Organizational Well–Being Model and Work–Life Integration: A Study of Female Faculties and Staff in Women's Colleges and Universities in China

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Abstract

This study aimed to study the Organizational Well–being and the relationship between Organizational Well–being and Work–life Integration of female faculties and staff in Women's Colleges and Universities in China and propose an Organizational Well–being Model for Work–life Integration of female faculties and staff in Women's Colleges and Universities in China. The research is used quantitative and qualitative methodologies to analyze the complex interconnections between these workplace factors by incorporating structural equation modeling (SEM), in–depth interviews, and a focus group. 400 valid survey responses were collected and analyzed using SPSS and AMOS, ensuring the reliability and validity of the research instruments through Cronbach's Alpha, Composite Reliability, and Average Variance Extracted. The study identifies OWB as a critical factor influencing job satisfaction and engagement, facilitating a better work–life balance among faculty members and staff.

The research findings confirm that Work–Life Integration is significantly influenced by Organizational Well–Being, Job Satisfaction, and Employee Engagement, with Employee Engagement having the strongest impact. The structural equation $WI = 0.361 \cdot OWB + 0.329 \cdot JS + 0.413 \cdot EE + \varepsilon$ supports these relationships, highlighting the importance of engagement in promoting a sustainable work–life balance.

Keywords: Organizational Well–Being; Work–Life Integration; Job Satisfaction; Structural Equation Modeling

Introduction

The increasing demands of full–time employment present considerable challenges for female employees, particularly in achieving work–life integration (WLI). Balancing professional duties with personal responsibilities often forces women to make difficult choices—either prioritizing their careers at the cost of personal life or vice versa. This dilemma is especially pronounced in academia, where female faculty frequently navigate demanding schedules, research expectations, and family obligations.

While traditional concepts of work–life balance focus on maintaining a clear boundary between work and personal life, more recent frameworks, such as work–life integration, propose a dynamic and flexible approach. Instead of striving for an equal split between work and home life, work–life integration emphasizes blending responsibilities in a way that promotes overall well–being and functionality. Scholars like Greenhaus (2002) have framed work–life balance as achieving satisfaction in both domains with minimal conflict, while Felstead et al. (2002) addressed how institutional and cultural factors influence this balance in modern workplaces.

Research Objectives

1. To study the Organizational Well–being of female faculties and staff in Women's Colleges and Universities in China,

2. To study the relationship between Organizational Well–being and Work–life Integration of female faculties and staff in Women's Colleges and Universities in China, and

3. To propose an Organizational Well–being Model for Work–life Integration of female faculties and staff in Women's Colleges and Universities in China.

Literature Review

This section provides a comprehensive review of literature related to Work–Life Integration (WLI), Job Satisfaction (JS), and Organizational Well–Being (OWB), particularly within the context of higher education institutions. It is divided into two sections: (1) Concepts and Theories, which explore the foundational theories that underpin these constructs, and (2) Related Research, which examines previous empirical studies and their relevance to this research.

Work–Life Integration and Theoretical Foundations

The study of work–life balance (WLB) and work–life integration (WLI) has evolved significantly over the decades. Kahn (1990) were among the first scholars to explore the work–family interface, establishing the foundation for research on balancing occupational and personal roles. Ashforth, Kreiner & Fugate (2000) introduced the Boundary Theory, which explains how individuals manage the boundaries between work and non–work domains. Unlike WLB, which suggests maintaining clear distinctions between roles, WLI enables employees to fluidly transition between their responsibilities, fostering synergy rather than conflict.

Job Satisfaction and Employee Engagement Theories

Job satisfaction is a crucial determinant of work–life outcomes and employee well–being. Herzberg's Two–Factor Theory (1959) classifies job satisfaction into intrinsic (e.g., recognition, autonomy, growth opportunities) and extrinsic (e.g., salary, benefits, job security) factors, highlighting the importance of meaningful work experiences in fostering employee motivation. Similarly, Kahn's (1990) Engagement Theory suggests that employees who feel psychologically safe, valued, and supported are more likely to be engaged in their work, leading to higher organizational effectiveness and reduced turnover.

Organizational Well–Being (OWB)

Organizational Well–Being (OWB) encompasses both employee satisfaction and institutional performance. A well–structured work environment that prioritizes mental health, career development, and leadership engagement enhances institutional sustainability and workforce productivity.

Related Research

Work–Life Integration and Its Impact on Job Satisfaction

Empirical research consistently highlights the positive effects of work–life integration on job satisfaction and organizational well–being. Kossek & Ozeki (1998) found that work–family conflict negatively affects job satisfaction, leading to higher burnout rates and lower faculty retention. In contrast, Pichler (2009) and Maarif, Affandi, Ramaditya, & Sukmawati (2022) emphasize that institutions that provide flexible work policies, mentorship programs, and technology–driven collaboration tools experience higher job satisfaction and work engagement.

Organizational Well-Being in Higher Education

The well-integrated knowledge-sharing systems experience stronger organizational effectiveness and faculty retention. Similarly, Arief, Purwana & Saptono (2021) emphasize that universities that invest in digital knowledge platforms and research collaboration networks see improvements in employee engagement and job satisfaction.

The Role of Leadership in Work-Life Integration

Leadership plays a critical role in fostering work-life integration and job satisfaction. McDonald & Bradley (2005) found that faculty members value autonomy, transparent performance evaluation systems, and leadership support. Studies by Greenhaus & Allen (2012) further highlight that the leaders who actively support faculty well-being contribute to higher engagement, satisfaction, and institutional success.

Conceptual Model for Work-Life Integration and OWB

Based on existing literature, this study builds on previous models to develop a comprehensive Work-Life Integration-Organizational Well-Being Model (WLI-OWB Model). The model integrates human capital development, leadership engagement, performance evaluation systems, and digital knowledge management to optimize faculty experiences in Chinese universities.

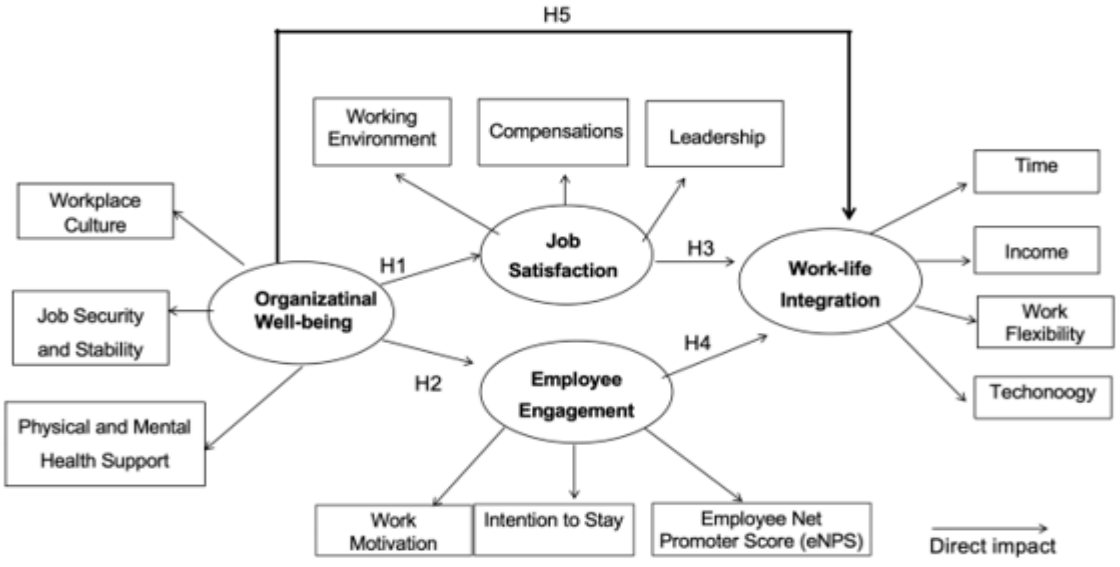

Figure 1 Theoretical Research Framework

Methodology

Research Design

This study adopts a mixed–methods approach, integrating quantitative and qualitative research methodologies to ensure a comprehensive examination of work–life integration (WLI), job satisfaction (JS), and organizational well–being (OWB) in private universities in China. The quantitative aspect of the study employs survey questionnaires, allowing for statistical analysis of relationships between key variables. The qualitative component includes in–depth interviews to capture detailed insights from faculty members, administrators, and HR professionals.

Population and Sampling

The study focuses on female faculty members and staff in colleges and universities across China, such as Northern, Eastern, Southern parts, and Central China, as they are the primary stakeholders affected by work–life integration policies. The quantitative research sample is 400 respondents, selected through quota sampling to ensure representation across institutions. The qualitative research sample includes 20 interviewees, comprising faculty members, HR managers, and experts in women's education.

Research Instruments

The study utilizes two primary data collection instruments:

1. Questionnaire – Developed using a Likert five–point scale, covering aspects such as WLI policies, job satisfaction levels, organizational support, and faculty well–being. The questionnaire's reliability was tested using Cronbach's Alpha, and content validity was confirmed through the Item–Objective Congruence (IOC) Index.

2. Semi–structured Interviews – Conducted with faculty members and administrators to gain deeper insights into workload balance, leadership support, and career progression challenges.

Data Collection Strategy

The data collection process followed these steps:

1. Questionnaire distribution – Surveys were disseminated through online platforms and direct distribution within universities.

2. Interviews – Conducted in person or via video conferencing to accommodate faculty schedules.

3. Data verification – Completed questionnaires were reviewed for completeness and accuracy before analysis.

Data Analysis

The study employs both quantitative and qualitative analysis techniques:

Quantitative Analysis: it consists of descriptive statistics (mean, standard deviation) for general trends, Pearson Correlation and Multiple Regression for examining relationships between WLI, JS, and OWB, and Structural Equation Modeling (SEM) using AMOS 23.0 to test hypothesis validity.

Qualitative Analysis: it consists of Thematic Analysis to Categorize Faculty Responses, and Word Cloud Analysis for identifying frequently mentioned issues.

Research Ethics

The study follows ethical guidelines, including informed consent, confidentiality, and data integrity. Participants were fully briefed on the study's purpose and assured anonymity.

Research Results

The research results can be divided into 2 parts; quantitative results with SEM and qualitative results with a model based on the content analysis. They are shown in the following, respectively.

Part 1 Quantitative results

1. The general information results from 400 respondents consist of marital status, age, highest level of education, years of work experience, level of professional qualification, and work position, as shown in Table 1.

Table 1 General information of 400 respondents

General information	Items	Frequency	Percent (%)
Marital status	Single	91	22.7
	Married	309	77.3
Age	18–25 years old	21	5.3
	26–35 years old	197	49.2
	36–45 years old	149	37.2
	46–60 years old	33	8.3
Highest level of education	College degree or below	18	4.5
	Bachelor's degree	135	33.7

General information	Items	Frequency	Percent (%)
	Master's degree	189	47.3
	Ph.D.	58	14.5
Years of work experience	Less than 2 years	73	18.3
	2–5 years	135	33.7
	5 – 7 years	155	38.7
	more than7 years	37	9.3
Level of professional qualification	None	3	0.8
	Primary	176	44.0
	Intermediate	190	47.5
	Advanced	31	7.7
Work Position	Administrative Staff	225	56.2
	Lecturer	143	35.8
	Administrator	32	8.0
Total		**400**	**100.0**

The demographic report of respondents indicates a predominantly married workforce (77.3%), with most individuals falling within the 26–35 years (49.2%) and 36–45 years (37.2%) age brackets, reflecting a young to mid–career professional base. Educational attainment is high, with 47.3% holding a Master's degree and 33.7% a Bachelor's, while only 4.5% have a college degree or lower. In terms of work experience, 38.7% have 5–7 years and 33.7% have 2–5 years, suggesting a workforce largely in the mid–career phase, with only 9.3% having more than seven years of experience. Regarding professional qualifications, 47.5% possess an intermediate level and 44.0% a primary level, while only 7.7% have reached an advanced level. Job roles are concentrated among Administrative Staff (56.2%) and Lecturers (35.8%), with a smaller group of Administrators (8.0%).

2. The results of the study on factors influencing Organizational Well–Being and their impact on Work–Life Integration encompass four main variables: Organizational Well–Being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work–Life Integration (WLI), along with thirteen corresponding sub–variables.

Workplace culture received a highly favorable response, with a majority of participants agreeing or strongly agreeing on its role in fostering organizational well–being. Job security was similarly valued, reflected by mean scores around 3.80, indicating confidence in employment stability. Physical and

mental health support also showed positive feedback, with scores ranging from 3.79 to 3.82, highlighting the importance of wellness initiatives in driving performance.

Job Satisfaction, the working environment showed moderate agreement with scores near 3.80, suggesting generally acceptable conditions but with room for improvement. Compensation drew mixed responses, with concerns over fairness despite mean values slightly above 3.79. Leadership was seen in a mostly positive light, scoring between 3.79 and 3.84, yet indicating potential for greater managerial support.

Employee Engagement sub–variables such as motivation and intention to stay scored close to 3.85, pointing to strong engagement levels. Work–Life Integration, time management and flexibility were rated favorably, while technology received comparatively lower scores, underscoring the need for improved digital tools to support integration.

3. The results of reliability, validity, correlation, and confirmatory analysis of the studied factors reveal that: The reliability analysis confirms the internal consistency of the study's measurement tools, ensuring their appropriateness for statistical modeling. Cronbach's Alpha was employed to test reliability, and all key constructs—Organizational Well–Being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work–Life Integration (WI)—surpassed the accepted threshold of 0.70. The overall Cronbach's Alpha score of 0.857 reinforces the robustness and reliability of the questionnaire.

4. The Structural Equation Modeling (SEM) results reveal strong positive relationships among Organizational Well–Being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work–Life Integration (WI). SEM, a robust statistical technique, was employed to analyze complex interactions among these variables while accounting for measurement errors. The measurement model confirmed the validity and reliability of the constructs through factor analysis, ensuring that each latent variable was accurately represented by its indicators.

Table 2 Path Coefficient Analysis of SEM Model

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P–Value
JS ← OWB	0.543	1.000			
EE ← OWB	0.271	0.854	0.156	5.474	***
WI ← OWB	0.358	0.912	0.144	6.333	***
WI ← JS	0.334	0.938	0.138	6.797	***

Path	Std. Estimate	Unstd. Estimate	S.E.	C.R.	P–Value
WI ← EE	0.412	0.941	0.057	16.509	***
WC ← OWB	0.762	1.000			
JC ← OWB	0.790	0.724	0.114	6.351	***
PM ← OWB	0.843	0.737	0.074	9.959	***
WE ← JS	0.874	0.768	0.101	7.604	***
CP ← JS	0.746	0.710	0.094	7.553	***
LS ← JS	0.803	1.000			
WM ← EE	0.733	0.641	0.100	8.065	***
IS ← EE	0.644	0.784	0.118	6.410	***
eN ← EE	0.707	0.840	0.104	6.644	***
Tm ← WI	0.114	0.671	0.070	8.077	***
WF ← WI	0.732	1.000			
Ic ← WI	0.700	0.814	0.106	7.679	***
Tc ← WI	0.792	0.653	0.080	8.162	***

***indicates the level of significance .001

Table 2 presents standardized path coefficients showing that Organizational Well–Being (OWB) significantly influences Job Satisfaction (0.543), Employee Engagement (0.271), and Work–Life Integration (0.358), highlighting the importance of a strong organizational environment. The SEM process involves defining the theoretical framework, specifying models, assessing model fit, and refining based on statistical results. Using AMOS 24.0, the study evaluates model fit through indices such as GFI, CFI, AGFI, and RMSEA. The findings indicate a well–fitting measurement model, with all fit indices surpassing the acceptable thresholds, as detailed in Table 3, thereby confirming the model's reliability and structural soundness.

Table 3 Results of SEM Model Fitness Judgement

Goodness of Fit Index	Level of Good Fit	Test Result	Results
CMIN	–	402.752	–
df	–	182	–
CMIN/df	< 5	2.213	Passed
GFI	≥ 0.95	0.995	Passed

Goodness of Fit Index	Level of Good Fit	Test Result	Results
AGFI	≥ 0.90	0.928	Passed
TLI	≥ 0.95	0.958	Passed
CFI	≥ 0.95	0.924	Passed
RMSEA	< 0.08	0.026	Passed
SRMR	< 0.08	0.070	Passed
P–Value	> 0.05	0.119	Passed

The Structural Equation Model can be constructed as shown in Figure 3 below.

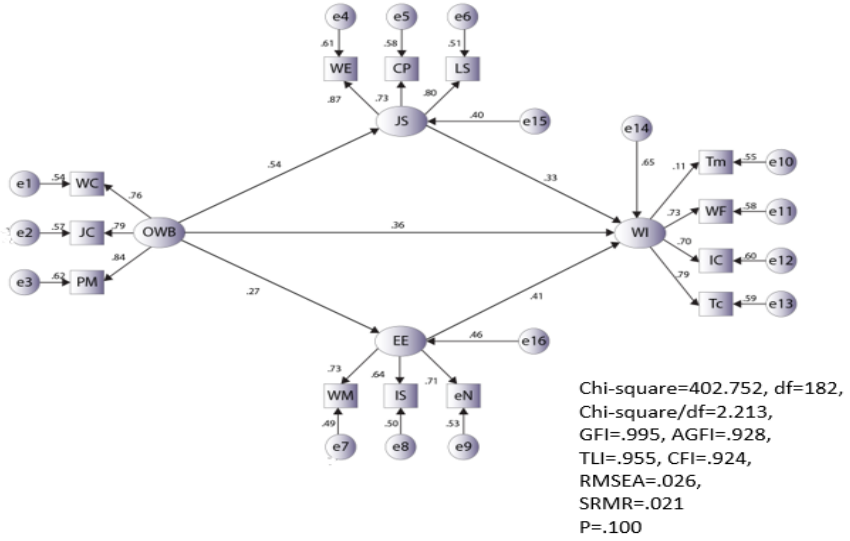

Figure 2 A Causal Model Final Structural Equation Model

The chi–square test confirms the statistical significance of the model, while Figure 2 visually depicts the final structural equation model, highlighting both direct and indirect effects. The figure shows that Employee Engagement (EE) has the strongest influence on Work–Life Integration (WI) with a coefficient of 0.412, followed by Job Satisfaction (JS) at 0.334, and Organizational Well–Being (OWB) at 0.358. These results suggest that faculty members who are more engaged and satisfied with their jobs tend to experience better work–life integration, emphasizing the value of institutional support. Figure 2 presents the final SEM using non–standardized coefficients, allowing the development of a multiple linear regression equation. Based on the standardized coefficients from Table 2, the equation captures the predictive relationship among OWB, JS, EE, and the dependent variable, WI. Using the

standardized path coefficients provided in Table 2, the equation for Work–Life Integration can be formulated as: WI=0.358•OWB+0.334•JS+0.412•EE+ε Where WI represents Work–Life Integration, OWB represents Organizational Well–Being, JS represents Job Satisfaction, EE represents Employee Engagement, and ε represents the residual error term, accounting for unexplained variance. This equation can be used to answer and apply in the following step, hypothesis testing.

Table 4 The results of hypothesis testing

Hypotheses	Results	
	Coefficient Influence	Accepted/ Rejected
Hypothesis 1: Organizational Well–being has a direct impact on Job Satisfaction.	0.54	Accepted
Hypothesis 2: Organizational Well–being has a direct impact on Employee Engagement.	0.27	Accepted
Hypothesis 3: Job Satisfaction has a direct impact on Work–life Integration.	0.33	Accepted
Hypothesis 4: Employee Engagement has a direct impact on Work–life Integration	0.41	Accepted
Hypothesis 5: Organizational Well–being has a direct impact on Work–life Integration.	0.36	Accepted

Table 4 presents the hypothesis testing results, confirming that all five hypotheses were supported with significant path coefficients. Employee Engagement (EE) emerged as the strongest predictor of Work–Life Integration (WI), emphasizing the role of motivation and commitment in achieving balance. Job Satisfaction (JS) was found to mediate the effect of Organizational Well–Being (OWB) on WI, indicating that enhancing job satisfaction indirectly improves work–life integration. The positive correlation between OWB and EE (0.271) highlights the value of leadership support and workplace flexibility in fostering engagement. These findings support existing literature and offer a foundation for policy recommendations to strengthen faculty well–being and institutional sustainability.

Part 2 Qualitative results

The qualitative analysis offers deeper insights into faculty members' perceptions and experiences related to Organizational Well–Being (OWB), Job Satisfaction (JS), Employee Engagement (EE), and Work–Life Integration (WI). Drawing from in–depth interviews with 20 informants—including

female faculty, HR professionals, and administrators—this section complements the quantitative findings through a thematic exploration of workplace experiences.

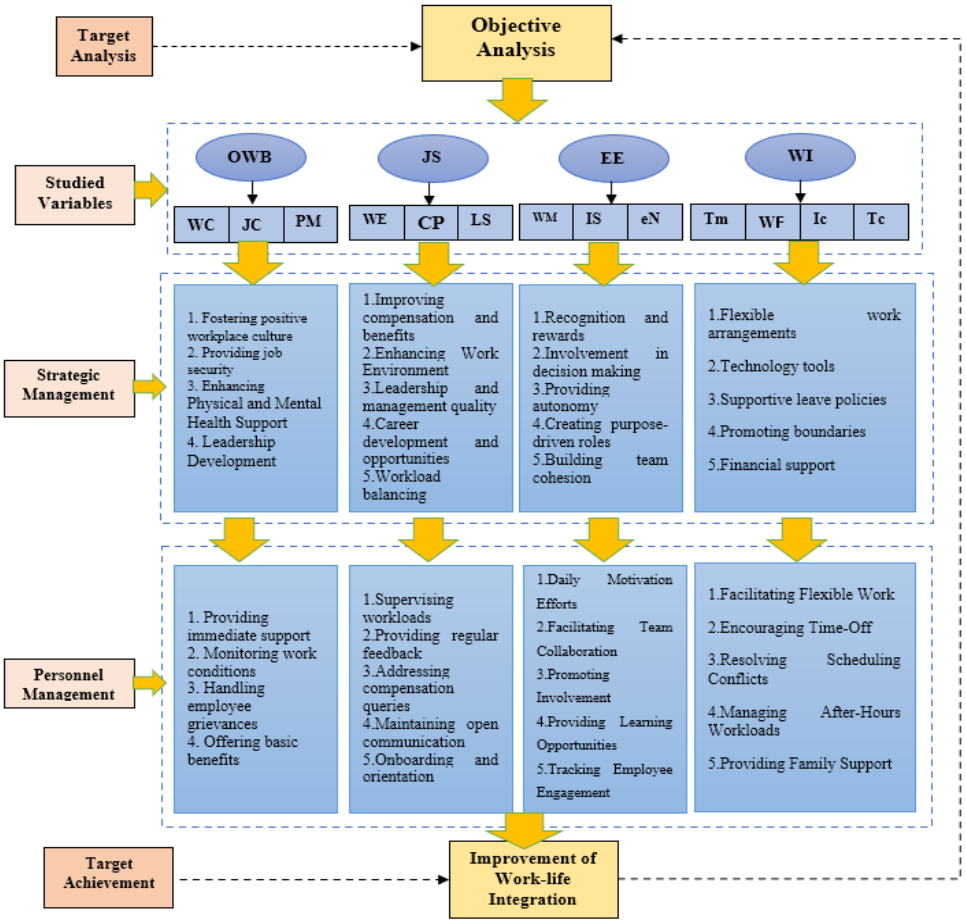

Figure 3 A Model of Qualitative Results

The qualitative findings emphasize the need for institutional policy reforms to improve work–life integration. Faculty members stressed the value of flexible work arrangements, enhanced technological infrastructure, and structured engagement initiatives in creating a supportive academic environment.

Discussion

The research conclusion synthesizes key findings from organizational well–being (OWB), job satisfaction (JS), employee engagement (EE), and work–life integration (WI) among female faculty in women's universities and colleges in China. The study confirms that organizational culture, job security, and physical and mental health support significantly contribute to OWB, fostering a positive and fulfilling

work environment. Faculty members expressed a generally positive perception of their institutions' organizational culture, emphasizing the importance of leadership support, clear career advancement opportunities, and well–being initiatives.

The qualitative analysis reinforces these findings, as faculty members identified workload distribution, mentorship, and policy clarity as essential factors in enhancing WI. Based on these findings, the research proposes a holistic OWB model that integrates institutional policies, leadership strategies, and faculty engagement programs to enhance job satisfaction, retention, and overall academic productivity.

New Knowledge and Contribution

The Application of SEM and Qualitative Model for Female Faculty in Women's Universities and Colleges in China: The integration of Structural Equation Modeling (SEM) and qualitative analysis offers a comprehensive framework for understanding the dynamics between organizational well–being (OWB), job satisfaction (JS), employee engagement (EE), and work–life integration (WI) among female faculty in women's universities and colleges in China. The SEM results confirm that employee engagement plays the most significant role in predicting work–life integration, followed by organizational well–being and job satisfaction, as illustrated in the equation $WI = 0.361 \cdot OWB + 0.329 \cdot JS + 0.413 \cdot EE + \varepsilon$. These findings emphasize that a supportive organizational culture, stable employment, and leadership–driven engagement strategies are vital for maintaining a balanced and productive academic environment.

Recommendations

1. Recommendations for applying the model: Applying the Organizational Well–Being (OWB) model to enhance Work–Life Integration (WLI) in China's women's universities and colleges offers valuable guidance for improving faculty well–being and institutional performance. University administrators and policymakers should use the model to promote supportive workplace cultures, ensure job security, and strengthen health support systems. Strategies such as flexible work arrangements, childcare assistance, and digital tools for remote teaching can help reduce work–life conflicts. HR departments play a crucial role by implementing engagement initiatives like leadership development, mentorship programs, and transparent evaluations.

2. Recommendations for further research: Future research should broaden the scope by replicating the study across diverse universities and cultural contexts to improve generalizability. Longitudinal studies are needed to evaluate the lasting impact of organizational well–being initiatives on work–life integration, job satisfaction, and faculty engagement. Incorporating qualitative methods can offer richer insights into faculty experiences, enabling tailored interventions.

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