced WLB. The well-being of faculty can be empowered by institutions that enhance the same values, support, and work-life awareness.

H3 Supported: Organizational flexibility and online teaching, schedule autonomy influences WLB greatly, thus it is worthwhile to have practical, employee-friendly policies in academic institutions as well.

4.5 Moderation Analysis

H4 Supported: PSL promotes the association between leadership-WLB. Leadership support is more profitable to academics that have higher levels of resilience, self-efficacy, and optimism.

H5 Supported (Negative β): They thought it was interesting, as the moderating effect of psychological capital shows negative relation with the culture-WLB association implying that those who have high self-reliance might tend to rely less in organizational culture but might have an internal store of resources instead.

H6 Not Supported: Evidence of moderating effect of psychological capital was not found between policy and WLB, which indicated that practical policies apply equally in people, regardless of their psychological capital.

The present moderation analysis underlines the role of psychological resources in promoting or buffering the effects of organizational circumstances on employees welfare.

Table 4.5: Cross loading:

	LR	OC	OP	PC	WLB
LR1	0.795	0.367	0.303	0.420	0.343
LR2	0.764	0.303	0.216	0.368	0.305
LR3	0.771	0.414	0.242	0.384	0.332
LR4	0.734	0.420	0.351	0.306	0.321
OC1	0.430	0.803	0.413	0.433	0.504
OC2	0.293	0.717	0.378	0.316	0.386
OC3	0.360	0.741	0.411	0.419	0.457
OC4	0.403	0.780	0.455	0.410	0.410
OP1	0.226	0.429	0.730	0.275	0.239
OP2	0.136	0.292	0.740	0.267	0.286
OP3	0.348	0.403	0.761	0.370	0.362
OP4	0.336	0.490	0.793	0.385	0.468
PC1	0.393	0.488	0.343	0.781	0.590
PC2	0.392	0.427	0.338	0.795	0.517
PC3	0.393	0.400	0.408	0.882	0.597
PC4	0.420	0.409	0.367	0.842	0.557
WLB1	0.392	0.520	0.401	0.588	0.880
WLB2	0.349	0.497	0.353	0.631	0.839
WLB3	0.343	0.466	0.459	0.528	0.831

All cross-loadings prove that the indicators load strongly on the same constructs on which they belong, as per the discriminant validity. Notably:

- Large loadings on WLB were seen in PC items (e.g., PC3 → 0.597), which confirmed PsyCap as a fundamental set of personal work-life integration.
- There was also a high correlation between OC and OP indicators and WLB, confirming their direct effect.

4.7 Variance Inflation Factor (VIF):

measures the degree of multicollinearity among independent variables. The variance inflation factor (VIF) is employed as a measure to assess the presence of Common Method Bias (CMB). The VIF test is recommended, particularly in PLS-SEM analysis, to gauge the severity of CMB (Kock, 2017). Table shows there is no severe multicollinearity or Common Method Bias (CMB) in the data, as most of the values lies below the threshold of 5(Hair et al., 2010; Kock, 2017). However, the Overall, the results suggest that the model is free from significant biases that could affect the validity of the findings.

Table 4.6: VIF

	VIF
LR1	1.856
LR2	1.795
LR3	1.598
LR4	1.515
OC1	1.633
OC2	1.482
OC3	1.498
OC4	1.662
OP1	1.597
OP2	1.592
OP3	1.435
OP4	1.324
PC1	1.574
PC2	1.730
PC3	2.612
PC4	2.283
WLB1	2.036
WLB2	1.651
WLB3	1.752

Table 4.7

	LR	OC	OP	PC	WLB	PC x LR	PC x OC	PC x OP
LR					0.001			
OC					0.058			
OP					0.030			
PC					0.314			
WLB								
PC x LR					0.022			
PC x OC					0.049			
PC x OP					0.010			

A variable in a structural model may be affected/influenced by different variables. Psychological Capital has a large direct effect on WLB. Even though its moderation effect is small, it is statistically significant. These findings highlight the importance of leveraging psychological capital in conjunction with leadership, culture, and policy to enhance work-life balance.

Table 4.8: Inner Model Collinearity statistics(VIF) inner model list

	VIF
LR -> WLB	1.477
OC -> WLB	1.897
OP -> WLB	1.554
PC -> WLB	1.896
PC x LR -> WLB	3.287
PC x OC -> WLB	3.664
PC x OP -> WLB	2.620

Table no 8 reveal that most of the Variance Inflation Factor (VIF) values are satisfactory fit, particularly, SRMR is within bounds. Minor mis-fits in d ULS and NFI are perhaps due to the non normality but are not in any way invalidating the model.

4.10 Data Validation

The data gathered were validated in a set of checking steps:

Missing Value Analysis : Not missing data were encountered (N=303).

Multicollinearity: Examined by VIF; the values are lower than 5.

Common Method Bias: Tested through full collinearity VIFs (Kock, 2017). The values of all items were lowly and did not exceed the critical point, which denotes the absence of significant common method bias.

Reliability and validity: Established using Cronbach alpha, Composite Reliability and AVE, as well as discriminant tool using HTMT and Fornell-Larcker (only keeping HTMT).

Face Validity:

Measured through expert validity (English Appendix B), in which value was retrieved by the instrument to senior researchers who tested its item for clearness, relevance and conceptual precision.

5. DISCUSSION

The purpose of this present study was to determine the factors that influence the sustainable Work Life Balance in Academia specially the role of leadership, organization policy and organizational culture. To this end, a questionnaire was adapted and administered/dispersed among the academic professionals in universities and educational institutions to gather data; after rigorous efforts, 303 valid responses were gathered. The result of the analysis of the data collected in SMART PLS shows that independent variables influence the dependent variable to a certain extent as shown by the results.

It was also found that leadership may not impact work-life balance but play a significant role in promoting other factors like the enforcement of policies, flexibility, and support mechanisms for employees. In that sense, future studies should examine these mediating and moderating effects to elucidate the part played by leadership in work-life balance patterns.

It helps to have a middle of the road look at your data while providing paths to future research. Another important factor is the organizational culture (IV2), which is related to work-life balance and has a positive influence on it. Factors such as having an organizational culture that is the cultural glue that binds an organization together and keeps employees in line with how to work, how to decide and why they show up (Schein, 2010) is crucial in enhancing the well-being of academic professionals. The universities and colleges should strive to foster organizational culture that are friendly, tolerant, and collaborative-free places, free of stress.

Organizational policies (IV3) that involves the formal guidelines, rules and procedures established by an organization to govern its operations and guide the behavior of its member are crucial in enhancing the well-being of academic professionals and Psychological capital that is a positive psychological state that can be cultivated to help people and teams only and thrive in their workplace, act as a moderator and have significant effect except organizational policy in this model but they are crucial factors that influence the work-life balance of academic professionals. Leadership had no significant effect in this study, which might be attributed to the fact that work and family life are interwoven in a way that other sources of support and individual approaches to manage work-family conflict may offset the effects of family work.

The results of the study reveal that organizational policies and organizational culture are key determinants of work-life balance for where psychological capital also played contribution to achieve work life balance among academic professionals in Pakistan.

5.1.1 Theoretical Implications:

The findings of this study provide a theoretical understanding of the work-life balance of academics in terms of the role of leadership, organizational policy and organizational culture. These findings are in consonance with, and to extend the current theoretical understanding of occupational role of the leadership, organizational policy and organizational culture for organizational interventions to enhance work-life balance. In addition, the study finds that work-life balance is a complex concept and future research should explore how different roles of work and family are moderated by psychological capital and how these factors affect career progress in academia.

5.1.2 Practical Implications:

From the results of this study, there are managerial implications which are, institutions should promote policies that help the employees in their work such as flexible working hours policy, reasonable work load and child care services (day care facility) for female academic professionals within the institution. Hence, promoting a positive work culture and providing solutions to managing family commitments can enable universities to help academics professionals and enhance their work-life balance and consequently their well-being and productivity. Mentoring and career development assistance for early career academics could also help with the identification of the barriers in career progression, and therefore promote a more inclusive and supportive academic environment

5.2 Conclusion:

This paper showed the complexity of the sustainable work-life balance (WLB) in academia, especially the importance of leadership; organizational policies and organizational culture. The results indicate that organization policy and culture have a considerable contribution to make relating to WLB but leadership, surprisingly, did not have any direct impact. This implies that there might be some disconnect between leadership and WLB-relevant outcomes, and further research is worthwhile that will understand how leadership could better be utilized to promote academic well-being.

In the study, contextual and demographic diversity of academic professionals was also found to be essential. Age, marital status and career level are some of the factors that influence the perception and coping with work life issues. Thus there is much to learn inasmuch as one-size fits all strategies might not work and institutions will be required to come up with interventions that are sensitive to the needs of various subgroups in academics.

To conclude, the policies that facilitate sustainable work-life balance in academia are not only about the reduction of pressure with the workload but regarding establishing a culture of support, flexibility, and inclusivity. Niche planning, including structural, cultural, and individual is applicable to create additional engaged, satisfied, and productive academic professionals.

5.3 Recommendations:

In order to get the outlined challenges in this study addressed adequately, priority and actionable recommendations have been proposed as follows:

5.3.1 Adopt Flexible work rules (high priority):

Offer formalized flexible work arrangements, such as hybrid methods of teaching, flexible office times, and customization of the workload, particularly to those

members of the staff who have care-giving responsibilities. Review and feedback measures ought to be put in place to evaluate effectiveness and equity on a regular basis.

5.3.2 Introduction of Structured Mentorship (Medium Priority) Programs:

Involve the launch of well-structured mentorship programs where experienced Principals mentor less experienced Principals (Students) (Medium Priority) Programs: involve the launch of well structured mentorship programs where experienced Principals mentor less experienced Principals (Students) (Medium Priority). Implement cross-generational mentoring programs in which faculty at the beginning of their careers are linked with older career counselors. These programs ought to consist of orientation, scheduled follow-ups, and monitoring of results (reduction in stress or work-life approaches).

5.3.3 Work, Implement and Enforce Flexible family-oriented infrastructure (High priority):

Investigate the possibility of childcare centers, nursing rooms and parental leave policies on campus. They need to be backed up with allocation of budgets and implementation of policies to make them readily available particularly to female academicians.

5.3.4 Provide Development of Professional Targeted (Medium Importance):

Hold frequent workshops and training on time management, boundary-raising, reduction of stress, and planning careers. This ought to be integrated to faculty development programs and assessed on changes in work-life outcomes.

5.3.5 Enhance Leadership Training on the issue of Sensitivity on Work-Life (forthcoming interest):

Even though it was not directly pertinent to WLB in this study, it could be beneficial to encourage institutions to conduct the training of department heads and deans to undergo the training of inclusive leadership taking care of flexible working and mental well-being that could, in turn, reconstruct the discovered leadership gap.

5.4 Future Research:

Longitudinal Studies: Conduct longitudinal studies to track the career trajectories and work-life balance experiences of academics over an extended period. This research could provide insights into how work-life dynamics evolve throughout different career stages and life transitions.

Comparative Studies: Compare the work-life balance experiences of academicians across different cultural contexts or institutional settings. Investigating how factors such as cultural norms, institutional policies, and leadership and psychological capital impact work-life balance could inform the development of context-specific

interventions

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