

## Work life Balance and Productivity: A Study among Unaided Faculty Members in Arts and Science Colleges of Kerala

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### ABSTRACT

The study analyses and investigates the challenges encountered by faculty members who are unaided in the arts and science colleges where both unaided and aided streams coexist and focus on their work-life balance and productivity. Whilst aided faculty members benefit higher salaries from structured support systems, and leadership roles, unaided faculty members often are confined into assisting roles, receive minimal compensation, all the while facing excessive workloads, mainly in examination duties, this research explores the systemic unevenness in treatment and its influence on the work-life balance (WLB) and productivity of unaided faculty members. With the use of a Structural Equation Modelling (SEM) approach in AMOS, the study examines the data gathered from 400 unaided faculty members in Idukki district, Kerala, and the results strives to illuminate the importance of institutional policies as a crucial factor that influence the performance and well-being of the unaided faculty. This study also provides applicable and practical recommendations to address their needs and promote equity, and the findings have the potential to inform policy reforms in institutions those with mixed aided and unaided streams.

**Keywords:** Work life Balance, Role, Institutional Policies, Leadership roles

### Introduction

In the present active landscape of higher education in India, often the arts and science colleges run within a dual-stream framework that comprises both aided and unaided faculty members, basically this structure's goal is to elevate the efficiency of the institution and expand access to education, which also unfortunately perpetuates notable systemic disparities. Aided faculty members benefit structured support systems, leadership opportunities, higher salaries, and institutional recognition. Contrary to that, unaided faculty members, even with equally integral institutional functioning, meet numerous challenges, including heavier workloads, minimal compensation, exclusion from decision-making roles, and at last limited career advancement opportunities. All these differences not only bring down the productivity and morale of unaided faculty members but also stands as a huge hurdle to institutional equity and efficiency (Alsya&Ubaidillah, 2024).

One of the most important challenge faced by unaided faculty members is the **workload imbalance**, which often keeps them at a disadvantage compared to their aided counterparts, they are disproportionately tasked with administrative responsibilities, examination duties, and supporting roles in accreditation and ranking processes such as NAAC and NIRF. This overburdening shrinks their ability to focus on academic responsibilities like teaching and research, thereby impacting their professional growth and institutional contributions. Studies also show that excessive workload without lack of adequate institutional support leads to stress and reduced performance, particularly in academic environments where workload management is critical for productivity (Hermawan et al., 2024).

Another main disparity is **leadership exclusion**, where prime decision-making and leadership roles, such as controllers, deans, and coordinators, are systematically reserved for aided faculty members. Regardless of having similar qualifications and experience, unaided faculty members are often kept away from these roles, which brings in the feelings of alienation and professional stagnation. Exclusion from leadership not only limits the motivation of unaided faculty to excel but also hinders their opportunities to influence institutional policies and contribute meaningfully to organizational development (Faeq, 2022). Research implies that the absence of inclusive leadership opportunities negatively influences employees' morale and engagement, which are important for fostering innovation and productivity in academic institutions (Alsya&Ubaidillah, 2024).

**Compensation inequality** further more exacerbates the challenges encountered by unaided faculty members, firstly unlike their aided counterparts, unaided faculty often receive salaries that are significantly lesser—sometimes may be one-sixth—with no additional allowances or benefits, this obvious disparity not only causes financial strain but also puts strain to their professional motivation and ability to contribute in career development activities like attending conferences, publishing research, or pursuing advanced education. Inequity in compensation has been recognized widely as a critical factor in minimizing job satisfaction and productivity. Sitorus and Hidayat (2023) insist that inadequate financial rewards inhibit employees from engaging in activities that contribute towards personal and institutional growth, which ultimately leads to burnout and disengagement.

**Policy neglect** is one another dire issue, as institutional policies are usually biased in favor of aided faculty members, so the unaided faculty lack access to formal grievance redressal mechanisms, professional development opportunities, and proper platforms for voicing their opinions and concerns, this lack of institutional support exacerbates the challenges of workload imbalance, leadership exclusion, and compensation inequality, which ultimately leaves unaided faculty members feeling undervalued and unsupported. Studies have showed that biased institutional policies create an environment of disillusionment, which reduces the willingness of employees to engage in collaborative or innovative activities (Febrianti&Andriani, 2024). Also, inclusive and equitable policies have been shown to considerably improve employee engagement and productivity, highlighting the need for systemic reforms in institutions with mixed streams (Luzon, 2022).

Amidst these systemic challenges, **work-life balance (WLB)** appears as a crucial factor that mediates the relationship between institutional disparities and employee productivity, WLB reflects the ability of individuals to efficiently balance the demands of their professional and personal lives. For unaided faculty members, systemic inequities disrupt the WLB, which leads to reduced satisfaction, heightened stress, and diminished performance, also the dimensions of WLB—**Work Supports** **Personal Life** and **Personal Life Supports Work**—are particularly relevant in this context. If institutions provide a flexible work environment with equitable policies, employees can manage personal responsibilities more effectively, that enhances their overall wellness and productivity, and on the contrary, lack of institutional support exacerbates professional and personal conflicts, which results in poor outcomes in both the domains (Hermawan et al., 2024; Febrianti&Andriani, 2024).

Employee productivity, a key outcome of this relationship, encompasses various dimensions such as **academic effectiveness**, **institutional contribution**, and **professional growth**. Academic effectiveness includes teaching quality and research output, while institutional contribution reflects the participation in activities like accreditation processes, mentoring, and collaborative projects. Professional growth includes career advancement initiatives, which includes publishing research, attending conferences, and acquiring additional qualifications, systemic disparities, coupled with poor WLB, sizably hinder productivity across these dimensions, and employees with inadequate WLB often experience reduced focus, motivation, and capacity for innovation, which further exacerbates the challenges posed by systemic inequities (Alsya&Ubaidillah, 2024; Sitorus&Hidayat, 2023).

Conclusively, the systemic challenges faced by unaided faculty members in the arts and science colleges with mixed streams create significant hurdles in achieving equitable and supportive work environments. Institutional disparities like workload imbalance, leadership exclusion, compensation inequality, and policy neglect not only disrupts their work-life balance but also adversely influence their productivity and overall well-being. Acknowledging these issues needs a comprehensive approach which includes equitable policies, inclusive leadership opportunities, and support systems that prioritizes the necessity of unaided faculty members, by nurturing a balanced and supportive environment, institutions can improve the well-being and productivity of all faculty members, thereby promoting equity and organizational success.

## Literature Reviews

### Workload Imbalance and Employee Productivity

Workload imbalance, especially allocation of tasks disproportionately, negatively impacts the academic effectiveness, professional growth, and institutional contribution, as overburdened employees usually experience stress and burnout, that reduces their ability to focus on quality teaching and research activities. Hermawan et al. (2024) identified that excessive workloads brings down employee productivity, especially when responsibilities like administrative tasks and examination duties are assigned disproportionately. Raharjo et al. (2022) confirmed that unbalanced workloads results indecreased performance, as overworked employees struggle to meet institutional expectations. Tilova (2024) also added that the inequitable distribution of workloads reduces productivity and motivation for professional growth, as the employees prioritize survival over advancement, these findings reveal the need for balanced workload policies to enhance academic and institutional contributions.

### Leadership Exclusion and Employee Productivity

The exclusion of faculty members from leadership roles weaken their morale, motivation, and willingness to contribute towards institutional growth, and leadership opportunities are important for fostering engagement and innovation. Alsya and Ubaidillah (2024) underlined that leadership plays a vital role in organizational productivity, as it encourages employees to take ownership of tasks and innovate, however, the systematic denial of leadership positions to unaided faculty lowers their sense of belongingness, as highlighted by Raharjo et al. (2022). Faeq (2022) further observed that employees excluded from leadership opportunities contribute less to institutional activities, like quality enhancement and accreditation processes, this exclusion also stifles professional growth, as only leadership roles usually provide access to resources, networks, and skill-building opportunities.

### Compensation Inequality and Employee Productivity

Compensation inequality is one of the most important factors that affect employee productivity, and employees who perceive that their compensation is unfair are less likely to put in effort for activities like research, teaching, and professional development. Alsya and Ubaidillah (2024) showed that equitable compensation is the high influential factor that boosts productivity, as it straight away

affects employee's motivation and morale. Sitorus and Hidayat (2023) identified that inadequate financial compensation paves way to a decline in research output and reduces participation in institutional activities. Febrianti and Andriani (2024) revealed that non-financial compensation, like recognition and career development opportunities, plays an equally critical role, also these studies stresses the need for policies to make sure that financial and non-financial equity among faculty members are similar to elevate their overall contributions.

### **Policy Neglect and Employee Productivity**

Institutional policies that systematically neglect certain groups, like unaided faculty remarkably influence the ability to perform efficiently, policy neglect manifests in various ways, which includes the lack of professional development opportunities, absence of grievance redressal mechanisms, and biased decision-making processes. Luzon (2022) identified that systemic biases in institutional policies are a major barrier to employee productivity, mainly in higher education settings. Febrianti and Andriani (2024) found out that institutions with inclusive policies saw higher levels of engagement and productivity among their staff. Also, Hermawan et al. (2024) emphasized that addressing policy neglect through structured development programs and transparent decision-making processes could highly improve teaching outcomes and institutional contributions, finally these findings highlight the critical role of equitable and inclusive policies in fostering the productivity.

### **Institutional Disparities on Academic Effectiveness**

Institutional disparities negatively effect on academic efficiencies by reducing the time, energy, and motivation faculty members can devote to their teaching and research. Alsyah and Ubaidillah (2024) found that employees who face workload imbalance and compensation inequality deliver sub optimal academic outcomes due to the stress and dissatisfaction. Sam way, Hermawan et al. (2024) observed that the lack of institutional support lessens the ability of faculty to meet their teaching objectives, which results in poorer student outcomes and reduced innovation in pedagogy.

### **Institutional Disparities on Institutional Contribution**

Institutional contribution, like participation in accreditation processes or collaborative projects, suffers highly when employees feel undervalued or excluded. Faeq (2022) emphasized that leadership exclusion decreases participation in institutional activities, as unaided faculty often feel that their contributions anyway will not be recognized. Luzon (2022) observed that inclusive institutional policies are important for motivating employees to engage in activities to elevate the institution's reputation, like NAAC and NIRF rankings.

### **Institutional Disparities on Professional Growth**

Professional growth opportunities are restricted for faculty members facing systemic disparities. Febrianti and Andriani (2024) shed light to the fact that compensation inequality and policy neglect stops employees from pursuing skill-building opportunities, like attending conferences or enrolling in training programs. Raharjo et al. (2022) identified that institutions prioritizing inclusivity in leadership and compensation policies underwent higher levels of professional growth among their faculty, as employees were motivated to enable their skills and advance their careers.

### **Workload Imbalance and Work-Life Balance**

Workload imbalance highly disrupts the ability of employees in maintaining a healthy work-life balance (WLB), excessive responsibilities, mainly when disproportionately assigned without adequate resources, makes it challenging for employees to manage their personal and professional demands. Hermawan et al. (2024) revealed that overburdened employees struggled to allocate time to their personal responsibilities, which ultimately lead to decreased satisfaction in their personal lives. Furthermore, Febrianti and Andriani (2024) shed light that excessive workloads exhausted employees mentally and physically, which reduced their ability to collect energy and motivation from

personal life to support their professional roles, also addressing workload inequities through structured and transparent distribution policies can highly improve both dimensions of WLB.

### **Leadership Exclusion and Work-Life Balance**

Excluding from leadership roles negatively affects both components of WLB by reducing employees' sense of accomplishment and recognition, also when employees are denied leadership opportunities often feel undervalued, that directly affects their ability to maintain emotional stability in personal relationships. Alsya and Ubaidillah (2024) stressed that the lack of representation in leadership decreases professional motivation and leads to a dissatisfaction in personal life. Similarly, Faeq (2022) identified that employees excluded from decision-making roles find it hard to maintain enthusiasm, as they are unable to channel personal satisfaction into professional performance, also ensuring equitable access to leadership roles can give a sense of belonging and positively impact WLB.

### **Compensation Inequality and Work-Life Balance**

Compensation inequality directly influences WLB by giving financial stress and brings down employees' sense of fairness and recognition, under compensated employees face difficulties managing personal responsibilities, which leads to dissatisfaction in their personal lives. Sitorus and Hidayat (2023) found that financial insecurity due to unequal compensation hinders employees' ability to focus on personal needs, and erodes the "Work Supports Personal Life" dimension of WLB. Febrianti and Andriani (2024) also further noted that inequities in compensation reduce employees' motivation, which prevents them from leveraging personal satisfaction to support professional responsibilities, it is important to implement fair and transparent compensation policies to enhance both aspects of WLB.

### **Policy Neglect and Work-Life Balance**

Policy neglect, characterized by institutional bias and absence of support, highly hampers employees' ability in balancing work and personal life, if and when institutional policies fail to address employee grievances or provide equitable opportunities, individuals undergo stress that negatively affect personal well-being. Luzon (2022) pointed out that biased policies often paves way to professional uncertainties, which makes it difficult for employees to maintain the stability in their personal lives. Also, Hermawan et al. (2024) emphasized that inclusive policies are important for fostering an environment where personal life can positively impact professional roles. Addressing policy neglect through inclusive frameworks can significantly improve WLB outcomes.

### **Work Supports Personal Life and Employee Productivity**

When work structures and environments are conducive to personal responsibilities, employees are more inclined towards achieving higher levels of productivity. Alsya and Ubaidillah (2024) underlines the fact that employees who feel supported in managing their personal lives by flexible schedules and manageable workloads deliver increased academic effectiveness. Febrianti and Andriani (2024) identified that institutional policies that let employees to balance personal and professional roles nurture higher participation in institutional contributions, like NAAC and NIRF activities. Sitorus and Hidayat (2023) also demonstrated that enabling personal management through work accommodations improves employees' capacity for innovation, directly contributing towards professional growth.

### **Personal Life Supports Work and Employee Productivity**

When personal life gives employees energy, motivation, and emotional stability, it positively impacts productivity outcomes. Febrianti and Andriani (2024) observed that employees who receive good emotional and logistical support from family and social structures show higher academic performance, as they are able to dedicate more focus and energy to professional tasks. Hermawan et

al. (2024) highlighted that a well-balanced personal life lessens stress, and enable employees to contribute meaningfully towards institutional activities, like research collaborations and accreditation processes. Similarly, Luzon (2022) found that employees with strong personal support systems are likely to pursue professional growth opportunities, like training programs and skill development initiatives.

### **Cumulative Impact of WLB on Productivity**

The allover balance between work and personal life has a transformative effect on productivity, employees with high WLB show great academic effectiveness, as they can easily focus on teaching and research without any personal distractions (Hermawan et al., 2024). Furthermore, institutions that promote WLB observe higher levels of institutional contributions, as employees are motivated to participate in organizational activities (Alsya and Ubaidillah, 2024). Febrianti and Andriani (2024) highlighted that WLB also encourages a growth mindset, that encourages employees to invest in long-term career development and professional achievements.

### **Statement of the Problem**

In the arts and science colleges that offer both aided and unaided streams, major disparities exist between the faculty members in these two categories, which creates systemic inequities that adversely affect unaided faculty members. While aided faculty members benefit from privileges like structured workloads, leadership positions, higher salaries, and policy benefits, unaided faculty are often pushed into to less favorable conditions, they are packed with excessive workloads, mainly in administrative and examination duties, are excluded from leadership roles despite their equal qualifications and experience, and also receive minimal compensation with little to no benefits. Additionally, unaided faculty members face lack of institutional support and access to career development opportunities, which leaves them feeling undervalued and neglected.

These disparities influence the professional lives of unaided faculty members and also spills over into their personal lives, disrupting their work-life balance (WLB), poor WLB results in decreased satisfaction, heightened stress, and reduced productivity. The productivity of unaided faculty members including teaching effectiveness, institutional contributions, and professional growth—is highly hampered by these systemic inequities, also addressing these issues are crucial in fostering a fair and supportive work environment that enables both aided and unaided faculty to contribute meaningfully to their institutions.

This study tries to explore these disparities and their impacts on the WLB and productivity of unaided faculty members, by identifying the root causes of these inequities and their effects, the research aims towards providing actionable recommendations for policy reforms and institutional improvements that can create a more equitable and supportive environment for all the faculty members.

### **Objective of the Study**

The main objective of this research is to investigate the systemic challenges faced by unaided faculty members in the arts and science colleges with mixed streams, focusing on how these challenges influence their work-life balance (WLB) and productivity. Specifically, the study aims to:

1. Examine the influence of institutional disparities—like workload imbalance, leadership exclusion, compensation inequality, and policy neglect—on the work-life balance of unaided faculty members.
2. Assesses how disruptions in work-life balance disturb the productivity of unaided faculty members in terms of academic effectiveness, institutional contributions, and professional growth.
3. Finds the actionable factors that contribute towards institutional disparities and their consequences.

4. Provides policy recommendations to address these disparities and foster an equitable and supportive environment for faculty members in colleges those with aided and unaided streams.

## Methodology

To attain and achieve the objectives, data were collected from 400 unaided faculty members across the arts and science colleges in Idukki district, Kerala, employing a random sampling technique, a structured questionnaire was made to gather information on institutional disparities, work-life balance, and employee productivity, then the data collected was analyzed using a Structural Equation Modeling (SEM) approach with AMOS to examine the relationships between institutional disparities (Independent Variable), work-life balance (Mediating Variable), and employee productivity (Dependent Variable).

## Data Analysis and Discussion

The current analysis investigates the moderating effect of the faculty's working stream (Aided vs. Unaided) on the structural relationships between institutional disparities (Independent Variable), work-life balance (Mediating Variable), and employee productivity (Dependent Variable). Using Structural Equation Modeling (SEM), a multi-group moderation analysis was conducted to assess how the paths differ in strength between aided and unaided faculty groups. This approach enables a deeper understanding of whether systemic inequities impact faculty members differently depending on their employment category, focusing on both the direct and indirect effects.

The model fit indices and path coefficients were evaluated to determine the adequacy of the proposed relationships and the influence of the working stream as a moderator. Standardized estimates for both aided and unaided faculty groups are presented, highlighting differences in effect sizes. The findings offer insights into how institutional disparities influence work-life balance and, subsequently, employee productivity, with significant implications for policy interventions aimed at creating equitable work environments.

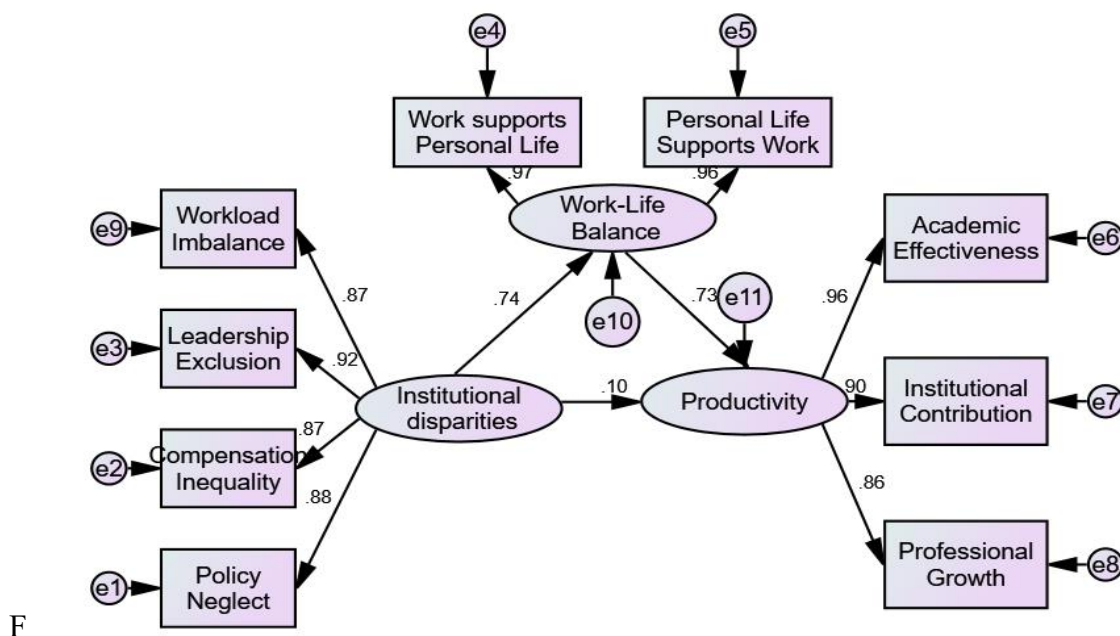


Fig.1 Standardized Estimates of paths - Aided faculty result

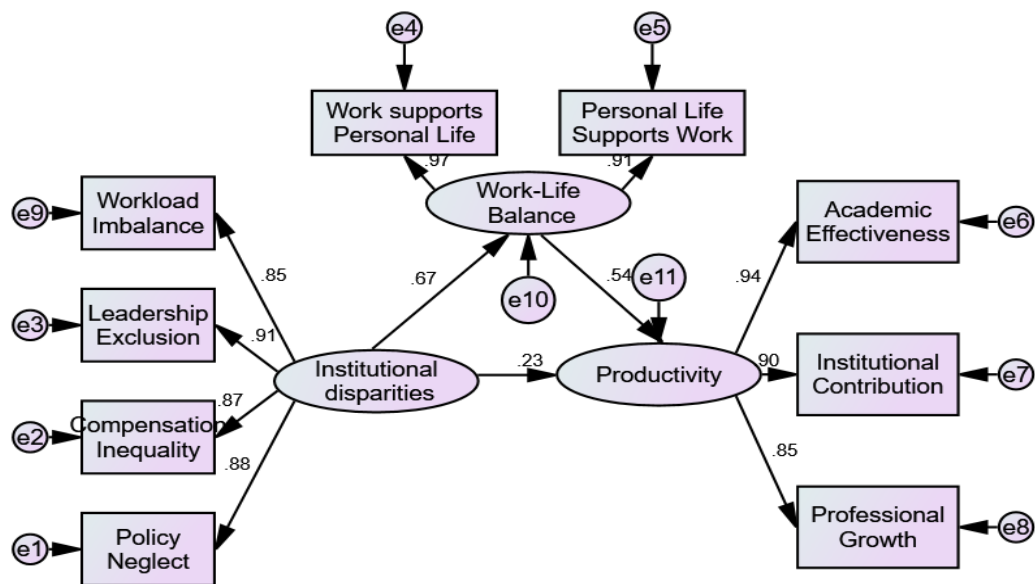


Fig.2 Standardized Estimates of paths - Unaided faculty result

Table 1  
Model Fit Summary

CMIN					
Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	42	206.436	48	.000	4.301
RMR, GFI					
Model	RMR	GFI	AGFI	PGFI	
Default model	.048	.946	.899	.505	
RMSEA					
Model	RMSEA	LO 90	HI 90	PCLOSE	
Default model	.065	.056	.074	.004	

The model fit indices indicate that the proposed structural equation model provides a reasonable fit to the data, though there is room for improvement. The **CMIN/DF ratio** of 4.301 falls within the acceptable range of 2 to 5, suggesting that the model adequately explains the observed data (Marsh & Hocevar, 1985). The **RMR value** of 0.048 is below the threshold of 0.08, indicating minimal residual discrepancies between predicted and observed values (Hu & Bentler, 1999). Additionally, the **GFI (0.946)** and **AGFI (0.899)** values confirm a strong representation of the data within the model structure, with GFI exceeding the recommended threshold of 0.90 and AGFI nearing the acceptable range of 0.80 (Joreskog & Sorbom, 1993). The **RMSEA value** of 0.065, with a 90% confidence interval of 0.056 to 0.074, suggests a reasonable approximation of the population covariance structure, supported by its alignment with the commonly accepted cutoff of 0.08 (Steiger, 1990). However, the **PCLOSE value** of 0.004 indicates the model does not meet the criteria for a close fit, suggesting potential refinements to improve its precision. Overall, the indices collectively affirm that the model captures the key relationships in the data while leaving room for further optimization.



Table 2  
Multi Group Moderation Result Table

Paths			Aided faculty		Un-aided faculty		z-score
			Estimate	P	Estimate	P	
Faculty Work -life Balance	<---	Institutional disparities	1.148	0.000	0.813	0.000	-3.852***
Faculty Productivity	<---	Work -life Balance	0.647	0.000	0.467	0.000	-2.622***

Notes: \*\*\* p-value < 0.01; \*\* p-value < 0.05; \* p-value < 0.10

The multi-group moderation analysis unveils major dissimilarities in path effects between the aided and unaided faculty members, which underscores the moderating role of the working stream, the relationship between institutional disparities and work-life balance is stronger for aided faculty (Estimate = 1.148,  $p < 0.001$ ) when compared to unaided faculty (Estimate = 0.813,  $p < 0.001$ ), and a significant z-score of -3.852 stands as evidence, which indicates that aided faculty experience greater variability in work-life balance due to the institutional disparities, probably because of their relatively fair working conditions. Same way, the path from work-life balance to faculty productivity is even better for aided faculty (Estimate = 0.647,  $p < 0.001$ ) than the unaided faculty (Estimate = 0.467,  $p < 0.001$ ), with a z-score of -2.622 which indicates a significant group difference, and this shows that aided faculty bag more benefits from improved work-life balance, whereas unaided faculty face systemic barriers that limit their extent to which work-life balance enhancements translate into productivity gains. The results shed light on the disproportionate influence of institutional disparities on unaided faculty, and emphasizes the need for targeted interventions to address their challenges while maintaining equity across faculty streams.

### Findings:

1. Institutional disparities, including leadership exclusion, workload imbalance, compensation inequality, and policy neglect, greatly affect faculty members' work-life balance (WLB), this impact is more pronounced for aided faculty, with a stronger path estimate (1.148) while compared to unaided faculty (0.813). This more or less states that aided faculty's work-life balance is more sensitive to institutional conditions, mainly due to greater variability in their resources and privileges.
2. Work-life balance positively influences faculty productivity for both streams; though, aided faculty gain benefits more significantly, and the path estimate for aided faculty (0.647) is higher for unaided faculty (0.467), which clearly indicates that improvements in WLB transform into higher productivity gains for aided faculty, and this disparity underlines the systemic barriers that confine unaided faculty's ability to leverage work-life balance for professional outcomes.
3. The working stream (Aided vs. Unaided) moderates the relationships in the structural model, the aided faculty show stronger path effects, and suggests that they are better positioned to capitalize on institutional resources and support systems. On the other side unaided faculty face persistent systemic inequities that decreases the magnitude of these relationships, which emphasizes the need for targeted support.

**Recommendations:****1. Suggestions for College Management, Principals, and Directors**

To address and manage the systemic disparities between aided and unaided faculty members, the college management must take on equitable practices and policies that encourage inclusivity and fairness. Management should make sure that the responsibilities and authority are allocated based on experience and qualifications rather than the employment category. Unaided faculty should not be overlooked for leadership roles such as controllers, deans, and coordinators (e.g., NIRF and NAAC), and recognize their expertise and contributions. Examination duties and administrative tasks should be distributed equally among both streams, and ensure that no group is burdened disproportionately. Additionally, compensation structures must be reformed to make sure that fair salaries and benefits are given for unaided faculty, to commensurate with their workload and contributions. Open grievance redressal mechanisms should be established to address concerns from all faculty members, to foster a culture of respect and collaboration.

**2. Suggestions for Unaided Faculty Members**

Unaided faculty members can actively work towards bridging the disparity by shifting their focus on professional development and asserting their contributions, they should concentrate on authoring books, publishing research articles, and pursuing patents to boost their academic profile. By applying for government-funded minor and major research projects, they can showcase their capabilities and attract more institutional recognition, and in addition, unaided faculty should proactively participate in collaborative projects and academic networks to add strength to their influence and visibility. Even then, if the disparities continue, they must raise their concerns confidently during the management meetings, and strongly advocate for equal treatment while also maintaining professionalism and respect. Constructing a strong portfolio with academic achievements will empower them individually and help to create a stronger case for institutional equity.

**3. Suggestions for Aided Faculty Members**

Aided faculty members engage in a vital role for fostering an inclusive and collaborative work environment, they should be open to treat unaided faculty members as their equals, and acknowledge their contributions towards the institution, also collaborating in research projects, co-authoring publications, and sharing academic opportunities will help to bridge the gap between the two groups. Aided faculty can mentor and support unaided colleagues in pursuing their professional development, thereby contributing to a culture of mutual growth, also by promoting inclusivity and equity in their interactions, aided faculty members can help eliminate the partitions that bring down institutional harmony and effectiveness.

**Conclusion**

The paper illuminates the systemic disparities encountered by unaided faculty members in the arts and science colleges with mixed aided and unaided streams, and highlight their influence on work-life balance (WLB) and productivity. Institutional disparities, which includes workload imbalance, compensation inequality, leadership exclusion, and policy neglect, put forth significant barriers for unaided faculty, which leads to decreased professional satisfaction and well-being. The findings states that while these disparities has itseffect on both aided and unaided faculty, their consequences are more weighing on the latter, that emphasizes the need for equal practices and policies.

The moderation analysis unveils that the working stream greatly influences the relationships between institutional disparities, WLB, and productivity, as the aided faculty members highly benefit from stronger institutional support, which enhances the positive effects of WLB on productivity. On the other hand, unaided faculty members are burdened by systemic inequities, and experience weak relationships in these paths, which implies that there are pressing needs for reforms to elevate their professional environment.

The study's recommendations makes a call for targeted interventions by college management, including equal workload distribution, fair compensation structures, and inclusive leadership opportunities, furthermore, unaided faculty members are strongly urged to add strength to their professional profiles with research, publications, and advocacy. Whereas aided faculty members are encouraged to maintain collaboration and inclusivity, which can promote mutual growth and enable good institutional harmony.

By addressing and acknowledging these disparities, institutions can bring up a more equitable and supportive environment that strengthens the well-being and productivity of all faculty members, these reforms are vital for the personal, professional development of faculty and for the overall efficiency and reputation of the institution, conclusively the research acts as a foundation for policy discussions and practical strategies to fill the gaps in higher education, and to ensure fairness and inclusivity in academic workplaces.

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